



Member of staff responsible: Claire Reed

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## Melbourne Infant School Reading Policy

### **Rationale**

At MIS we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect on progress in all areas of the curriculum; therefore reading is given a high priority at MIS, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, book, posters, magazines, comics, signs and newspapers.

Reading is a complex skill with many components. Our approach to teaching reading encourages 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**

Our aims are for all children at MIS to:

- Become fluent, confident and expressive readers
- Read with enjoyment across a range of genres
- Read for pleasure as well as for information
- Read and respond to a wide range of different types of literature
- Understand the layout and how to use different genres and text types
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy
- Build their bank of sight words to enable fluent reading
- Have an interest in words and their meanings, developing a rich and varied vocabulary.
- Understand and respond to literature drawn from a range of cultures

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest
- Pleasure and thoughtfulness

- Critical appraisal
- Independence
- Confidence
- Perseverance
- Respect for other views and cultures
- Reflection

### **Action and Implementation**

Reading at MIS is taught and celebrated in a range of ways.

### **Reading Culture**

A whole school approach is essential for creating a successful Reading Culture in school. All adults are good role models for children in modelling both reading aloud and through silent reading. There are plenty of opportunities for pupils to experience print around them through classroom displays, notices, labels and signs. These are in a variety of forms such as single words, phrases and complete sentences and discussed with the children. Opportunities for reading within ICT are also provided. Every class has access to a well-stocked, age appropriate and inviting reading area which is valued and encouraged by all. We have a central library which is updated regularly. Books are organised firstly by fiction or non-fiction. Picture books, early readers and chapter books are grouped by genre (e.g. traditional tales, poetry) and/or author (e.g. Julia Donaldson, Shirley Hughes) and grouped with labelled dividers on the shelves. Coloured stickers are used to identify the non-fiction subject (e.g. animals, sport) and are clearly labelled on the bookcases. There are also a variety of story sacks, sets of colour banded guided reading books, teacher's resource books, big books and puppets. Our librarians (Bookworms) select books to match topics and interests of a Learning Team to create a mobile library which visits classes. On our newsletter we share an inspirational reading quote to encourage and foster a love for reading. Each month we celebrate an 'Author of the Month' and encourage children to read this author's texts both at home and at school.

### **Reading For Pleasure**

A basket of 'Books For Pleasure' has carefully been selected by teachers and children for each learning team and shared with parents. These books will be read to them over the course of the year and include 'Mindful Moment' books which have a focus of well-being and mindfulness. These are located in the main school corridor.

We also encourage a love of reading through a well-resourced reading scheme, book corners, library, story club, sharing inspirational reading quotes, author of the month, themed days including World Book Day, author visits, local library visits, book fairs and special events such as:

- Story Menu - every term we have a themed story menu where children can decide which story they would like to hear.
- Breakfast with books- parents invited to share a story and a croissant before school.
- Extreme reading competition - where is the most extreme place you have read?
- Teddy bear sleepover - children bring their teddy into school to pick a book at our library.
- Book swap - children bring a book to swap with a friend.
- Sponsored read
- Donate a book - children donate books to our library. Books are labelled with a personalised donation sticker.
- Mystery reader - adults invited to read to the children in groups.
- Summer reading challenge - promote Derbyshire library scheme.
- Book worms- club where junior children read a story to a group.

## **Phonics**

All children will be taught phonic skills broadly following Letters and Sounds enhanced with Phonic Bug, Jolly phonics, Phonic Tracker and Phonic play. Children are initially introduced to phonics in Reception through a combination of resources from Phase 2 to Phase 4. Children in Year 1 are taught phase 5. Phonic Bug's order of phonemes differs to letters and sounds for Phase 5 but the coverage is the same. Children in Year One sit the Phonic screening test at the end of the year. Children in Year 2 will revisit and expand on their phonic knowledge and start phase 6 using a combination of Spelling Shed and No Nonsense Spelling.

We use Phonic Tracker to assess all children. Children who are falling behind are quickly picked up and suitable interventions are launched either as a whole class, group or individually. Children who are not secure at phase 5 when leaving Year 1 or who did not pass the phonics screening check will receive additional phonics intervention sessions which will be shared with parents. At the end of Year 2 children will revisit the phonics screening check and the results will be shared with the Junior school.

## **Reading Strategies and opportunities**

Children have daily opportunities to read through a variety of sources from daily phonic / English teaching to daily story times in which the class teacher/TA reads to the class. We ensure there are opportunities for cross curricular links where the reading of texts is linked to topic work. We have a number of theme days to promote reading including World Book Day. We encourage visits from real authors, storytellers, parents and

inspirational adults. Reading strategies are taught through phonic lessons, guided reading, whole class, paired and individual reading. We use a whole school reading strategies toolkit and VIPERS.

## Reading Strategies

<b>Sharp Eye</b>  Look at the pictures.	<b>Hop, Skip and Jump</b>  Read to the end and come back.
<b>Mouse the Mouth</b>  Say the first sound.	<b>Try on the Fly!</b>  Try a word that makes sense.
<b>Sound Talk It</b>  Say each sound.	<b>Slide the Snake</b>  Blend the sounds together.
<b>Chunky Monkey</b>  Look for chunks.	<b>Tommy Tracker</b>  Point to each word as you read.
<b>Don't Forget</b>  Use your memory. Where have you seen the word before?	<b>Flippy Dolphin</b>  Flip the vowel from short to long.

## Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



### School Reading Scheme

To broaden the experience of reading in our school, our reading scheme incorporates books from a range of schemes. Books include stories, rhymes, non-fiction, picture books and chapter books. These high quality texts are organised by coloured book bands according to the National Banding System. Each class has access to a range of coloured books which are clearly labelled and accessible to all children. These books are carefully matched to every child's ability and allow children to apply their on sight vocabulary and comprehension at an appropriate level. Children also have access to our progressive, colour banded Phonic books (labelled Ph) which allow children to practise their growing phonic skills. Children take one phonic book and one colour banded book to read at home/school which are quarantined when returned to school. To complement our reading scheme we also use Bug Club. These colour banded interactive books are used in classrooms for whole class reading, during phonics, in small guided groups and shared at home. An appropriate electronic phonic book is selected each week for homework which matches the phonic focus. Children also have access to a library book to enjoy at home.

## **Role of Parents and Carers**

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. They are encouraged to write posts in their child's Dojo Portfolio when they have heard them read, supporting the communication between home and school. We expect children to be heard read at least 3 times a week. Children are rewarded a dojo for any home reading.

## **Assessment**

Children are assessed in line with the schools Assessment Policy and children are tracked and monitored through Insight regularly. Year 1 children are assessed against the Governments standardised Phonics Assessment. Year 2 children are assessed against the Governments standardised Reading Test.

## **Intervention**

We regularly use Phonic Tracker to assess phonetic knowledge, blending and word recognition. Sometimes, children may need a bit of extra support so we provide targeted support in a variety of ways e.g. extra reading sessions, Precision Teaching Programme (PTP), phonic intervention sessions, phonic tracker games & activities. We will always share this information with parents so they can support at home. Those children who, through observations or assessment, are identified as requiring extra support, will be monitored closely by the Class Teacher and the SENCO. Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender, race or culture.

This policy operates in conjunction with the English Policy.

This policy was written in consultation with the staff and will be revisited regularly.

Claire Reed, English Coordinator 2021