



**DUDLEY**  
INFANT  
ACADEMY

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**Reading Policy 2018-19 (draft)**

<i>Approved by staff</i>	<i>Sept 2018</i>
<i>Review date</i>	<i>Sept 2019</i>

**Aims:**

- ❖ To develop a love of books and reading.
- ❖ To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- ❖ To read and enjoy a variety of texts from a variety of sources: library, class book corners, ICT.

- ❖ To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- ❖ To deliver a structured and consistent whole school approach to reading.
- ❖ To recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- ❖ To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.
- ❖ To embed a whole school approach to the teaching of reading.
- ❖ To 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.

*There are many little ways to enlarge your child's world. Love of books is the best of all.  
–Jacqueline Kennedy Onassis*

### **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*

### **Book Bands**

We use a wide range of reading schemes which are organised using a Book Band system. 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. Stickers are used to inform parents, children and other members of the school community when a child has moved up a book band. Children are also awarded a reading certificate during assembly to celebrate their achievements. The following table shows coloured book bands, how they relate to the Year the child is in, the E-Books available on Bug Club and the phonics phases.

Stage	Guide to Average Year Group	Bug Club Books	Phonics
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

*Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him. –Maya Angelou*

### **Planning**

All teachers should have and maintain a English Activities 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 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 slot in their timetable. Each child must have at least one Guided Reading session a week with the teacher, and additional sessions can be carried out by Teaching Assistants or independently, but 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;
- ❖ Reading different genres, including magazines and annuals;
- ❖ Book reviews;
- ❖ Reading comprehension.

*Great books help you understand, and they help you feel understood. –John Green*

### **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 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*

Each class, including EYFS, 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 heard read, a minimum of three times a week. During these sessions developmental feedback and support is given. It is the expectation of all teachers that Amber readers will read with an adult at least twice a week and Green readers a minimum of once a week.

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

### **Assessment and Recording**

Teachers are encouraged to update pupil information on Target Tracker on a regular basis. The final assessment information must be updated Termly on Target Tracker in line with the Assessment Policy. Termly assessments take place using 'Bug Club' assessment material. 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. English Activities 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. Pupils undertake End of Key Stage 1 tests, Phonics screening in Year 1 and teacher assessments at the end of Year 2. Progress in reading will be communicated to parents at the 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*

### **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.
- ❖ Using stickers to indicate the book band their child is working at.
- ❖ Informing parents of their child's reading focus following each guided reading session through the use of stickers or written comments.
- ❖

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

### **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;
- ❖ Pupil progress through lesson observations.
- ❖ Book looks;
- ❖ Pupil interviews;
- ❖ Auditing and supporting professional development;
- ❖ Purchasing and organising resources.