



Reading Policy

Agreed January 2021
To Be Reviewed November 2021

Reading Policy

OUR VISION

At Castle Hill Infant School we aim to develop a love of books and reading by creating a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.

We aim for our pupils to read widely and often, for both pleasure and information, enabling pupils to acquire knowledge and build on what they already know. We will teach and develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.

We aim to rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.

We recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading and aim to promote and encourage reading at home.

How we teach Reading/Phonics

This section of the policy is current. However, from November 2021 we are moving to the government approved Essential Letters and Sounds scheme. As such, the teaching of phonics and some aspects of reading will be subject to updating.

At Castle Hill Infant School 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 EYFS.

Children in EY, Year 1 and Year 2 are taught early reading skills through daily 20-25 minutes structured phonics sessions. Classroom resources such as flash cards, magnetic letters, games and computer programmes are used to help children link letters (graphemes) to sounds (phonemes) and groups of letters (digraphs and tri-graphs). They learn to hear the sounds they say in words like c-a-t by pulling them apart (segmenting) and putting them back together (blending). In school we sometimes use the words 'sound talk' or 'sound buttons' to help with segmenting. These vital skills help with reading and spelling alike. There are some words that are not decodable, these are called 'tricky words'.

Reading is taught through phonics, shared reading sessions, guided reading sessions and opportunities to practise and consolidate skills through independent reading. During these sessions, teachers/LSAs will use a wide range of strategies to try and enhance the teaching of reading. Such as:

- Modelling and discussing the features of written texts through shared reading of texts.
- Giving direction to develop key strategies in reading.
- Demonstration – e.g. how to use punctuation when reading, using a shared text.
- Explanation to clarify and discuss e.g. need for grammatical agreement when proof reading.
- Questioning – to probe pupil's understanding of text.
- Investigation of ideas – to understand, expand on or generalise about themes and structures in fiction and non-fiction.
- Discussion and argument – to justify preference.

-Provision of a wide range of fiction and non-fiction genres, for the children to choose from.

We believe that in order for children to foster an enjoyment and love of reading and in order for them to have an understanding of the texts they read, they must be at the centre of their own learning. We are aware that all children have individual and preferred learning styles therefore we aim to provide children with a range of visual, kinaesthetic and auditory experiences, which will enhance and improve their reading skills. Children will be made aware of the learning focus of the reading session and will have a clear understanding of what the teacher/LSA is looking for in their reading. Children will be given oral and/or written feedback about their reading in order to help them develop specific aspects of it further aiding progression. Children will be given opportunities to self-assess their own reading. This not only promotes independence and also assists in their reading development. Reading tasks and books will be appropriately matched to individual abilities, phonic knowledge and needs in the classroom (differentiation).

Shared Reading/Story Time

Children love listening and talking about stories, non-fiction books and poetry and we aim to provide children with regular and varied opportunities.

As a whole class a text is shared which is beyond their independent reading levels, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills as well as excellent opportunities for quality questioning and discussion.

In class we read texts that are age appropriate and of interest to the children and are read aloud by the teacher. We believe that giving children the opportunity to hear an adult/teacher read to them develops a child's ability to respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, as well as increasing their vocabulary.

Guided Reading/Individual Reading

Colour banded reading books

Children start reading on Lilac colour books in Reception. They progress through the different colours at their own pace. There are 12 colours in total each associated with different year groups that progressively help the children become independent readers.

It is essential however that children do not solely read colour-coded books.
(See colour bands/ARE below)

Guided reading in KS1 takes place in a small group, with a teacher/LSA and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of a 'colour banded' text which matches the reading level of the child/group. Guided Reading uses a combination of phonics schemes (to promote children's blending and decoding skills) and other guided reading schemes/'real books' (to promote comprehension). Books used match the phonic knowledge of the children.

The teacher/Learning Support Assistant shares the key objective(s) for the session with pupils, assesses pupils' progress within the session and records the outcomes on guided reading/individual reading assessment formats, which are kept in files within the classroom. Teachers will also record a reading session summary and any important notes for parents in the child's homework diary.

Throughout the week in guided reading every child will experience a range of activities such as Individual or guided reading with the class teacher/LSA, a focused phonics game, a response to reading/comprehension activity, the opportunity to listen to stories using audio stories on CD or on the Notebooks and a chance to choose books independently (topics boxes/reading areas.)

Children in EY start to do 'Guided Reading' sessions when the teacher feels this is appropriate, often in the summer term. Prior to this, children are heard read on an individual basis and assessed through their phonic knowledge in a mixture of adult-led and child initiated activities.

Book Band	ARE		
	EY	1	2
Lilac			
Pink band 1			
Red band 2			
Yellow Band 3			
Blue band 4			
Green Band 5			
Orange Band 6			
Turquoise Band 7			
Purple Band 8			
Gold Band 9			
White Band 10			
Lime Band 11			

Independent Reading

Children have regular opportunities to read material which interests them to assist them in fostering a genuine love of reading and help them to appreciate its value. Children have access to topic books and each classroom has a Reading Area with a wide variety of texts to choose from.

Library Skills

In classes, children use the library to select books of their choice. Books are also taken out of the library into the classroom and used to enhance topics, interest the children and inspire other learning.

Home/Homework/Role of parents

From EY children take home book banded (colour-coded) reading books which are suitable for their reading ability (these books are often from a range of reading schemes.) All children are encouraged to read every day and have this recorded in their reading diary. Teachers/LSAs monitor reading diaries on a weekly basis.

Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to make relevant comments about their child's reading, or understanding, in their reading record book.