



DUDLEY INFANT ACADEMY

Reading Policy

<i>Approved by staff</i>	<i>September 2022</i>
<i>Review date</i>	<i>September 2023</i>

“Leaders give reading a high priority in the school day. Expert teaching means that phonics (letters and the sounds they represent) is well taught. Leaders keep a very close eye on how well pupils are doing. Teachers make sure that the books pupils take home help them to practise the letters and sounds they have already learned. Adults give sensitive, thoughtful guidance when listening to pupils read. They encourage them to use their phonics knowledge to tackle words they are not sure of. As a result, all pupils get off to a good start with their early reading.”

- Dudley Infant Academy Ofsted Report. September 2019

If we don't learn to love books, we don't read. And if we don't read widely, we don't think deeply.
-Michael Rosen (Author)

Intent

Our intent at Dudley Infant Academy is for all children, irrespective of their backgrounds or starting points, to develop good phonics knowledge to enable them to become confident, fluent, independent readers. At Dudley we encourage pupils to build and develop a range of strategies for decoding, such as using pictorial cues, to read on to see if they can make sense of the text, to read back to check for meaning, using logical clues as well as reading for learning and pleasure to build their comprehension skills as they progress throughout the academy. This is to ensure that they are in the best possible position, not only for transitioning to a junior school but for life within the wider community. At Dudley Infant Academy, all staff, including senior leaders, are committed to developing an environment which actively supports and encourages reading for pleasure as we believe this is a core part of every child's educational entitlement. We are firmly rooted in the belief that exposure to a wide range of high quality texts both during and outside of our formal English and English activities lessons will play a pivotal role in shaping our children's educational and personal development.

We aim to ensure that children and staff at Dudley:

- ❖ develop a love of books and reading.
- ❖ develop a wide range of reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- ❖ read and enjoy a variety of texts from a variety of sources: library, class book corners, ICT.
- ❖ create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- ❖ deliver a structured and consistent whole school approach to reading.
- ❖ recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- ❖ rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.
- ❖ embed a whole school approach to the teaching of reading.
- ❖ ensure that a wide range of reading strategies will be taught throughout all classes that reflect the requirements of the National Curriculum and EYFS Development Matters programme.

Reading for pleasure is key to boosting a young person's life chances.
-Nick Gibb. (Schools Minister 2012)

Implementation

These aims are embedded across our curriculum, particularly within the weekly English Activities and ongoing English planning. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading development. Further to this, children from Reception to Year 2 develop a sound knowledge of reading strategies as part of the Little Wandle Revised Letters and Sounds Phonics programme, as outlined in the Phonics and Spelling Policies. Differentiated groups and regular assessment, ensure that children progress through the programme at a rate appropriate to their level of understanding.

We are committed to ensuring that children have access to high quality texts and reading resources, including texts that are matched appropriately to their developing phonics knowledge and wider reading abilities. Adults are consistently involved in developing a love of reading with the children they work with. We believe that all staff, as well as any visitors to our academy, should be role models for reading.

So please, oh please, we beg, we pray. Go throw your TV set away. And in its place you can install, a lovely bookshelf on the wall,

–Roald Dahl. *Charlie and the Chocolate Factory*.

Impact

First and foremost, the children at Dudley Infant Academy are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through EYFS to KS1, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. This is supported by the daily ‘Dudley Bookworms’ where high quality, engaging texts are shared by the teacher with the children and where high quality texts have been carefully selected within the Talk for Writing process. Our pupils acquire the knowledge and learn the skills to apply their phonics and reading skills through a variety of experiences in a range of thematic, cross-curricular contexts.

Reading contributes significantly to the teaching of spiritual, moral, social and cultural development. By being exposed to a wide range of texts, children develop self-confidence and self-awareness by having the opportunities to develop and explain their views on the different events brought up. For example, dealing with disappointment and setbacks whilst reading *The Most Magnificent Thing* and the moral issues explored when reading traditional tales such as *The Little Red Hen* and *The Three Little Pigs*.

By reading stories from different countries and cultures, children at Dudley Infant Academy develop a respect and knowledge of the lives of others. Reading non-fiction books across different topics is a valuable way of teaching children about different people, places, religions and challenges others have faced.

Fill your house with stacks of books, in all the crannies and all the nooks.

