

# John T. Rice Infant and Nursery School

## Reading Policy



# **Reading Policy**

## **INTENT**

### **Aims**

At John T Rice we recognise and value reading as a crucial life skill and believe that reading should be at the heart of all we do. We make it a priority to ensure every child leaves us with the tools to become a confident reader who enjoys reading for pleasure. We aim to increase children's vocabulary and to equip them with the knowledge and skills they need to read independently, to understand what they read, and to read with meaning and pleasure. We encourage children to see themselves as readers for both enjoyment and learning. We offer children a wide range of books covering diverse themes to catch their interest and to widen and develop their knowledge of the world and to increase their cultural capital.

## **IMPLEMENTATION**

### **Teaching & Learning**

Early literacy in EYFS and KS1 is learnt through developing work on speaking and listening, early reading and phonics, and in line with the Communication and Language and Word Reading and Comprehension strands of the Early Years Curriculum. Our aim is for children to leave as competent readers and having a love of books.

In Foundation 1 children take home a wordless book in the Summer Term to support the development of vocabulary and story language.

In Foundation 2, reading books are issued once the children have been taught the first 2 sets of sounds (phonemes) in accordance with the Supersonic Phonics Friends scheme. Our early reading books have been carefully chosen, containing phonetically regular words that children can sound out and read independently and are closely linked to the relevant phonics phase. Once children have mastered the phonic skills and are familiar with a wider range of phonemes, they progress onto books that have been 'Book Banded' to a specific reading level. At this stage, we introduce different reading strategies and a wider range of texts. We encourage children to read with expression and confidence, making informed choices about the books they select. Daily whole class Shared Reading sessions are also used to specifically focus on; prediction, word reading, fluency, vocabulary and comprehension. During this time Teaching Assistants carry out 1-1 reading, these sessions focus on the specific skills of reading (grapheme/phoneme correspondence and blending the sounds in words).

Our reading scheme books form only a small part of the reading experience at John T. Rice. We aim to foster a love of reading through providing quality books and resources that children can share and enjoy both at school and at home. The importance and joy of reading is reinforced continually through rich and stimulating curriculum experiences. We believe that

free access to books of all kinds is important in the development of the child's interest in, and appreciation of reading. All classrooms have inviting reading corners, we also have a purpose built library, children from Year Two take on the role of librarian and help care for the books and foster a love of reading for the children who visit.

Parents and other family members are actively encouraged to be involved in their child's reading development. We have set up a successful home 'reading reward scheme' which encourages pupils to read at home and in return they can collect awards for the amount of times they have read. At FS and KS1 a 'Reading Record' is maintained where all adults hearing the child read will write the progress made with the book and teaching staff will communicate how the child is getting on and what to do to develop his/her reading skills further. Children are also able to choose books to share at home through our 'Open Door' Scheme. These books are a mixture of fiction and non-fiction books chosen from our school library. Parents are invited into school once a week to change their child's library book with them and to then stay and read with them in school. We also run a range of reading enrichment events such as The Big Bedtime Read, virtual and in person author visits, trips to the library, Extreme reading event and sponsored read events.

## **Phonics**

Early reading is taught using synthetic phonics as the main approach. Children are systematically taught the 42 phonemes (sounds) using a multi-sensory approach.

In F2 and Key stage 1 there are daily phonic sessions where the children are encouraged to blend the sounds for reading and segment the sounds for writing. At JTR we follow the Supersonic Phonics Friends validated scheme. Additionally, children are taught the 'common exception' words (those which are not phonetically regular) set out in the Primary National Curriculum. By combining these elements, children have the tools and skills to be able to read and write independently at an early age and are given lots of opportunities to apply their phonic skills throughout a rich and varied curriculum.

When the children have mastered this 'Basic Code' (one way of writing each of the 42 sounds) we continue to teach some of the alternative graphemes used to represent the sounds (the 'Extended Code'), moving on to specific spelling patterns. This forms the majority of phonic work in Years 1, 2 and beyond. Sound mats are used to enable the children to select the most appropriate grapheme to use when writing. We continue to teach the 'common exception' words and also introduce key spelling strategies. Phonics is formally assessed termly for on track children and half termly for the bottom 20% of children using Phonics Tracker. This is to monitor progress towards the Year 1 Phonics Check in June and to assess if children are falling behind and require additional support.

## **Individual reading sessions**

Systematic phonics is taught throughout FS and KS1 and teachers will refer to this teaching during an individual read. All reading books are phonetically decodable and closely matched to the phonics ability of the child. An individual reading session in FS and early KS1 will involve:

### *Recap of phonics knowledge-*

Children go through the sound mat based on the current phonics phase they are working at.

### *A book introduction, which involves discussing:*

- The title
- A brief discussion about what the book might be about.

