



Thames View Infants

English Scheme of Work

Reading Policy

Rationale

Children grow up in an environment that is full of print. When they begin school they already have experience and understanding of the use of print in a limited range of contexts. School needs to ensure that children become independent readers and also continue to develop their interest in print, its purpose and meaning.

Reading gives children access to knowledge, tradition and information about the wider world. It also helps them to understand how others think and feel.

Purpose

- To enable children to read a wide variety of texts with understanding.
- To ensure children read thoughtfully and respond confidently to a range of text, including questioning the content and ideas expressed.
- To teach children about authors and illustrators.
- To give children experience of printed language of other cultures.
- To enable children to be able to discover information and knowledge that they need.
- To enlist the support and involvement of parents in helping their children to read.
- To help children to experience the pleasure that literature gives.

Guidelines

1. Reading will be taught for a minimum number of hours per week:

- **Key Stage 1:**
Years 1 and 2: 35 minutes per day within Reading & Spelling Workshop Lessons (2 hours, 55 minutes per week). (Further reading opportunities will exist during literacy lessons and across other subjects).
- **Foundation Stage:**
Nursery & Reception: Opportunities for developing reading skills take place on a daily basis.

The teaching of reading should take place within a learning environment, in which all children make as much academic ('maximised value added') progress as possible. It should be taught systematically and methodically each week, adhering to the governing principles, detailed below - within a caring and supportive climate, providing all children with an equitable, standardised, balanced, child-centred, ICT-rich curriculum. However, with time and maturity, and the rise in contextual value added progress that children and teachers will make as a result, progressively more reflective practitioners will utilise 'assessment for learning' information to engender an increasingly more diverse, rich and personalised learning culture within this framework. Accordingly, practitioners may well decide, within this context, to customise their own planning and teaching. Teachers may use assessment for learning information to provide a more reflective and responsive curriculum for their class, engendering personalised learning opportunities to identify and tackle the needs of individuals and groups of children to maximise learning opportunities. Similarly, teachers may decide within their year group to adjust the timings of individual lessons. On occasion, it will



Thames View Infants English Scheme of Work

be appropriate to have a series of short lessons and, at others, children may require time to develop ideas, and refine and consolidate learning within a more sustained period.

2. Each Reading & Spelling Workshop lesson will follow the same structure:
 - o A quick-fire warm-up or revision-recall.
 - o A main teaching focus (consisting of a shared read, a shared write, or the teaching of a specific spelling focus).
 - o An intensive guided-read (in which the class teacher will teach reading skills through guided-reading with a small focus group) whilst the reminder of the class complete consolidation activities.
 - o Children reading at Lime+ will complete enriching activities before and after the guided read to enhance their understanding of the context of each text.
 - o A plenary.
3. Reading and Spelling Workshops lessons will be taught by means of a **“Whole Class Interactive”** approach to learning, employing a lively pace and an episodic style of teaching, with a high emphasis on oracy, class participation and effective pupil/teacher demonstration and modelling.
4. Reading will be taught *systematically* yet within a caring and supportive climate, where children feel sufficiently secure to take risks.
5. Within the different episodes of the Whole Class Interactive Teaching lesson, teachers will skilfully use differentiated questioning to:
 - i. engage children in effective pupil demonstration and modelling;
 - ii. scaffold children through extended dialogue, to improve oracy skills, enhance self-esteem and to extend their children’s learning through giving extended responses;
 - iii. identify assessment for learning information, to gauge understanding and to re-focus teaching, if necessary;
 - iv. offer children focused feedback.
6. Teachers read regularly to the class from a wide variety of quality literature, including poetry.
7. Children are given the opportunity to respond to the text. Teachers help them by giving their own response e.g. “That made me think of...”, “ I did not like the way...”
8. Response to literature is individual and children will have varying viewpoints, which will always be listened to carefully and valued.
9. Children are introduced to authors and illustrators and will be helped to identify books by the same authors and illustrators.
10. Children are taught in a class or group reading session each day through blocked units and reading & spelling workshops. Lessons are varied with different foci e.g. shared reading, shared writing, discussions about text, word games etc. This may have a variety of forms and emphasis e.g. reading a big book together, demonstration writing, discussions about text, word games etc.
11. Children spend time on individual reading every day. Opportunity is given in class for children to read alone or with a partner **and to “read for pleasure”**.



