



Inspire Learning, Ignite Curiosity

Marlow C of E Infant School Reading Policy 2023

***Then God said, “Let us make humankind in our image, in our likeness”
Genesis 1:26***

Rationale

At Marlow Church of England Infant School our curriculum aim is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community.

This bible verse above underpins our Christian vision. It tells us that every individual is created in God's image and so this leads us to conclude that everyone is precious and valuable. As a result of this we focus on treating everybody with respect and dignity because we acknowledge their God given value and unique identity.

To help us achieve our vision we concentrate on:

- Embracing the uniqueness of everybody and being inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet
- Embodying a Christian and spiritual community
- Being guided by our values of respect, kindness, perseverance, forgiveness, thankfulness and service

As a school we support the rights of children and these rights are encompassed in the UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a good quality education*

The Importance of Reading

The ability to read is fundamental to pupils' development as independent learners.

In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies, depicted in the National Curriculum (2014):

- drawing on knowledge of context and grammatical knowledge;
- applying phonic knowledge and skills;
- applying graphic knowledge and
- developing word recognition.

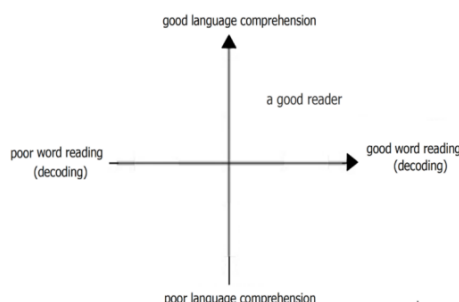
The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

The Reading Framework offers guidance on the teaching of early reading:

<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>

The simple view of reading



To become a successful reader, children need to have both good language comprehension and good word reading.

Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter, that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.

Intent

We ignite a love of literacy for our learners by putting storytelling at the heart of our English curriculum. This gives children the opportunity to develop their ability to listen intently and develop great oral communication skills while mastering the language in order to imitate and innovate the stories that they hear.

They are exposed to texts from around the world with a variety of genres and narratives of diverse compositions. Allowing the children to begin to understand how the audience and purpose affects the language choice of the author.

The stories are also chosen as the centre of the Topic for each year group across a half term. Each subject is then linked to the chosen topic. This provides further opportunities for the children to have hands-on, meaningful experiences exposing them to a vast amount of rich vocabulary while still having fun. Our constantly developing literacy skills are applied across all areas of our curriculum.

Through systematic, daily phonics teaching we create children who are confident to utilise letters and sounds which form the fundamental building blocks for reading and writing.

We understand that reading opens many doors for children to develop emotionally, intellectually, socially and spiritually. Therefore, we offer our children a wide range of reading opportunities through whole class reading, group reading and individual reading to read for both purpose and pleasure.

Our Reading Curriculum

Our Reading Curriculum encompasses many different components to ensure that we:

- Help our pupils to develop a lifelong enjoyment of reading taking genuine pleasure from what they read
- Give our children the reading skills they need to access all areas of the curriculum
- Enable children to access, understand and begin to manage information
- Help children to understand the meaning of what they have read and what is read to them
- Help children make responses to what they have read justifying those responses
- Develop happy and curious learners who read confidently and fluently and seek to acquire knowledge independently
- Allow children to use reading to become immersed in other words; both real and imaginary

Home Reading

Each child is given a reading book to take home to read with parents/carers. These are all banded and the bands that the children are reading at are assessed regularly in line with the assessment procedures outlined later in this document.

When the children start taking home books in Reception, every child is given a reading record book. This is for both parents and staff to communicate regarding a child's reading development.

When the children start reading and each time they move up a reading band, they are given an information booklet for parents which outline expectations and ways to support children working in each band.

Book Times

Sharing stories and books is an important part of our reading provision as this really builds enthusiasm and enjoyment encouraging children to read for pleasure. It influences independent reading choices and tunes children in book language. It provides opportunities to explore language and ideas that children are not ready to read independently yet. Children also need to learn about the lives of those whose experiences and perspectives differ from their own. Choosing stories and non-fiction that explore such differences begins to break down a sense of otherness that often leads to division and prejudice.

The learning environment

All classrooms have well-stocked book areas with fiction and non-fiction titles. Care is taken to ensure that a wide range of texts is available in terms of content, form and genre, e.g. texts which are accessible and challenging, texts which show cultural diversity and avoid stereotyping of race, gender and class.

The learning environment should also promote reading in an engaging way. There should be an abundance of vocabulary for the children to access. The classrooms have displays with graphemes to support the teaching of phonics.

In addition, pupils are made aware of the importance of print both inside and outside the classroom through the use of interactive displays, notices, charts, posters, advertisements, signs, etc.

Reading across the curriculum

Reading is not restricted to the English sessions. Many opportunities are provided for pupils to practise and extend their reading in other subjects. Other areas of the curriculum offer many opportunities for pupils to apply their reading skills, particularly reading for information.

Library

Children visit the school library once every week. This is part of their reading curriculum. They are encouraged to choose books that interest and excite them ensuring that they have the opportunity to read for pleasure. Children will have time to explore a range of books and share recommendations with one another.

Guided Reading

In Key Stage 1, every class timetable a daily guided reading session. Guided Reading is where children put into practise their developing reading skills and understanding in a structured situation. Small groups of children, working at a similar stage of reading acquisition, work with an adult to read an unfamiliar text that has been chosen to reinforce, challenge and further develop their independent reading strategies.

In Reception, children read one-to-one for the first two terms then progress to guided reading sessions in the summer term once they have become more confident in their reading.