### *First read. If child gets stuck ask-*

- What can we do to work that word out?
- Go back to the start of the sentence....what's the first sound?
- Can you sound it out?
- Does that make sense make sense in this story?
- Let's re read the sentence with speed (this may be support in the early stages of reading)

### *Specific Praise*

- At end of each session give a praise for a strategy they used well (apply phonics knowledge, confident blending, reading with speed, using expression)
- Then give area for development if appropriate e.g. next time remember to sound the words out rather than guessing.

## **Shared Reading**

In the Spring Term of F2 children begin to take part in Whole Class Reading sessions and these then continue throughout KS1. The daily sessions focus on developing:

- understanding of a range of fiction and non-fiction texts and their key features
- making predictions based on prior knowledge and what they have read so far
- vocabulary
- word reading skills
- fluency
- comprehension skills

These activities may be verbal or written, ensuring that all children are actively involved in the sessions.

## **Supporting the bottom 20%**

Children who are not on track or are identified to be falling behind in reading/phonics access additional support, this could include:

- Pre and post teach phonics sessions in line with the Supersonic Phonics Friends scheme.
- Phonics 'micro boost' in line with the Supersonics Friends scheme
- Additional 1-1 reading
- 5 minute-box
- Switch on reading
- NELI
- Talk Boost

## **IMPACT**

### **Monitoring & Assessment**

#### **Assessment and Recording**

Regular assessments of children's learning are made and this information is used to ensure that future planning reflects identified needs. Assessments are used to ensure that we support and extend children in their learning, identifying areas in which we can support children by setting challenging but achievable targets.

In Nursery, a baseline assessment of the children against our EYFS progression document (based on IDevelopment Matters) is undertaken during their first half term. This data is entered onto Scholarpack for tracking purposes in order to plan for next steps in learning. In line with the school assessment timetable, children are then assessed at the end of the first Spring term and then the end of the Summer term prior to starting in Reception.

Within the first six weeks of starting school, children are assessed using the STA Reception Baseline Assessment materials and this data is submitted nationally. In addition, children are assessed against our EYFS progression document (based on IDevelopment Matters) if they have not attended a nursery, and all children are assessed at the end of each term in line with the school assessment timetable. In the summer term assessments are made against the Early Learning Goals and submitted nationally. This summative assessment is shared with the Year 1 class teacher and with parents.

Assessment, recording and documenting children's learning takes many forms and gives a rounded picture of children's progress and achievements within the Foundation Stage. Children are assessed formally and informally during child initiated and adult directed activities, and observations, sometimes supported with photographs video clips of spontaneous and significant moments are recorded on Tapestry. Children's written work, both adult supported and independent, is collated in their literacy books. Parents are encouraged to share their child's books, celebrate their achievements and support them in their targets.

Parents receive a formal report at the end of their child's time in Nursery and Reception and this reflects their child's progress and attainment.

#### **Formative assessment**

Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a daily/weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and what their next steps are. This formative assessment is based upon the 2014 National curriculum objectives for Reading.

Formative assessments are made on a daily basis within class, judged against oral responses made by the children, writing responses, work produced in lessons and listening to children read.

### **Summative assessment**

Formal summative assessments are carried out three times a year at the end of each term. Teachers in F2, Year 1 and Year 2 carry out phonics assessments using phonics tracker to assess progress made and inform next year's teacher of attainment. Reading assessments are carried out using reading comprehensions linked to the phonics phase that children are working on. Teachers also use 1-1 reading to assess children's fluency and comprehension skills. These skills are assessed using the National Curriculum Checklists kept with the children's reading records.

### **Equal Opportunities**

At John T. Rice Infant School we are aware of the need for equality of access for all children. Our staff believe strongly in creating equal opportunities for all children and work to this aim. We introduce and build upon the children's awareness of equal opportunities including the development of respect and understanding of multi-cultural, gender and S.E.N. issues.

John. T. Rice Infants is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our pupils, our workforce and the community in which we work.

We will assist our pupils in achieving to their very best potential. Where pupils experience barriers to their success, we will work with them to address these in a sensitive and sympathetic way. We will teach our pupils the importance of equality and what forms discrimination can take and the impact discrimination can have.

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. The Protected Characteristics that apply to schools are:

- Age (in relation to staff only);
- Disability;
- Gender re-assignment;
- Marriage and civil partnership (in relation to staff only);
- Pregnancy and Maternity;
- Race;

- Religion Faith or Belief;
- Sex; and
- Sexual orientation.

## **E-Safety**

Whilst using a wide range of technologies to teach English, we need to ensure children are safeguarded. E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

E-Safety depends on effective practice at a number of levels:

- Responsible ICT use by all staff and pupils; encouraged by education.
- Sound implementation of e-safety policy in both administration and curriculum, including secure school network design and use.

This policy was agreed by staff and the Governing Body. This policy was reviewed in Spring 2023 will be reviewed again in Spring 2026.