

Fairisle Infant and Nursery School



Reading Policy

Date policy reviewed: November 2023

To be reviewed again: November 2026

SIGNATURE STAMP

These are confirmed as a true and accurate record of the meeting that took place on:

1/11/23 POLICY

Signed:

Rick Allan
Chair of Governors

Approved Date: *6/12/23*

A handwritten signature in black ink, appearing to be "Rick Allan", is written over a faint circular stamp.

Fairisle Infant and Nursery School.

'We have the right to learn' Article 28 RRS UNICEF

Reading Policy.

Aims:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage

At Fairisle Infant and Nursery School:

- We encourage the development of fluent, enthusiastic readers who have learnt to read for enjoyment.
- All children, regardless of gender, ability, home language or ethnicity should gain access to the full curriculum because we recognise the importance of reading for learning in all areas.
- We recognise our responsibility to introduce pupils to a wide range of reading materials, including quality texts, both from books and multi-media, literature from different times, places and cultures as well as non-fiction texts.
- We recognise the importance of a positive partnership between home and school in developing each child's reading. We actively encourage parents to be involved in supporting their child's development in reading.
- All adults in school model reading for pleasure; there is a list of 20 books in each year group that have been chosen to enhance children's love of reading whilst linking with topics or themes being taught.
- Children will be encouraged to read for pleasure and to talk about its meaning for them.
- Children will be encouraged to use the library both in groups and independently.

Purpose and Objectives:

Reading at Fairisle Infant and Nursery School helps children to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. Reading is a multi-strategy approach to absorb meaning. It is not simply the decoding of black marks on the page but involves the ability to read, with understanding a wide range of different types of text including fiction, non-fiction, real world texts such as labels, captions and lists, and print in the environment, alongside text accessed via computers and portable devices. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff. Success in reading has a direct effect upon progress in most other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

Children should become confident and competent readers during their time at our school.

At Fairisle Infant and Nursery School:-

- The classroom environment should provide a rich and stimulating resource for children's reading. The reading materials available should be reviewed regularly to meet the children's developing needs.
- Children will have a wide range of reading experiences including listening to and reading stories, poems and non-fiction texts.
- Children will be given opportunities to work as a whole class, in a group, to read 1:1 with an adult and to read independently.
- In KS1 children who are making slower than expected progress with their reading will be identified by class teachers and will receive extra support with their reading.
- Children will be taught phonics skills using a systematic synthetic phonics approach based upon the 'Letters and Sounds' programme and building upon their prior learning and skills.
- They will be given opportunities to use and apply phonics and reading skills to all curriculum areas.
- Children will have the opportunity to develop and apply SPAG skills when reading.
- Children will be encouraged to read for pleasure and given the opportunity to choose texts from a selection in class and year group library areas.
- Quality texts are shared with children through a daily story time to encourage children to talk about stories and learn the language of comprehension.
- Children will be given opportunities to develop the skills of retrieval, prediction, sequencing, inference and deduction based on what is being said and done.

- The books allocated to children must be matched closely to their phonic knowledge to ensure all teachers are targeting gaps whilst also allowing children to become confident in their reading ability.

Equal opportunities.

All pupils, regardless of gender, race, cultural background or any physical or sensory disability will be given equal access to the reading curriculum.

Special Educational Needs and Additional Support

- Targeted groups will receive additional 1:1 reading sessions to develop fluency and comprehension skills.
- If children continue to experience difficulties, advice and help will be sought from the SENCO in the first instance and potential reasons for their difficulties looked at. Advice and support from outside agencies e.g. SALT will be sought as required.
- Targeted individuals will receive precision teaching as needed.

Early Reading Provision

- All books used for reading 1:1 with an adult must be fully decodable in order to allow children to apply their phonics knowledge.
- Pink, Red, Yellow and Blue texts will be read twice to enable children to apply and practise reading words before moving on to a new text.
- All texts from Pink to Gold have a reading form for any reading undertaken with an adult. From Orange – Gold these also have comprehension questions.
- For Early readers, there will be a strong focus on the skills of phonetic decoding. However, adults are expected to discuss the book and ask questions as they read with the child to develop comprehension.
- The books allocated to early readers must be matched closely to their phonic knowledge to ensure all teachers are targeting gaps whilst also allowing children to become confident in their reading ability. (moved elsewhere and 'early readers' changed to all children)

Assessment.

Children's reading development will be monitored as follows:-

- Tracking progress through the Learning Stories (Nursery) and the Foundation Stage Profile (Year R)
- Letter/ sound recognition sheet, at least ½ termly in Year R, Year 1 and Year 2 for those who did not pass the Phonics Screening in Year 1
- Children will be heard read regularly and 'moved up' colour bands when they are ready for the next level.
- Reading Record Profiles that relate to the New National Curriculum 2014, and Content Domains are kept for Reading throughout the

school. These are monitored by Staff and SLT for both Teachers and Teaching Assistants.

