



## **Springfield Infant School and Nursery**

### **Reading Policy 2023**

#### ***Springfield School is a Rights Respecting School***

**Article 3- The best interests of the child must be a top priority in all actions concerning children.**

**Article 12 – Every child has the right to say what they think in all matters.**

**Article 29 – Every child has the right to develop their personality, talents and abilities.**

Reading is central to our ability to understand, interpret and communicate.

The ability to read is a vital life skill and is essential in developing understanding across the whole curriculum. It is a significant and rewarding aspect of children's learning. It contributes hugely to children's well-being, self-esteem, and social inclusion and is key to their future success in life.

As print is all around, in both the physical and virtual world, it is important to think of reading in a wider context than just books.

#### **Aims:**

We aim for the children at Springfield to:

- Become confident, fluent readers.
- Have a zest for and love of reading across a wide range of literature, which remains with them through life.
- Read and understand a range of books, including non-fiction texts
- Be confident reading different text types in a range of formats e.g. books, digital formats, print environment, leaflets etc.
- Be able to read aloud with expression.
- Understand and use phonic, spelling, punctuation and grammar rules to read accurately.
- Develop a "reading vocabulary" to be confident talking about character, plot, setting, author, illustrator, contents, index etc.

To achieve these aims we will:

- Create a rich reading and language environment within the classroom and throughout the school.
- Teach all children the necessary knowledge, skills and attitudes to be able to read accurately and understand what they read.
- Teach synthetic phonics (Read, Write Inc programme), spelling and grammar systematically throughout the school and apply across the curriculum.
- Select resources to motivate, challenge and extend learning.
- Recognise the value of parental support in developing children's reading skills.
- Ensure that reading experiences and resources are drawn from English literary heritage and a range of other cultures.
- Monitor reading progress and levels of attainment closely.
- Identify quickly children who need additional support and intervene as early as possible.

- Link our teaching of reading to key learning skills e.g. perseverance, resilience, independence, effective listening and curiosity.
- Ensure we are compliant and meet statutory requirements.
- Keep up to date in current educational thinking and good practice.

### **Teaching and Learning:**

- The teaching and learning of reading is both explicit and embedded across the whole curriculum.
- It is planned for daily from YR to Y2.
- “Quality texts” are often starting points for learning across the curriculum, thus ensuring that language and literacy is at the heart of all we do. These texts are carefully chosen for the quality of vocabulary, expression and structure, the potential to stimulate the imagination and the appeal to children’s interests.
- Read, Write Inc is the principal scheme for teaching synthetic phonics at Springfield in Reception. This has been on a rolling programme, which started with Reception, then beginning in Year 1 from September 2019 and September 2020 for Year 2.
- From the start of school in Reception there is a daily phonics lesson, starting with the initial sounds (set 1) using the Read, Write Inc scheme. The children are taught actions and ditties to support their recognition and blending of words.
- In Reception, phonics resources and key words are sent home to help parents support their children’s learning.
- Phonics teaching continues into Y1 with a daily Phonics lesson, using the Read, Write Inc scheme. In these lessons, the children have an opportunity to daily read, write and learn new sounds and vocabulary.
- Spelling is taught explicitly from Reception and is tested weekly in Year 1 and Year 2.
- Different reading schemes are used in school. These have been organised into bands according to their level of difficulty. These books relate directly to the attainment targets for reading of the National Curriculum. The bands are colour-coded and children progress through the bands as their reading skills develop. These books are stored centrally in each wing.
- The children read weekly in a focused reading group. During this group reading session, the focus is the children discussing the book that they are reading, noting any new vocabulary and understanding their reading.
- The children read 1:1 with an in-school adult, fortnightly as a minimum.
- The children also have daily opportunities to read for pleasure and visit the class book corner.
- The children have an opportunity to read for pleasure as well as completing focused comprehension activities. Teachers facilitate this as well as TA’s, thus ensuring that the children are reading regularly in school.
- There is a home-school reading diary to record individual reads each week. Teacher, TA and LSA comments indicate to the child’s family strengths and next steps.
- Children weekly visit the school library. The school librarian uses Micro-librarian to issue books to children and to monitor each child’s reading choice.
- Strategies for teaching reading include reading individually with an adult, shared reading, guided reading, reading aloud, independent reading, reading with other children and story time.
- In Year 2, the children also have a weekly lesson around ‘book talk.’ This enables the children to express their opinions, make links and perform quality texts during a reading session. This deepens the children’s understanding of the texts that they are reading and provides further opportunities for children to receive pleasure from reading.
- There is an expectation that children read regularly at home with an interested adult each day so the Home-School Communication diary includes a space for parents to

record daily reading at home. Feedback from adults at home is greatly appreciated by teachers.

- There is a reading reward scheme and children receive a reading tag to add to their bookbag once they have read 10 books, 20 books, 30 books etc.
- ICT is embedded in the curriculum and is used on a daily basis to support English learning. Interactive whiteboards are used, laptops, computers, iPad and visualisers are used to both teach and apply reading skills. Class pages on the school's website also give links to appropriate websites for learning to read. The school is committed to "keeping up" with new technologies.
- The teaching and learning of reading is supported by and contributes to important skills and attitudes which are highly prized at Springfield – resilience, perseverance, independence, motivation, engagement, thinking, self-confidence, empathy, resourcefulness, curiosity, respect for other views and cultures.
- The Headteacher, school's senior leadership team and the English curriculum team monitor teaching and learning of reading. This monitoring includes lesson observations, scrutiny of planning and reading diaries, listening to children read and moderation in whole staff and year group meetings.

### **Monitoring progress and attainment:**

- There are three statutory assessments that take place during the children's time at Springfield:
  - Reception baseline (starting September 2020)
  - Y1 National Phonics Screening Check
  - Key Stage 1 SATsThe results of these are analysed carefully in formal data review meetings with school staff and school governors.
- Target Tracker and Tapestry are used, to record electronically, children's progress at Springfield. Assessments are regularly entered into the Tracker. This allows teachers to be fully aware of individual children's progress and to make appropriate changes to planning. This enables the teachers and school to meet the specific needs of each child and to initiate interventions.
- This analysis also informs the target setting process.
- Development Matters (non statutory) and Early Learning Goals are used to assess children's progress and attainment in the Foundation Stage.
- National Curriculum attainment targets are used in Key Stage 1

### **Interventions:**

Springfield's high priority given to reading is reflected in extra provision provided for all pupils who do not make expected progress. This includes interventions in class and a range of additional interventions over and above what the class teacher plans for. These are:

- Extra 1:1 reading with an adult.
- Daily reading for pupils eligible for Pupil Premium support.
- Special needs groups.
- Early literacy support.
- Basic skills support.
- Every child a reader programme.
- School librarian.
- Book Buddies.
- Peer Support.
- Targeted reading comprehension groups.
- Additional phonics intervention.
- EAL children have additional vocabulary sent home to support them with their English and topic specific work.