

# Elmwood Infant and Nursery School

## Reading Policy



Article 12 'Every child has the right to be heard and listened to'

Article 28 'Every child has the right to an education'

Article 29 'Education must develop every child's personality, talents and abilities to the full.'



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**Date Policy agreed: October 2020**

**Date of next review: Autumn 2023**

### Introduction

At Elmwood Infant School, we firmly believe that Literacy is a significant life skill and that the development of strong learning foundations will enable our children to listen, speak, read and write confidently throughout their school career and on into adult life. We believe that it is important to foster an enthusiasm for, and an appreciation of, the different strands of English (Reading, Writing and Spoken Language) in a broad, cross-curricular and real-life sense at all stages throughout the school. At Elmwood, we believe it is important to value children's home languages, as children with a strong foundation in their first language acquire additional languages more successfully and have greater academic success.

The Intent and Impact statements included in this policy are our English statements and reading is included in this.

### Intent Statement

Our aim is to provide an English Curriculum that fosters children's love of reading, writing and discussion. Our intention is to provide an exciting, relevant, culturally diverse and inclusive English Curriculum that develops a strong learning foundation for all children to acquire the knowledge and skills to read, write and speak with confidence, fluency and understanding. We strive to provide opportunities for all our children to develop as independent learners, self-evaluate and make connections. We promote and develop literacy skills and vocabulary through all the other areas of the curriculum. We encourage our children to be the best that they can be in order to have a love of literacy.

### Aims and Objectives

- ❖ To provide children with an environment which is safe and secure and which provides encouragement for the development of reading
- ❖ To provide regular opportunities for pupils to read a range of texts for enjoyment and to support their learning in other areas of the curriculum
- ❖ To support children to be independent readers using their phonic knowledge
- ❖ To provide children with the opportunity to read independently with confidence, fluency and understanding
- ❖ To promote a positive and enthusiastic attitude towards reading for pleasure
- ❖ To create an interest in words and their meanings in order to broaden vocabulary

- ❖ To ensure that there is equality of access and opportunity for all children to develop their reading skills
- ❖ To prepare pupils for the next stages of their education

### **Role of the Subject Leader**

- ❖ To have an impact on raising standards of attainment for Literacy across the whole school.
- ❖ Ensure the effective implementation of the Statutory National Curriculum for English and the Statutory Framework for Early Years Foundation Stage
- ❖ To ensure a regular and effective programme of analysis of children's progress is in place.
- ❖ To maintain the availability of high quality texts and resources.
- ❖ To ensure, together with the Head Teacher and Senior Leadership Team, a rigorous and effective programme of lesson observations and monitoring.
- ❖ To ensure a regular and effective programme of analysis of short term planning and recording is in place.
- ❖ To effectively manage any funding designated to English.
- ❖ To monitor whole school and individual needs and to be able to assess individual professional development opportunities and needs.
- ❖ To provide training for teachers and support staff.
- ❖ To maintain an overview of current trends and developments within the subject.

### **Implementation**

The 2014 Curriculum divides reading skills into two areas:

- word reading
- comprehension (both listening and reading)

We believe in developing a rich reading culture by creating welcoming book areas in all classrooms. All children from Reception to Year 2 have the opportunity to visit our library which provides an inspiring environment for our children to read for pleasure. It contains a wide selection of fiction books, poetry and non-fiction books to support children's individual research skills.

Reading takes place in many ways every week:

**Whole class reading:** This develops listening skills, a love of stories, poems and non-fiction books and reading for pleasure. Teachers read aloud daily to the children, who listen and respond to questions, make predictions and learn new vocabulary.

**Guided reading:** In the Autumn term, children in the Foundation Stage and Year 1 read at least once a week with an adult. In the spring and summer terms some children will read in a small group of 2 or 3 with their teacher or teaching assistant. By the summer term, children in Year 1 will read in a guided reading group of up to 6. In Year 2, each group reads at least once a week with an adult. Some children will also be targeted to read one to one. The children read books within the phonic phase they are secure in using, and the class teacher plans for reading sessions using our Letters and Sounds based fiction and non-fiction texts.

Occasionally, class teachers will use a set of ‘reading for pleasure’ picture books to teach some of the reading objectives that include comprehension and aim to develop a broader vocabulary.

Adults record children’s comments and progress on guided reading record sheets or individual reading sheets. In Key Stage One, class teachers complete reading assessment sheets to show children’s achievements and next steps for learning. In the Early Years Foundation Stage, adults record comments on individual reading record sheets and in the children’s learning journals using sticky labels and 2simple.

**Independent Reading:** All children have opportunities to read for pleasure, independently, throughout the week.

**Home reading:** Parents are actively encouraged to read with their children and discuss their books with them. All children independently choose their reading for pleasure book daily. They may be able to decode and read some of these books but some will be challenging and so adults at home are encouraged to read these books to their children and then they can discuss the story together. Every child from Reception to Year 2 will be given a fully decodable book twice a week for the children to focus on three different elements over three days; decode, read with fluency, and answer comprehension questions. An adult in the classroom changes this book twice a week.

Children from Reception to Year 2 have a reading homework book to use on day three, where they can share their understanding about the book they have read at home. Parents are encouraged to complete a reading journal when they share a book with their child.

We encourage all children to join and use their local library. A member of staff from the local library usually visits school in the summer term to promote the summer reading challenge.

