

## Bournville Infant School

### Reading Policy

#### Aims and Objectives

At Bournville Infant School we recognise that becoming literate, is essential to effective learning and a key skill for all areas of education and life itself. The teaching of reading is given a high priority and is carefully integrated into a programme of Speaking and Listening and Writing. At Bournville Infant School we aim to make our pupils successful readers by: -

- **Developing a respect and interest for books and an enjoyment of reading** – providing the children with a wide range of stimulating texts from different genres in poetry, fiction and non-fiction, and which reflect different cultures and traditions, encouraging them to evaluate and justify their preferences, giving them a suitable technical vocabulary through which they can understand and discuss their reading, and encouraging them to read across the whole curriculum and in the environment.
- **Developing the children’s ability to read with confidence, fluency, accuracy and understanding** – teaching the children to orchestrate a full range of reading cues (phonic, graphic, syntactic, and contextual) to make sense of their reading and to correct their own mistakes, and teaching them the sound system and how to use this to read accurately.
- **Developing their knowledge and understanding of fiction, poetry and drama** – teaching them some of the ways that narratives are structured through settings, plot and characters, teaching story language and sequence, and identifying patterns of rhythm, rhyme and sounds and their effects. Children are taught to recite a repertoire of poetry from a range of different cultures and time periods.
- **Developing their ability to use and understand a range of non-fiction texts** – teaching them to use organisational features, how information can be presented in different ways and how to use reference materials for different purposes.
- **Developing through reading their powers of imagination and inventiveness** – encouraging them to act out stories and poems, and to respond imaginatively and creatively to what they have read.

#### Organisation

- The school fully adopts the objectives for the teaching of reading, which are covered within the Communication and Language and Literacy area of learning in the Early Years Foundation Stage and within the 2014 New Curriculum for English at Key Stage One, which in turn relates directly to the statutory requirement programmes of study for English.
- The school uses two structured reading systems to teach reading, which includes Heinemann’s Storyworld, Rhyme World, and Discovery World at the core of its home reading system and Songbirds, Big Cats and Project X at the heart of its School reading scheme to ensure breadth, choice and variety.
- Synthetic phonics is taught as the primary method of decoding words and the school uses Letters and Sounds to do this. Phonics is taught daily in differentiated groups and at a rapid pace. Children are then taught to apply their phonics to their reading and writing through the reversible processes of segmentation and blending.
- Elements of Read, Write Inc have been introduced in Reception to tie phonics more closely with letter formation and the school uses the actions to appeal to kinesthetic learners.
- There is ongoing assessment of children’s phonic skills and the Year 1 children undertake the national phonics test in the Summer Term.
- Teachers use a carefully balanced programme of Guided Reading and Individual Reading, using books of graded difficulty, which are then matched to the children’s reading levels. The school uses the Book Band method of grading.
- Each day begins with a half hour carousel of Reading activities that includes guided reading, spelling, phonics, writing about texts, handwriting and reading for pleasure. The content varies depending on the Year group. All children are provided with the chance to use the book corners each week. Teaching assistants use the time to carry out English related intervention and small group teaching and teachers use the time to teach reading.

- Group reading records are completed in Guided reading lessons and are used to help teachers assess and plan the next steps for learning.
- We aim to ensure that our books are both developmentally and technically appropriate for each child.
- Children will be taught a sight vocabulary based on the Primary Framework and Heinemann's Storyworld's key words as parents are able to support their children more easily with this at home and to build fluency and automaticity.
- Shared Reading and story times are used with the whole class to teach reading and to give children a rich experience of more challenging texts and to teach print and book conventions. Visual Texts are also used to appeal to today's modern children.
- Opportunities to read are found in most subject areas of the curriculum and texts are often used to teach content in subjects like history, geography and science.
- Written Reading Comprehension is taught as children become more fluent readers with the skills to access a wide range of texts.
- The school strongly encourages parents to help in the teaching of reading and recognises that parental support is vital to pupil's success. Reading books, sight words, books to share (Sharing books) and phonic sounds are regularly sent home along with a reading diary. Parents are invited to an annual reading meeting and all new parents receive an information book outlining reading at Bournville Infants School and ways to support and encourage their children.
- Each child has their own Reading Record Card, which follows them throughout their time at Bournville Infants. This tracks the books they have read and contains a weekly reading diary.
- Assessment is carried against the statements in the Programmes of study for reading and the school's own skills ladders which aids teachers in the planning and delivery of the teaching of reading skills.
- Each half term every child's reading ability is assessed in a set reading assessment week, where their strengths and any points for development are identified. A reading target for the half term is set with the child and parents are informed via the diary so they can support the child at home. These targets form part of the school's target setting system. Children are encouraged to learn their reading target.
- The school ensures that reading and books are widely promoted. All classrooms have an attractive and inviting Book Corner and daily story times. Each year group has an Author of the half term/term and this is displayed in each room. Regular book events are held throughout the school year like parent and child book trails, dressing up events, bedtime stories, book sales and a Book Week.
- Children who are not making the expected progress in each year and those who are identified on the tracking as being stuck at a particular level will be given specific and targeted intervention arranged by the class teacher and this is subject to discussion at pupil progress meetings. Children may be assessed by the English Leader or SENCO and additional intervention in consultation with the year group leader will be put in place to ensure progress continues. The English Leader will also assist staff as required supporting children with SEN and Gifted/Talented pupils.

## **Performance**

Teacher assessment in this area is ongoing. All children in KS1 are levelled using the Schools Stepping Stones system and levels are entered onto the schools Excel tracking system and stored in a class assessment file. Data is handed in each half term to the assessment leader for analysis and discussion and to drive learning forward for all groups. In the extended interim period of 2016-2017 the children's reading will be levelled against the National Curriculum Performance Descriptors and these reading levels are also stored in the class assessment file. In year 2 progress is also measured and evaluated using the Key Stage One reading tests and a consolidated level is reported to parents via the annual report and to the local authority assessment unit. In year 1 progress is also measured and evaluated using the Key Stage One phonic test and this level is reported to parents via the annual report and to the local authority assessment unit. Progress and attainment is evaluated against the Early Learning Goals in the Foundation Stage General statements about progress and attainment are also reported to parents in the annual report and using the schools Steps for Success folders which are updated each half term. The subject leader will monitor planning, coverage and the quality of delivery and attainment alongside the

senior Leadership team. The leader is also responsible for supporting colleagues, for informing them of developments in the subject and for providing a strategic lead and direction for the subject. Time is allocated for this each fortnight where possible. Lessons in each year group will be visited as appropriate, books checked, and the leader and the senior leadership team will monitor progress and attainment on the tracking.

### **Management and Planning**

Reading will be monitored as described above, and also by the Head teacher and SLT during meetings with the leader. A sum of money is allocated where necessary from the school's budget for purchasing resources. The Policy will be presented to the Governors' Curriculum Committee and ratified by the full Governing Body.

Written By: Mrs. D. Barlow  
Reviewed in: Autumn Term 2016  
To be reviewed: Summer 2017