–Dr. Seuss

Inclusion Statement

At Dudley Infant Academy we ensure that every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to the learning needs of individuals. We make every effort to overcome potential barriers to learning for individuals and for groups of children.

I read for pleasure and that is the moment I learn the most

– Margaret Atwood (Poet)

Dudley Infant Academy offers a coherent and systematic phonics programme, following the principles outlined by the 2014 National Curriculum, through the Little Wandle, Revised Letters and Sounds scheme. Phonemes are introduced by a range of stories, actions, songs and mnemonics. Phonics teaches children what sound each letter represents and is the first step in children learning how to read. Children will begin to recognise letters and the sounds they make, which they then use to blend sounds together for reading, and segmenting them when writing.

The application of phonics is taught as the primary strategy in the teaching of reading. Opportunities are provided for children to practice these skills through a wide range of activities including games, small group tasks, whole class teaching and individual challenges. Children's progress through the phonics phases is closely monitored and tracked through the Little Wandle termly assessments which enable all staff to ensure that early readers are assigned phonetically decodable books that are closely matched to their developing skills. Further information can be found within our Phonics Policy.

If you don't like to read, you haven't found the right book.
- J.K. Rowling (Author)

Book Bands

Once the children are secure in their application of phonics strategies they move on to the universal Book Band system devised by the University of London. To ensure that children have access to a wide range of texts we have books from a number of different, high quality, schemes including Little Wandle, Oxford Reading Tree, Project X reading books, Rigby Star and well known picture books. Books from different schemes are organised so that those at a similar level are grouped together. This means that children can access a wide variety of books on different subjects and develop fluency using a range of texts.

The following table shows coloured book bands, how they relate to the Year the child is in.

Stage	Guide to Average Year Group	Bug Club Books	Phonics Phase
Lilac	FS	Phonics	Phase 2
Pink	FS	Phonics	Phase 3
Red	S/Y1	Phonics	Phase 3
Yellow	FS/Y1	Phonics	Phase 4
Blue	Y1	Phonics	Phase 5
Green	Y1	Phonics	Phase 5
Orange	Y1/Y2	Orange	Phase 5
Turquoise	Y2	Turquoise	Phase 6
Purple	Y2	Purple	Phase 6
Gold	Y2	Gold	Phase 6
White	Y2	White	Phase 6
Lime	Y2/3	Lime	Phase 6
Rainbow	Y2/3	Brown	Phase 6

All children at Dudley also have personalised and secure access to Bug Club online at school and at home. Staff can assign books based upon the phonics stage or book band that the pupils are currently working on.

So Matilda's strong young mind continued to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea. These books gave Matilda a hopeful and comforting message: You are not alone.
-Roald Dahl. Matilda

Planning

The teaching of reading is differentiated for children's needs throughout the school via group reading, specific phonics phased groupings and differentiated reading tasks during our English and Wider Curriculum sessions. Children who require extra support with reading are identified and receive bespoke support from our highly skilled, reading intervention Teaching Assistants.

All teachers should have and maintain a Guided Reading file containing any guidance, assessments, and planning using the Guided Reading record sheets.

- ❖ All pupils will be grouped for guided reading on the basis of their reading ability.
- ❖ Reading observations and assessments will be used to inform these groupings.
- ❖ Groups should ideally contain up to a maximum of 6 children.
- ❖ The learning objectives for each group will be identified and will link directly with The National Curriculum, Target Tracker and/or the Interim Framework.
- ❖ Texts will be selected to help deliver the learning objective which will also be at the appropriate book band for that particular group of children (at a level of approximately 90% accuracy).
- ❖ A guided reading lesson will follow a five part structure: text introduction, strategy check, independent reading, returning to the text and response to text.

Each class will have a daily *English Activities* session in their timetable. Each child must have at least one Guided Reading session a week with the teacher and one by the Teaching Assistant. The planning and assessment of progress for Guided Reading is the responsibility of the class teacher for *all* children.

The carousel of activities should have English based tasks and groups could include, but are not limited to:

- ❖ Guided reading with teacher;
- ❖ Independent follow up work following guided reading session;
- ❖ Reading for pleasure activities including book corner and/or ICT texts;
- ❖ Phonics based activities;
- ❖ Fine motor skills;
- ❖ Reading different genres, including magazines and annuals;
- ❖ Book reviews;
- ❖ Reading comprehension.

