



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 fluency and 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: 45 minutes per day within Reading & Spelling Workshop Lessons (3 hours, 45 minutes per week). (Further reading opportunities will exist during daily reading buddy sessions, literacy lessons and across other subjects).
- **Early Years Foundation Stage:**
Reception children undertake a daily 20 minute "Letters and Sounds" lesson from Term 1b onwards (1 hour, 40 minutes per week). Throughout the EYFS, opportunities for developing reading skills take place on a daily basis, including daily reading supported by staff. Children also receive a 20 minute Guided Reading session in small groups, twice a week.

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 be appropriate



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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:

- A quick-fire warm-up or revision-recall.
- A main teaching focus (which usually consists of an episode of teaching synthetic phonics, a spelling focus, a shared read, the teaching of reading (decoding) strategies and a shared write).
- An intensive guided-read (in which the class teacher will teach reading skills through guided-reading with a small focus group) whilst the remainder of the class complete consolidation activities.
- Children will complete enriching activities before and after the guided read to enhance their understanding of the context of each text.
- 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. A story book is often the focus for assemblies too. Children develop a love of reading from being read to. It also gives children an opportunity to observe fluency, expression, pace and tonal variations of the voice (all important reading skills) being modelled with expertise.

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.



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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”.

12. Children are taught a range of strategies to tackle unknown words. They are taught to use initial sounds and phonic cues, word-building, blending and decoding; 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. 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 phonics ‘synthetically’ using the ‘Letters and Sounds’ scheme across the school. Children learn sight vocabulary (‘tricky words’) within these lessons too and reading strategies, which are reinforced within Guided Reads. Within Year 2, Reading and Spelling Workshop lessons include a greater emphasis on text-level, sentence-level and word-level work.

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

18. Children’s reading is assessed using a termly miscue analysis 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 develop Mastery within reading.

19. Targets are set for children’s progress following each termly miscue assessment.

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 reading buddy each day during registration. Reading aloud gives children greater purpose for reading and allows them to self-monitor their reading.

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.



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23. Extended reading books are available to children who are reading at an advanced stage. These give children the opportunity to consolidate their reading, but continue to challenge. At this level, children need to be helped to understand the subtleties of the text and work in class helps children to develop inference and accelerate/make connections with life experience.

24. Whilst reading silently is an important reading skill, it's important that this is closely monitored. Too much "silent reading" can disguise or hinder difficulties in the development of fluency. Children working with a buddy to record themselves reading using an iPad provides additional motivation and helps children self-monitor fluency.

25. 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,

26. 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.

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

28. 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.

29. 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.