Thames View Infants English Scheme of Work

12. Children are taught a range of strategies to tackle unknown words. They are taught to use **initial sounds and phonic cues and use these with a 'synthetic approach' to word-build**, blend and decode; they read ahead and then attempt the word by putting it into context; they look for patterns and rhymes and repetition; they use the context and their knowledge of grammar. When children cannot discover a word for themselves, they should feel able to ask for help.

13. Children are given time to prepare their reading before they are asked to read aloud. When reading aloud they should be encouraged to speak audibly.

14. Audio/digital books are available and children are encouraged to listen and follow the text.

15. In the reception classes, children are encouraged to read and enjoy a wide range of simple texts. They read together with adults, reciting the text and retelling the story using the pictures. They are also encouraged to spend time 'reading' alone.

16. Reading and Spelling Workshop Lessons systematically teach letter names and sounds, using the 'Letters and Sounds' scheme across the school. Children learn key words too within these lessons and reading strategies, which are reinforced within Guided Reads. Within Year 2, Reading and Spelling Workshop lessons include more text-level and sentence-level work.

17. Developing inference is of particular importance and the use of skilled question helps to probe and develop this skills.

18. Children's reading is assessed using a running record, which identifies the strategies children are using and highlights weakness to inform future teaching points. This assessment enables the teacher to group children for guided reading and also identifies the colour band needed for each child. ADS information and focussed Pupil Progress meetings help teachers to become more experienced at helping children attain higher National Curriculum levels. KS1 optional tasks for **'higher attaining children' and KS2 Year 3 or 4 Reading SATs** tests might also be used to help **support teacher's decisions when judging** children to be working beyond Level 3B at the end of Year 2. In such circumstances, it's wise to verify such judgements with colleagues from KS2 settings.

19. Targets are set for children's progress and they will be assessed to these each term using a miscue analysis and a running record.

20. Children are encouraged to read as many books as possible. They may change their book within the same colour band without reading to their teacher.

21. In each class, children are given the opportunity to change their reading books and read with their individual read buddy each day during registration.

22. Children are moved to the next colour band when they can read the book fluently without any preparation. It is acceptable to allow children to progress to the next colour band, but still take one book from the previous colour too.



Thames View Infants English Scheme of Work

23. Extended readers are available to children who are reading at higher levels. These give children the opportunity to consolidate their reading, but continue to challenge. At this stage children need to be helped to understand the subtleties of the text.

24. Children who are giving cause for concern are placed on a suitable Catch up programme and are given additional support in small groups and individually. Some children will have specific learning difficulties and will need continual support others will need additional support for a short time only,

25. Children take books home to read each night and we try to enlist parental support. Reading meetings are held to inform parents of the school policy and to encourage them to help.

26. Parents are invited to write comments in the child's Home/School Reading Record.

27. Care should be taken when sending messages home in the book. Written messages can be misinterpreted. When drawing attention to a weakness, it is best to write, **"We are working on..."** so that responsibility for learning remains with the teacher.

28. Teachers will integrate ICT wherever appropriate into all lessons:

- a. Within the various episodes of the Teaching & Guided Practice Segment:
 - as a tool to aid the teaching of key skills; engage children, engender pupil modelling & demonstration and to enhance oracy.
 - b. Within the Child Consolidation Segment:
 - enabling children to undertake an ICT-based alternative activity, directly consolidating the learning intention for that lesson;
- or
- **to provide an activity which consolidates the lesson's learning intention, whilst at the same time embedding skills linked to that week's ICT lesson.**

Within this manner, ICT will be employed as a vehicle to engender oracy, independent and collaboration worked and personalised learning, linked to this subject.