### **Spoken Language**

We believe giving children opportunities to talk about the stories, characters, vocabulary and information they have learnt when reading is extremely important as is listening to other people’s point of view after sharing stories or reading texts.

The planning of speaking and listening is integral to all literacy lessons. Children are given a range of speaking and listening opportunities to support their reading and writing activities. Some of these activities include:

- providing a range of opportunities for children to talk to and listen in formal and informal settings
- listening and responding to stories, rhymes, poems and songs read aloud
- retelling stories and poems
- using drama and role play to explore imagined situations in stories and develop vocabulary
- participating in discussion and debate about topical issues in the news
- comparing and talking about their own experiences in or out of school such as school trips, family activities etc.. in relation to books they have read or stories they have heard
- expressing opinions and justifying ideas
- listening to ideas and opinions of adults and peers

- asking and answering questions
- discussion and editing of work and ideas with other children and adults.
- taking part in school performances/assemblies

Children work in a range of ways to develop their speaking and listening skills, for example: paired talk, group work, one to one with an adult and whole class discussions.

The staff at Elmwood Infant and Nursery School believe in the importance of promoting spoken language in pupils' development across the whole curriculum. Speaking and listening skills are vital components of every part of the curriculum and opportunities to develop these skills are planned for all children in all classes from the Nursery to Year 2.

### **Curriculum Planning**

The English Curriculum at Elmwood is planned for and delivered using the Early Years Foundation Stage Curriculum and the National Curriculum (2014). Pupil provision is related to attainment rather than age.

Reading is planned for on guided reading or individual 1:1 reading records.

The English Subject Leader and other members of the Senior Leadership Team are responsible for monitoring Class Teacher reading files, reading records, assessments and outcomes. The English Subject Leader and Year Group Leaders will support Class Teachers with reading assessments by listening to a sample of children read in order to moderate reading across the school.

### **Use of IT**

Opportunities to use computing will be planned for and used to support the teaching and learning of reading and phonics if it is appropriate and will enhance the learning. The use of IT enables children to use and apply their developing skills in reading in a variety of ways. The interactive white board is used daily to model reading aloud and allows children to interact and engage with the reading process.

### **Contributions of Reading to teaching in other curriculum areas**

The skills that children develop in reading are linked to, and applied, in every subject of our curriculum. Links with children's spiritual, moral, social and cultural development are actively promoted throughout the school. Rights Respecting values and articles and our super skills are also integral to the teaching and learning of reading and all areas of the curriculum.

### **Reading and Inclusion**

At Elmwood, we teach reading to all children, whatever their ability. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who are Gifted, Able and Talented.

## **Assessment**

Teachers make daily assessments, which are used to inform their short term planning. These are closely matched to the teaching objectives and will often be made from day to day observations. We believe written or verbal feedback is pivotal in helping guide children's progress and helping them to understand their next steps in learning. (See the Marking and Feedback Policy)

In EYFS and KS1, informal assessment of reading is ongoing. Formal assessment of reading in KS1 takes place termly. The children's progress is recorded and tracked on 'O'Track'. In the Foundation Stage, children's progress is recorded on 2simple and included in each child's learning journal.

KS1 class teachers also record children's progress on reading assessment sheets created by the school. We carry out end of year teacher assessments at the end of the summer term and use them to assess progress against school, local authority and national targets.

We carry out year group moderation of reading several times a year. In addition to this, Year 2 teachers attend a reading moderation meeting run by the Local Authority.

## **Resources**

The school is well resourced with a range of books to support the teaching of reading across the school. We believe in providing a vocabulary rich environment, which supports our children across all areas of the curriculum. All classrooms have dictionaries, thesauruses, and a range of other support materials. Each classroom has a reading corner with access to a range of fiction, poetry and non-fiction texts.

## **Parents and Carers**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what their children are learning by:

- ❖ Sending weekly information on Seesaw to explain what the children will be learning and which texts/stories they will be using the following week.
- ❖ Sending home half-termly curriculum letters to parents, with areas of focus for that half term.
- ❖ Holding workshops to develop parents' knowledge of how to support their child with reading and phonics.
- ❖ Holding parents' evenings to discuss children's progress.
- ❖ Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning.

## **Monitoring and Review**

Monitoring of the standards of the children's reading and comprehension is the role of the English Subject Leader alongside the Senior Leadership Team and Year Group Leaders. This happens by listening to children read, monitoring reading plans and records, observations, analysis of data and through discussion in pupil progress meetings. We are aware of the need to regularly review our policies to take account of the new initiatives, changes in curriculum or developments in technology.

### **Impact Statement**

We strive to ensure that our children's attainment will be at least in line with national expectations or they will make at least good progress from their starting point in Nursery or Reception and that some of our children will attain Greater Depth in reading by the end of Year 2. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond Elmwood Infant School.

The impact of our curriculum will inspire children to read a range of genres and styles that are age appropriate by the end of KS1. Children will be proud of their reading achievements. They will be able to read for different purposes and enjoy discovering and using new adventurous vocabulary they have learnt in books. Pupils will respond to feedback and see it as a positive way to improve their reading and will be aware of and use classroom resources independently to support their learning. They will remember their learning, transfer skills they have learnt and make connections with books and texts they have read and with other areas of the curriculum.