- Practice (SAT's) reading tests are undertaken from Spring 2 for Year 2
- Progress is discussed with the Head teacher, English Subject Leader, and class teachers during termly data tracking meetings.
- Progress is scrutinised by English Subject Leader following tracking data meetings and as part of subject leader's report.
- Children's progress in reading is reported formally to parents in the Summer term (EYFS/KS1).
- Children's phonics phases are tracked half termly in Year R/Year 1 and monitored by the English Subject Leader.
- Children in KS1 will be given independent reading tasks during Reading. These will be differentiated according to ability.
- The reading of common exception words are assessed half termly in KS1 (Year 1 words for Year 1 and Year 1 and 2 words for Year 2)
- Teachers in KS1 make predictions for their pupils at the beginning of each academic year. These are reviewed in Pupil Progress meetings with SLT.

Children will develop skills by the end of KS1 to be able to:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words
- sound out most unfamiliar words accurately, without undue hesitation.
- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Parental Involvement

- Parent workshops to support reading are offered to Year R and Year 1
- Parents are encouraged to listen to their child read 3 times a week and to write in their child's reading record book.
- Parents are encouraged to support their child to read age appropriate chapter books for those children who are confident Lime readers in Year 2
- Focus Phonic sounds are sent home to practice in Year R (half termly)

Reading Guidelines – Policy into Practice

The classroom environment should provide a rich and stimulating resource for children's reading. The reading materials should be regularly reviewed to meet the children's developing needs. The reading environment in the classroom should provide:-

- An inviting area in which children can relax and enjoy books.
- A good quality range of books that fulfil National Curriculum criteria.
- A display of books including authors, illustrators and non-fiction linked to topic work.
- Labels, signs, captions, posters and other examples of environmental print..
- Displays of children's own writing in a variety of forms including home learning.
- KS1 Grammar Display
- Phonic sounds taught.(Year R)

Children will have a wide range of reading experiences including listening to and reading stories, poems and non-fiction texts.

Children will be given opportunities to work as a whole class, in a group, to read 1:1 with an adult and to read independently.

The range of whole class reading experiences will include:-

- An introduction to book handling.
- Hearing adults reading a range of literature aloud (to cover the National Curriculum criteria)
- Talking about pictures to develop and respond to the contexts of reading.
- Developing left to right tracking and concepts of print including punctuation.
- Developing phonological, contextual, grammatical and graphic strategies.
- Reading books as a whole class.
- Listening to rhymes, songs and poems.
- Working with rhymes and games to develop phonological awareness
- Learning the alphabet (sequences, letter names and sounds)
- Recognising characters within stories and talking about them.
- Predicting outcomes of stories.
- Discussing events and problems raised by literature and other texts.
- Speculating about how characters might react, feel or act in certain situations (developing inference and deduction)
- Reading a range of non-fiction texts in connection with topics and other interests.
- Using a range of ICT software and hardware.
- Daily Phonics in Year 2 (25 – 30 minutes) and twice daily Phonics in Year R and Year 1, working up to an hour a day

See Appendix 1 for a sequence of the reading skills to be developed.

Books are organised as:

Fiction and Non Fiction texts for children to take home Year R – Lilac - Blue Year 1 – Pink – Purple Year 2 – Pink – Lime	In classrooms Year 2 Pink and Red in shared area
Picture and Chapter Books: WTS, EXS, GDS	Year 2 Classrooms
Fiction and Non-Fiction A range of texts (age appropriate)	Classrooms
Fiction and Non-Fiction A range of Picture and Chapters books (age appropriate)	Shared Area Libraries



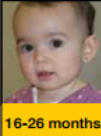

Individual Opportunities for Reading.

- ❖ Taking a book home to read with parent or carer. Home/school reading diaries will be used so that teachers, TA's or parents can make comments.
- ❖ Using signs and labels in the environment.
- ❖ Reading for information.
- ❖ Using simple reference materials (word books, word banks, glossaries, thesauruses).
- ❖ Using a range of ICT programmes.
- ❖ Reading various media texts such as posters, leaflets, newspaper articles, comics and magazines.
- ❖ Discussing and reviewing own progress and ability to choose suitable material.
- ❖ Spending time in year group reading areas including their shared library areas