Great books help you understand, and they help you feel understood.

–John Green (Author)

What is Guided Reading?

Guided Reading is the method used to teach individual children to become fluent in reading and comprehension skills of inference and deduction. Children are taught in small groups set according to ability. Guided Reading is principally the class teachers' responsibility and must be planned and evaluated for all children by the class teacher.

Guided Reading is supported by a variety of reading scheme books. This does not however, preclude teachers from planning guided reading sessions around their own choice of text provided the texts chosen are matched to the reading levels of the children.

All Guided reading sessions follow the structure set out below:

Text Introduction

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

Strategy Check

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

Independent Reading

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read.

Returning to the Text

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

Follow Up (developed as a separate session)

An element of the text is used to teach a specific point related to current word or sentence level work. Fluent readers may be given the next section of the book to read with questions to think of as they read.

The more that you read, the more things you will know. The more that you learn, the more places you'll go. – Dr. Seuss

RAG Readers

Each class has a list of 'Red Readers', children who are reading below age related expectations, have made limited progress or who fall in to a disadvantaged category. In order to support these children with their development there is an expectation that they will be read with an adult, individually or as part of a group, at least three times a week. During these sessions, developmental feedback and support is given. For fluent 'Amber and Green' readers the focus of a Guided Reading session should be firmly upon challenging questions generated from the teacher plus opportunities for reflective independent study of a text. It is the expectation of all teachers that Amber and Green readers will read with an adult at least twice a week.

There's nothing wrong with reading a book you love over and over.
–Gail Carson Levine (Author)

Assessment and Recording

Children's reading development is regularly assessed. In addition to the Little Wandle assessments, the PM benchmarking scheme is used to establish suitable levels for children's reading books. Teachers are encouraged to update pupil information on our assessment system, Target Tracker on a regular basis. The final assessment information must be updated in line with the Assessment Policy. Assessment notes should be made on planning and record sheets during guided reading sessions. These must be scrutinised and teachers will consider where each child best fits using their knowledge of the children and all available evidence, e.g. guided reading folders, English writing books etc. Children are grouped according to this assessment information, but groupings should remain flexible according to individual need and progress.

At the end of the Foundation Stage, pupils will be assessed against the Early Learning Goals for reading in line with the new EYFS Framework.

The phonics screening check is taken individually by all children in Year 1 in the Summer Term. The statutory phonics screening check will assess whether children are able to apply their phonics knowledge to read real and pseudo words. This is repeated in Year 2 for children who have not reached the required grade or for children who were not eligible at the time of the screening check. Senior leaders use this information, along with ongoing phonics assessment, to identify children who are in need of additional support so that they do not fall behind in this vital early reading skill.

Progress in reading will be communicated to parents through the use of individual reading logs, at parent consultation meetings and written reports throughout the year.

If there is a book that you want to read, but it hasn't been written yet, you must be the one to write it.
–Toni Morrison (Author)

The Role of Parents

We see parents as important partners in the process of developing children's reading skills.

- ❖ They have an important influence on children's language before they come to school.
- ❖ They provide valuable support at home in helping children to become confident readers.
- ❖ They offer a useful audience for children in their development as speakers and listeners, readers and writers as the children move through the school (e.g. phonics, reading, SAT's revision).

We therefore encourage parents to play their full part in their children's education by:

- ❖ Involving parents in the school's reading programme from the moment their child starts school.
- ❖ Giving parents termly outlines of the curriculum areas in English that each year group will be studying.
- ❖ Welcoming offers of help from parents to assist in school by listening to children read in line with our Volunteers procedure.
- ❖ By asking parents to read with their child on a daily basis.

I will defend the importance of bedtime stories to my last gasp.
- J. K. Rowling (Author)

Leadership and Management

The English coordinator, with responsibility for reading, is responsible for reviewing and improving the standards of teaching and learning of reading throughout the school by:

- ❖ Analysing data;
- ❖ Developing and Action Plan for continued development;
- ❖ Pupil progress through lesson observations;
- ❖ Book looks;
- ❖ Pupil interviews;
- ❖ Auditing and supporting professional development;
- ❖ Purchasing and organising resources.