Hollybrook Infant and Junior Schools

Reading Policy

Dream, Believe, Achieve, Care

At the Hollybrook Schools we aim to ensure that learning is meaningful, stimulating and challenging, reflecting the ever-changing world around us. We want to empower children to be independent, resilient, creative, collaborative, responsible and feel valued as members of the community with a passion for learning. We believe in educating the whole child, nurturing every child's talents to realise their potential and achieve their dreams.

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Approved by: _____ (Headteacher) **Date:**_____

The Hollybrook Schools – Reading Policy

At Hollybrook Infant and Junior school, we want to build a culture of reading for enjoyment that will develop a lifelong love of reading which could benefit children in so many ways. Therefore, we aim to:
• develop understanding and skills to become independent, enthusiastic readers.
• allow children to access age-relevant texts
• understand that language they have acquired, may be relevant across all areas of their learning and to apply that language where possible.

Phonics and Early Reading:
In direct reference to National Curriculum and Ofsted expectations, we will ensure that:
· direct, focused phonics is taught every day in Reception and key stage 1
· children read from books with the sounds they know, while they are learning to read
· teachers and teaching assistants provide extra practice through the day for the children who have gaps in their phonics knowledge
· all children in Year 3 and above can read age-appropriate books
· teachers instil in children a love of literature: the best stories and poems

Reading in Year R – 1
Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week in Year R and 1. These:
    - are taught by a fully trained adult to small groups of approximately six children
    - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'
    - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
    - decoding
    - prosody: teaching children to read with understanding and expression
    - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

Home reading

- The decodable reading practice book is sent home through our online e-books system and an additional phonics book matched to the child's ability will be sent home from the Spring term in 2023.
    - Reading for pleasure books also go home for parents to share and read to children.
    - We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading using the Little Wandle scheme, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

JEP
JEFFERYS EDUCATION PARTNERSHIP

Year 2 to Year 6 – The children have four 40 minute reading lessons a week which are focused on reading extracts from the class writing text, another fiction text on a similar theme, a non-fiction piece or a poem. The content domains form the basis of our reading lessons – VIPERS: Vocabulary, Inference, P, Explain, Retrieval, Summary - with each lesson beginning with a class read of the given extract and discussion around some of the content domains.

- The content domains form the basis of our reading comprehension lessons. (VIPERS)
- Each lesson focuses on one of these domains. Teachers may however decide to focus on one domain for a whole week.
- Children experience a range of tasks to secure a sound knowledge and understanding of each domain and how to approach such questions.
- All year groups will have the opportunity to answer SAT's style comprehension questions once a week in order to build up experience of question stems and question design.
- Each term the children will complete a reading and GaP (Grammar and Punctuation) test paper to assist in the assessment of their reading comprehension.

Assessment of Reading:
All children are assigned a colour band level for the independent reading book they take home and have in class. It is matched to their reading age and will be regularly assessed. Each child will read with an adult on a one to one basis each week.

Home Reading - Parental involvement in reading for all children is important. All children will take one book home for a whole week that is matched to their phonetic/reading ability and parents are encouraged to read with their children as much as possible to help build their fluency.

Reading Passports to Promote a love of reading:
In order to encourage reading at home, all children are issued a reading passport at the beginning of the academic year. When children have read a certain number of books, they receive a stamp in their passport and are awarded a certificate in a special assembly, to show their commitment to reading. Each stamp in the passport relates to a county in the UK for the infants or a country of the world for the juniors. They then move their car or aeroplane around the map displayed in the classroom so they can see how far they have come on their 'reading journey'.

Equality of Opportunity
All of our children have equal access to reading provision and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need additional support are identified early and the impact of interventions is carefully monitored. SEND pupils are catered for, and progress is monitored according to their individual action plans.

Developing a love of reading:
Research specifically shows that the benefits of reading are more likely to be felt when reading takes place through free choice. The outcomes of reading will occur more often and more strongly if reading is enjoyable in the first instance. This is why the 'for pleasure' element of reading for pleasure is so important.
Reading is not something that children should do in school; it needs to be an everyday part of our lives, something we choose to do at all ages. At Hollybrook Infant and Junior school, we want to build a culture of reading for enjoyment that will develop a lifelong love of reading which could benefit children in so many ways. We recognise that reading for pleasure will encourage children to succeed both academically and socially.
At Hollybrook Infant and Junior school we are all passionate to make a difference and promote this love of reading. We aim to empower children to explore the multitude of worlds beyond their own world. So how do we do this? First of all we need to see this beyond performance league tables and transform the whole school ethos, so that EVERYONE loves reading. Here are some of the things we do:
1. Class reading time
Reading to the class remains a priority and it doesn't have to fit into the curriculum, the timetable or have an objective which needs ticking off. Everyday, every class are read to by their teacher during a set time. It isn't gobbled up at the end of the day by tidying up and getting ready for home time. This is a non-negotiable!
2. Involving the community

At Hollybrook Infant and Junior we like to involve our parents. We aim to support parents with tips and techniques for helping children develop reading, comprehension skills and a love of reading.
We send reading books home which not only can be read to parents but books which parents can read to their children, so that stories can be enjoyed together. A comprehensive recommended book list for each year group is sent home and will be available on our school website.

3. Book Swap

Throughout the year we promote a bookshelf that is known as the 'Book Swap Station'. This is where children can bring in books from home that they no longer want and swap it for another that has been donated. If children can see a book they have brought in or recommended on the bookshelves or being enjoyed by their peers, it can really help them to appreciate the value of the enjoyment of books.

4. World Book Day or other reading events:

Like other schools around the world we too celebrate World Book Day! It is however important to remember that it shouldn't be just about the children dressing up in a superhero costume that they've bought from the supermarket. We ask the children to bring in a book from home, one that includes their favourite book character; or if the children don't have books at home, we support them in school to select from books they have read here. The timetable is abandoned and we truly celebrate books that day. Children can dress up but, more importantly, we ask them to come "in role" as their character and parade on stage in a whole school assembly. This is great fun and a Hollybrook tradition. Most staff too are great fun and also dress up and role play throughout the day.
Such an event can give children a real reason for understanding characters, expressing preferences, talking about books they have enjoyed and hearing about books from their peers that they might not otherwise have chosen to read. And perhaps, most importantly, it enables them to see the power of a shared love of reading.

5. A reading environment

It may seem obvious, but the school environment can really make a big impact. All classrooms have clearly thought out reading corners and much emphasis has been placed on not only how they look, but how accessible, welcoming they are and stocked up with good quality, appropriate books. Sometimes less is best!
Staff themselves play a big part in this as they are part of the environment as well. Teachers and other staff promote reading for pleasure simply by having a copy of a book or magazine they are reading on their desk and by being ready to discuss it with the children if they ask what they are reading.