

Brackenwood Infant School



READING

		Name	Signature	Name	Signature
Date Adopted					
Review Date					

Reading Policy

OVERVIEW

At Brackenwood Infant School we believe that reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. The first stage in helping children to become confident readers and enjoy books is teaching them the key skills that they need. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading. We believe that success in reading opens doors to a world of knowledge. Our philosophy will be driven by the determination that virtually every child in this school will learn to read regardless of social and economic circumstances, ethnicity, the language spoken at home and most special educational needs or disabilities.

INTENT

At Brackenwood Infant School we intend to:

1. To apply a rigorous and sequential approach to developing speaking and listening skills and teaching of reading, writing and spelling.
2. Achieve high standards in reading by developing reading strategies and skills including: fluency, accuracy, understanding and response to different texts.
3. Have an effective programme for teaching phonics based on a high-quality synthetic systematic approach.
4. Have in place a structured and concentrated approach to the teaching of phonics and reading so that it is central to children's success in learning to read.
5. Adopt a consistent whole-school approach and make every minute of every lesson count.
6. Use high-quality and expert teaching that follows the carefully planned and tightly structured approach to teaching phonic knowledge and other essential reading skills.
7. Develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
8. Develop children's experiences through a variety of texts including the use of libraries, ICT and other available media.
9. Develop a love of books and reading throughout the school by creating a strong, embedded reading culture through a rich families as essential components in supporting and developing children's reading skills and love of reading.
10. Ensure high quality formative assessment and interactions make an important contribution to learning.
11. Rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.

IMPLEMENTATION

1. We will use systematic phonics and other appropriate strategies in line with the school's phonics policy.
2. Children will be given opportunities to apply what they have learnt through reading – including time to read aloud to adults to practise their decoding skills – writing and comprehension of what they are reading.
3. All children will have the opportunity to take part in a weekly guided reading session in a small group supported by an adult. Guided reading will begin in Foundation Stage when the teacher feels the children have reached the appropriate level of maturity and skill.
4. Shared reading sessions will allow for specific reading skills or features of differing genres to be taught. This is an opportunity to discuss the use of language and widen children's vocabulary.
5. There will be opportunities during the school week for children to engage in independent reading. All children will have at least one individual reading book a week from the school's reading scheme which is closely matched to their phonics ability.
6. There will be opportunities for children to engage in shared reading. Children listen to each other read their reading book once a week, supporting each other to read any tricky words and discussing the content together. Classes benefit from this activity in terms of developing confidence and skills and the children thoroughly enjoy working together.
7. We will have a planned structure, fast pace, praise and reinforcement, perceptive responses, active participation by all children and evidence of progress.

8. Teachers will be highly trained in the principles of phonics so that they can identify the learning needs of young children and recognise and overcome the barriers that impede learning.
9. The curriculum will give children rich opportunities to talk and listen to a wide range of contexts and fiction and non-fiction texts. This will contribute to developing their familiarity with books, stories, rhymes and their knowledge of the meanings of words increasing children's vocabulary.
10. There will be a strong focus on developing the children's capacity to listen, concentrate and discriminate between sounds.
11. Well-structured resources will be used appropriately, either individually or in combination, to support the teaching programme.
12. Phonics and other teaching strategies will be monitored to ensure consistency and appropriate action will be taken, if improvement is called for.
13. The assessment of individual children' progress in reading and their phonic knowledge and skills will be frequent and detailed to identify quickly the children who are failing, or in danger of failing, to keep up with their peers. Effective provision for those who are struggling will be put in place early and there will be high expectations of what all children should achieve.
14. Children will be involved in the assessment of their progress and receive regular supportive feedback on their work.
15. Teachers will follow Read to write and Steps to Read schemes of work to ensure high quality, consistent teaching of reading with an appropriate progression of skills.
16. Libraries will remain well-stocked and will stock a wide range of high quality books including fiction and non-fiction.
17. All children are entitled to access library books and each class has their own library slot. Library books are changed at the teacher's discretion and by choice of the child.
18. Leaders will take part in ongoing professional development to ensure knowledge and practice will be kept up-to date. This information will be shared with teachers to ensure consistent quality provision for reading.
19. Every class will have a range of books available to children that reflect their current class topic. ICT in the classroom through iPads and interactive whiteboards will be available for children to access digitally written materials to support their learning in all curriculum areas. Reading materials are used across a range of subjects including wider curriculum areas to ensure children have the opportunity to listen to, read and to be exposed to contextual material including rich subject-specific vocabulary.
20. There are opportunities planned for children to read aloud to a variety of audiences. This could be through their literacy work, guided reading or by performing to audiences including the whole school and families.
21. Higher order reading skills and reading comprehension are explicitly taught through reading lessons.
22. Children will take home closely matched phonically decodable reading books at least twice weekly.
23. Children are given home reading records to encourage home-school communication to help children to make progress in their reading.
24. A respect for books will be fostered and modelled by all staff.
25. Children will be assessed regularly, in line with the school's assessment policy and procedures.
26. If appropriate, children requiring further support will be provided with high quality targeted support sessions, set out in PPAR (Pupil Progress and Attainment Review) Plans.
27. Provision is made for all children regardless of ability, disability, additional needs, medical conditions, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos.
- 28.** The school assessment policy and strategy is used effectively to ensure that all pupils including those with SEND are making good progress and achieving the highest standards for their ability.6
29. Policy and practice is monitored and evaluated on a regular basis. Monitoring may take the form of lesson visits, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning.
30. The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to the school advocates on the effectiveness of the policy. The monitoring of the implementation of the programme, especially the quality of the teaching, and the evaluation of the impact of the programme on children' decoding and spelling skills will be given priority within our school's strategy for self-evaluation.

IMPACT

The development of speaking and listening in reading and writing will be the top priority for our children. Teaching reading will be the central strategy in developing children’s literacy. They will develop all the key elements of word recognition, decoding, recognising the link between letters and sounds which will lead to understanding of meaning and language comprehension. In this school, children will be confident readers who have developed a love for reading. All children will make good progress in reading from EYFS to the end of KS1 regardless of their needs and/or starting points.

Revised and adopted by the Governing BodyReview Date.....
Signed by Cof G