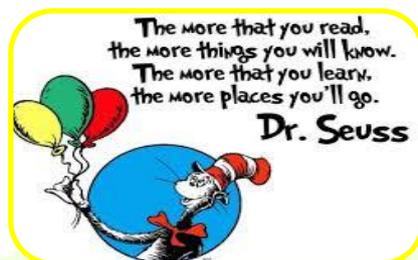


PINEWOOD INFANT SCHOOL AND FOUNDATION UNIT

READING POLICY- January 2017



Introduction

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. 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.

Aims

This policy aims to:

- Develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers.
- Develop reading strategies and skills, accuracy, fluency, understanding and response to texts.
- Develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- Develop children's experiences through a variety of text including the use of libraries, ICT and other available media.

Guidelines

These will ensure a progression of reading throughout the school and a cohesive approach to reading.

Book Bands

We offer carefully graded books to support young children's progress in reading skills. We use a mixture of reading scheme books such as PM starters and 'real' picture books from well-known authors to teach reading and all our books to take home and read are presented in colour bands. We have certain skills that we expect from the children as they move up the book bands and these are shared with children and parents alike. The expectation is that the following levels are met:

- By the end of the EYFS children should be reading Yellow Band Books
- By the end of Year 1 children should be reading Turquoise Band Books
- By the end of Year 2 children should be reading Gold/White Band Books

The rate at which each child is progressing through the bands is carefully tracked and each term the data is analysed and targets set.

Every time a child progresses to the next book band colour then they are sent to the Head Teacher for a treat and a sticker with a monster relating to the book band colour that they have progressed on to. This is a real incentive for children and a great fuss is made of them! The child's new reading

monster targets are placed in their reading diary for child and parent to access and a positive comment is written by the class teacher and where possible also the Head Teacher.

Reading prompts

We have a whole school system in how we teach reading strategies, evident from the start of the reading process and shared with the children when reading. These are in the form of reading heart prompts.

Guided Reading

All children will have the opportunity to take part in a guided reading experience in a small (4-6) group guided by an adult. This will happen on a weekly basis in Key Stage 1. In Early Years Foundation Stage guided reading will start when the teacher feels the children have reached the appropriate level of maturity and skill. All guided reading sessions follow a structure and have an objective appropriate to the book band that the child is working on and recorded on the schools guided reading record sheet. During guided reading the adult with each group will record children's responses to the text and the skill being taught. It is expected that guided reading will also be recorded in the child's Reading Diary. We operate a 'praise' and 'prompt' system in reading where the skills the child has shown in reading is praised and further reading target is given.

Shared Reading

This takes place during English sessions and includes big books or texts displayed on the Interactive White Board. During this time specific reading skills or features of differing genre will be taught. This is an opportunity to discuss the use of language and widen the children's vocabulary. Shared reading happens daily in the Foundation Stage and reading strategies are continually modelled with the children. Shared reading happens twice a week in Year 1 and once a week in Year 2.

Individual Reading

All children will have access to at least one Individual Reading Book from a choice of other reading materials if they wish in addition to their book band text.

Early Years Foundation Stage

The expectation is that children start reading as soon as they enter Foundation and become adept in early reading skills early on in their reading process. We focus on skills such as how a book operates, the directionality of print, 1-1 correspondence, sounding out words, building up sight vocabulary of key words. Children are taught reading skills by an adult in Foundation 2 at least once a week. These reads are recorded on an individual record sheet consistent with the whole school reading system and follow the principles of the 'Read Praise Prompt' model. Each of these is recorded in the child's Reading Diary which is used as a liaison between parents and teachers.

Reading books will be exchanged by the parent and child on a regular basis and a 'book talk' introduction with an adult will occur wherever possible.

Key Stage 1

Children are heard at least once a week through guided reading, individual books or reading comprehensions. Identified children receive individual reading and this varies from 3 to 5 times per week and follows a school reading intervention programme – 'Read, Praise, Prompt' (5 times a week) or the 'Ten Minute Read' programme (3 times a week). This is recorded in the child's Reading

Diary and on appropriate reading sheets. Additional comprehension groups are run preparing children for the end of KS1 SATs including 'stretcher' groups for the higher ability children. The teacher monitors each child's progress and sets targets based upon this.

Intervention

We offer a catch up interventions inside and outside school hours, before and after school. 'Read Praise prompt' and 'Ten Minute Reads' are our reading intervention programmes which have been developed with the expertise of the Reading Recovery model but delivered in a way that we can reach more children to ensure as many as possible reach age related expectations. These interventions are closely monitored and progress clearly tracked.

Reading Track

We have an excellent reading track system in school which promotes and encourages reading at school and is very popular in school. In both Foundation Stage and Key Stage 1 children move around the reading track when they have read at home with an adult. Incentives and rewards are given when a child reaches certain milestones and once a child has achieved 100 reads they are invited, with their parents/carers to a book assembly where they receive a quality text as a prize. If a child reads 150 times in any one year then they are invited to 'Reading Camp' in the school grounds.

Parental Involvement

Monster targets are placed in reading diaries and shared with parents which include the targets the child is working on in relation to their book band progression. Key words are also recorded and sent home for additional practise on an individual basis. Parents are expected to listen to their child read and ask questions about the book to check comprehension, making comments in the reading record book. Parents will receive advice and ideas to support them through the book bands and a comprehension recording sheet. Parents are thanked personally and with slips in their reading diary when they are really helping and supporting their child's reading at home. We also send out slips and letters if we feel that the child is not being heard to read at home enough which is affecting their progress. Reading workshops are offered at least annually and reading tips materials produced to support parents which can also be located on the website.

Staff CPD

Much attention is given to ensure all staff are trained in delivering high quality reading sessions, and Reading CPD is delivered at least annually to teachers and teaching assistants.