Appendix 1

Curriculum

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Literacy: Reading			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 Birth - 11 months	<ul style="list-style-type: none"> Enjoys looking at books and other printed material with familiar people. 	<ul style="list-style-type: none"> Use finger play, rhymes and familiar songs from home to support young babies' enjoyment. 	<ul style="list-style-type: none"> Collect a range of board books, cloth books and stories to share with young babies.
 8-20 months	<ul style="list-style-type: none"> Handles books and printed material with interest. 	<ul style="list-style-type: none"> Notice and support babies' developing responses as they learn to anticipate and join in with finger and word play. 	<ul style="list-style-type: none"> Let children handle books and draw their attention to pictures. Tell, as well as read, stories, looking at and interacting with young babies. Make family books using small photo albums with photos of family members, significant people in the child's life, familiar everyday objects.
 16-26 months	<ul style="list-style-type: none"> Interested in books and rhymes and may have favourites. 	<ul style="list-style-type: none"> Encourage and support children's responses to picture books and stories you read with them. Use different voices to tell stories and encourage young children to join in wherever possible. 	<ul style="list-style-type: none"> Provide CDs of rhymes, stories, sounds and spoken words. Provide picture books, books with flaps or hidden words, books with accompanying CDs and story sacks. Provide story sacks for parents to take them home to encourage use of books and talk about stories.
 22-36 months	<ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 	<ul style="list-style-type: none"> Encourage children to use the stories they hear in their play. Read stories that children already know, pausing at intervals to encourage them to 'read' the next word. 	<ul style="list-style-type: none"> Create an attractive book area where children and adults can enjoy books together. Find opportunities to tell and read stories to children, using puppets, soft toys, or real objects as props. Provide stories, pictures and puppets which allow children to experience and talk about how characters feel.

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Literacy: Reading			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols. Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books. Provide dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting. Remember not all languages have written forms and not all families are literate either in English, or in a different home language. Discuss with children the characters in books being read. Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences. Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents. 	<ul style="list-style-type: none"> Provide some simple poetry, song, fiction and non-fiction books. Provide fact and fiction books in all areas, e.g. construction area as well as the book area. Provide books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves. Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others. Create an environment rich in print where children can learn about words, e.g. using names, signs, posters. When children can see the text, e.g. using big books, model the language of print, such as <i>letter, word, page, beginning, end, first, last, middle</i>. Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake. Ensure access to stories for all children by using a range of visual cues and story props.
 40-60+ months	<ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> Discuss and model ways of finding out information from non-fiction texts. Provide story sacks and boxes and make them with the children for use in the setting and at home. Encourage children to recall words they see frequently, such as their own and friends' names. Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' Play games like word letter bingo to develop children's phoneme-grapheme correspondence. Model to children how simple words can be segmented into sounds and blended together to make words. Support and scaffold individual children's reading as opportunities arise. 	<ul style="list-style-type: none"> Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT). Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. Provide story boards and props which support children to talk about a story's characters and sequence of events. When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books. Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words. Provide some simple texts which children can decode to give them confidence and to practise their developing skills.

EYFS (Nursery)

- Listen to and join in with stories and poems, one-to-one and also in small groups.
- Show interest in illustrations and print in books and print in the environment.
- Begin to be aware of the way stories are structured.
- Have favourite books.
- Handle books.
- Suggest how the story might end.
- Know that information can be relayed in the form of print.
- Hold books the correct way up and turn pages.
- Understand the concept of a word.

EYFS (Nursery)

- Listen to and join in with stories and poems, one-to-one and also in small groups.
- Show interest in illustrations and print in books and print in the environment.
- Begin to be aware of the way stories are structured.
- Have favourite books.
- Handle books.
- Suggest how the story might end.
- Know that information can be relayed in the form of print.
- Hold books the correct way up and turn pages.
- Understand the concept of a word.
- Enjoy an increasing range of books.
- Begin to recognise some familiar words.
- Know that information can be retrieved from books and computers.
- Phase 1 Letters and Sounds

EYFS (Reception)

- Segment the sounds in simple words and blend them together and know which letters represent some of them.
- Learn the letters and letter combinations most commonly used to spell these sounds.
Read words by sounding out and blending their separate parts.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Explore and experiment with sounds, words and texts.
- Retell narratives in the correct sequence, drawing on language patterns of stories.
- Read a range of familiar common words and simple sentences independently.
- Know that print carries meaning and, in English, is read from left to right and top to bottom.

- Show an understanding of the elements of stories such as main characters, sequence of events and openings and how information can be found in non-fiction texts to answer questions about where, who, why and how.
- Phase 1-3 (with access to Phase 5 for children that are ready) Letters and Sounds.

Year 1

Word recognition

Pupils should be taught to:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - Being encouraged to link what they read or hear read to their own experiences
 - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - Recognising and joining in with predictable phrases
 - Learning to appreciate rhymes and poems, and to recite some by heart
 - Discussing word meanings, linking new meanings to those already known
 - Understand both the books they can already read accurately and fluently and those they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher

- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Discussing the significance of the title and events
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say

Year 2

Word Recognition

Pupils should be taught to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases

- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Appendix 2

Reading content domain progression – separate document