The adult scaffolds the session so the children can take the initiative and put into practise what they have learnt in other reading and literacy activities.

Sets of texts are used so each member of the group has a copy. During Guided Reading the whole or a section of the unfamiliar text is read. Texts are chosen so that each member of the group can readily

read and understand between 90 – 94%, i.e. at the instructional level. The books only contain GPCs that the children have been taught.

Each Guided Reading teaching sequence will have most of these parts –

1. Text introduction and walk through the text
2. Reading strategy check
3. Independent reading
4. Returning to and responding to the text

Before the Guided Reading session begins each group will need –

- Banded guided reading books at appropriate level for each group (these should not be chosen by the children) and with a copy for each member of the group, appropriate Guided Reading Planning Sheets and a folder for each group containing, Reading Assessment Grids
- Reading record book for every child
- A quiet place for the group, where all the children can sit on the floor or at a table

During the Guided Reading session

1. Text Introduction and Walk Through

Learning objectives shared.

Walk through the pictures, using sentence structures and words from the text.

Important points of understanding discussed.

Talk is tightly focused on the previous 2 points, rather than a broad discussion.

Some prediction included.

All children have the chance to speak.

Children encouraged to make comments.

Difficult new words identified in advance.

2. Reading Strategy Check

Children identify phonics as the first strategy in decoding.

Children asked to identify other backup strategies (splitting up long words, re-reading sentence).

3. Independent Reading

Book is at the correct level for all children in the group (approx 90-95% success rate).

The children all read the text independently.

The practitioner positions him/herself so he/she can tune in/out of all the children's reading, rather than leaning over 1 child at a time.

The children do not read in unison. If they start to, the practitioner may ask one to re-read a sentence.

There is evidence of children using decoding strategies independently, without practitioner input.

When a child is stuck, the practitioner first supplies a strategy, rather than the word or a clue.

Children are given specific praise when they use a good strategy eg I like the way you split that long word into bits.

Early finishers have a purposeful task to do eg re-read with expression.

4. Returning and responding to the text

One of the following may form the focus:

The text is discussed further for a specific purpose.

The meaning of specific words/phrases is discussed.

The text is linked to other texts read.

The text is linked to the children's own experiences.

Children are asked to predict what happens next.

Reading behaviours observed during the reading are shared and praised.

Any common difficulties with decoding are addressed, possibly using a whiteboard.

Phonics learning is extended.

After the Guided Reading session

- On the Reading Assessment Grid, tick and date any objectives children in the group could do.
- In each child's reading record book, record the date, book title and the focus/ learning objective for the session. Write comments related to the Learning Objective and initial of member of staff leading the session.

Ideas for activities/follow up activities for children working independently during Guided Reading

- Find letters that match a particular sound in text
- Find keywords in text
- Re-read book to a partner
- Act out the story in the role play area
- Re-tell the story with finger puppets
- Paint a picture of a favourite character, setting, part of the story, etc
- Play a game using pictures/text from the book
- Write your own story based on the book and illustrate it
- Work as group to perform part of text for others
- Use illustrations from book as starting point for poetry
- Use mind maps to make story maps
- Find words with particular long vowel patterns
- Find meaning of tricky words using dictionaries
- Find tricky words in text and then practise spelling them
- Find punctuation in text and notice usage
- Follow instructions from text to make things
- Find time words in text
- Find connectives used
- Find and steal 'wow' words from text
- Research unanswered questions from text on Internet
- Find alternative words that could replace some of the words in text
- Find verbs in text
- Find adjectives in text
- Highlight speech in text
- Write a book review
- Use story characters to create a cartoon
- Find similes in text
- Use questions and answers to present facts from text before the next Guided Reading session
- Check the banded books have been returned

Before the next Guided Reading session

- Check the bag has a complete set of group guided reading books and return
- Collect the books, etc ready for a new session

Frequency of Guided Reading Sessions

Guided Reading sessions take place on a daily basis, 5 times per week. Each reading group will have at least 1 read with the class teacher or the class teaching assistant, with those who need it having 2 reads per week. However, less able readers may need more practice and timetable permitting; 3 times a week will help them progress at a quicker rate.

We use parent helpers to support individual 'extra' reading practice as well as rehearsing the reading of key words. Teachers have a reading folder with a list of the children who are to read with parents and this includes clear guidance notes for parents. This guidance supports parents so that their support of children's reading dovetails with our school approach.

Home Reading Books

The books within our home readers are all banded according to reading difficulty. Careful consideration is taken to ensure children are asked to read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Moving on Reading Book Bands

This occurs in line with our Assessment policy which outlines the types of assessments that occur before a teacher makes a judgement on whether to move a child to the next book band.

A range of tools are used: Benchmarking materials, keyword knowledge, Salford reading age assessment, comprehension questions and past SAT papers. These are all used to help identify a child's next steps in learning.

When the teacher makes the judgement to move a child on to the next book band the following occurs:

- The child is introduced to the band
- The date and band to which the child has been moved on to is marked in the child's reading record book with a clear visual indication in colour of the band. This is recorded as the next entry in the reading record book.
- A visual indication of the colour of the book band is marked on the front cover of the reading record book.
- A reading guide for parents for the relevant book band is stapled to the inside of the front cover of the reading record book.

Links to other policies

It is essential that this policy is read in conjunction with the English Policy, the Phonics Policy and the Assessment Policy

Policy review

This policy is reviewed every 3 years

Date reviewed: January 2023

Date of next review: January 2026