

Reading

Springfield Infant School and Nursery



Intent

At Springfield, we have designed and follow a creative curriculum. We feel that this provides the opportunity to celebrate individuality and creativity in all of our children. We endeavour to create a life-long love for reading and writing. We know that reading is key for academic success and understand the importance of reading for increasing vocabulary, developing general knowledge and gaining an appreciation of other cultures. Therefore, at Springfield, reading is at the heart of everything we do and is part of the children's daily schooling experience. We aim to instil reading confidence in all of our children and aspire to ensure that each and every child sees themselves as a reader.

Our Springfield 'I CAN' values are embedded in our English curriculum. At Springfield, reading has a pivotal role of enabling **inclusivity**, children feeling **nurtured** and progressing with their reading, being **creative** and experiencing a range of texts and be **ambitious** with their reading and challenge themselves to read a range of genres and books from different authors. The skills children acquire in reading are a means of supporting their learning in a range of ways, and can be transferred to other areas of the curriculum, as well as intrinsically linking to their writing.

Implementation

At Springfield, our children are taught to read in a variety of ways, this includes, through whole class reading, topic focused books, guided or group reading, discreet phonics teaching, shared reading and 1:1 reading. In addition to this each class has daily reading for pleasure time, where stories are read to the children, which are planned for and have a topic link. This ensures that the children are having wider experiences of texts, which link to their topic focus, outside of the English lesson. This enables our learners to make links between texts.

We teach reading using high-quality texts, which link to our termly and half-termly topics and planning units. Engaging our children in exciting with captivating stories and non-fiction texts, instantly engages them and encourages them to want to read more, ultimately the children start to become 'lifelong readers.' Inspiring our children through exposure to high-quality texts is crucial to ensuring excellent outcomes and high standards. To ensure our children have a passion for reading, we link their topic texts to 'hooks' including but not limited to drama, role play, real-life experiences, visits and visitors and exciting events inspire and stimulate the children to read with purpose, passion and excitement. Class teachers and teaching assistants' model high expectations for reading behaviour, spoken language and the vocabulary being used.

From entry in the EYFS, our children enjoy reading on a 1:1 basis with their teachers. Children across the school take reading books to share with their adults at home. These books are colour banded and are tailored to meet the needs of each individual child. The books that the children take home, specifically match the phonic sounds that they have been taught in their RWI phonic lessons. The children have the opportunity to change these at regular intervals. Each classroom has a selection of books that are directly linked with their termly or half-termly topic. In addition to this, every class has an engaging book corner,

which the children access daily. The books that are within these book corners, are regularly changed so that the children experience a range of texts, authors and continue to be engaged and enthused by reading. Moreover, the children have the opportunity to visit the in-school library once a week. Not only does this provide a further opportunity to take home a different book, it also teaches our young learners about the life skill of borrowing, respecting, returning books. Reading is celebrated throughout the year with 'reading awards,' scheme, which celebrates every ten reads, whereby the children receive a token to go on their book bag, which also has a QR code for the book character, that is on the reading award.

In Key Stage One, children take part in guided reading lessons over a fortnight. Over the fortnight, every child would have been read with an adult 1:1 as well as reading as a group. During the guided reading sessions, the children are exposed to a range of different high-quality texts, as well as, having the opportunity to work on good reading behaviour and comprehension skills. In addition to guided reading sessions, the children have 1:1 reading, daily phonics and daily reading for pleasure. In Year 2, the children, also take part in 'book talk' lessons, whereby the children have the opportunity to discuss books, provide their opinions on them and make links with other texts they have previously read or had read to them.

At Springfield, we use a bespoke phonics programme, which we have adapted using RWI. Whilst we use RWI for phonics, our phonics programme has been adapted by us, ensuring it is tailored to meet the needs of all of our children, irrespective of their needs or starting point. Despite consistently good outcomes in phonics we are always striving to improve. Children have daily phonics sessions in the Early Years and Key Stage One. In small groups, the children participate in phonics activities that are matched to their developing needs. The teachers draw upon observations, and through continuous assessment ensure children are stretched and challenged as well as identifying children who may need additional support. Children work through the 'RWI Colour Books' ensuring good progression in phonics and strong outcomes. To ensure good progression for all learners, across the school we have daily 'phonics flash,' which is an extra quick phonics session, whereby we recap the phonic sounds and the RWI 'red words.' For the children that are now off our RWI phonics programme, these children continue to work on the RWI spelling patterns and have twice a week 'book talk' sessions. This provides the children with the opportunity to work on their comprehension sessions, whilst enjoying high-quality texts from a range of authors.

Impact

Through systematic teaching of phonics and instilling a love of reading in all of our children, we aim for children to become confident and keen readers by the end of Key Stage One. Attainment in reading is measured using teacher assessment, using good quality commentary from all adults, which supports assessment. Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1 and retakes in Year 2, as well as, our half-termly RWI assessments. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

All staff are skilled practitioners, with the teaching of reading. All staff have had training on phonics and reading. Subject leaders, observe, train and offer support to all staff on the teaching and learning of reading and phonics.

We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.