

READING POLICY 2024

Next Review Date: January 2027

Reading Policy

As reading is a complex skill with many components, Haddenham Community Infant School has adopted a comprehensive and consistent approach to the teaching of these skills throughout the school. We believe that reading is a valuable and rewarding experience and that the importance of laying a firm foundation in this crucial area will allow children to access all areas of the curriculum successfully. We believe that success in reading opens doors to a world of knowledge and enjoyment.

Our aims:

- To develop a love of books and reading.
- To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- To read and enjoy a variety of texts from a variety of sources: library, class book corners, ICT.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.
- To recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.

There is a whole school approach to the teaching of reading. A wide range of reading strategies will be taught throughout all classes that reflect the requirements of the National Curriculum and the New EYFS Framework.

The Teaching of Phonics

EYFS, Year One and Year 2 will be taught phonic skills through the use of Supersonic Phonic Friends utilising in school programmes and catch up as well as home communication to support parents and children.

EYFS

Reception children begin to learn the first phonic sounds as soon as they begin school. Phonics is taught at a rapid pace: children are introduced to 1 phoneme per day throughout the first term.

Teaching is multi-sensory and active following the Supersonic Phonic Friends programme.

High frequency words are introduced gradually for the children to learn in school and at home. Children are continually assessed during and at the end of each half term. Those

children who show signs of falling behind are identified for intervention/reinforcement activities. These will be in place for those children who are not secure and to target any gaps in phonic knowledge so far. Children will continue to follow the programme into Year 1 and year 2. In all classes, the children have daily phonics sessions.

In Year 1 the teaching and learning will focus on building on the skills learnt in the Early Years Foundation Stage and continual formative assessment will help target any gaps in phonic knowledge. This will be addressed in class through intervention programmes and supported individual or group work.

The children in EYFS and Key stage 1 will take reading books home reinforcing the phonics sounds learned that week. Our school reading scheme is organised into coloured reading bands, linked to phonics sounds and the order in which they are taught.

Guided reading is taught weekly, with the teacher leading in Y1. The teacher and TA working with individuals each week on a different objective from the KPIs in reading towards the End of KS1 expectations, moving to whole class Guided reading as the year progresses.

Year 2 embark upon a whole class guided reading model teaching. The focus of these sessions are on language development, comprehension and SPaG.

We use the Supersonic Phonic Friends scheme in EYFS and in Years 1 and 2. This is a progressive systematic approach underpinned by research from the EEF.

Teaching and Learning of Reading

As reading is at the core of accessing all areas of the curriculum it is essential that at Haddenham Community Infant School there is focused and dedicated time given to the teaching of the mechanics of reading. The teaching of reading will include:

- The teaching of phonic awareness.
- Questioning about character/ story/ events/ structure/ plot
- Awareness of layout / features.
- Awareness of punctuation.
- Prediction of the story
- Developing decoding skills of unfamiliar words
- Awareness of the reading and spelling of common exception words/ High Frequency words
- Deduce meaning from context, syntax and previous experience.
- Scanning text for information and to support comprehension.
- Discussing the effectiveness of chosen language.
- Encouraging talk and discussion in groups.
- Encouraging clear speaking and expression when reading texts aloud.

The Reading Environment

Every class has access to a reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting a wide range of genres, cultures, gender and race.

Every class has a range of books available to pupils that reflect their current class topic. ICT, through Chrome Books, and interactive whiteboards are available for children to access

digitally written materials to support their learning in all curriculum areas. A respect for books is fostered and modelled by all staff.

Every class has a 'class book' – a quality novel / story/ topic related that is read for the enjoyment of 'listening' and we have story time in every class each day at 3pm.

Home Reading

Children are encouraged to read at home on a daily basis. We expect all children to read at home a minimum of **five** times a week. If a child has at least five entries in their reading record each week they will put their name on a cloakroom ticket to be entered into a draw at the end of each term to win a book voucher. This incentive is to encourage all children to read regularly. This incentive is for all children in EYFS and KS1. The expectation is that the children read their books more than once. It is about confidence, familiarity and can answer simple questions about the storyline/characters/content they have read about

The School Lending Library

Each week the children are invited to choose a library book to take home and enjoy. TA's in each class monitor lending and each year the children are actively involved in choosing the books on loan.

Our children also visit Haddenham Lending library during the school year and we participate in reading challenges and have an active book club for children in Year 1 and 2 to join.

Assessment

Assessment in reading takes many forms in each class. The foci may be:

- phonological awareness and decoding skills
- Knowledge about character/ story/ events/ structure/ plot
- Showing an awareness of layout / features.
- Showing an awareness and knowledge of punctuation and how to read using it to help understanding
- Prediction of the story
- Showing an awareness of the reading and spelling of common exception words/ High Frequency words
- Being able to deduce meaning from context, syntax and previous experience.
- Being actively involved in discussions about texts
- Reading with confidence, fluency and expression when reading texts aloud.

Phonics workshop for parents

Each year we run parent workshops for all parents to teach them the methods we teach the children their phonics and reading. This is usually in September when children move up to a new year group.

Reading events

We usually host a number of enrichment activities with a focus on reading throughout the school calendar. The list below shows the breadth and the creative ways in which we teach and enthuse the children in learning to read.

Huggae event

Read with Dad Day

Charitable reading events

World Book week

Reading based trips eg The Story Museum.