

Stocksbridge Nursery Infant School



How We Teach Reading 2019

Policy adopted: November 2019

Policy review date:

Stocksbridge Nursery Infant School



How we Teach Reading at Stocksbridge Nursery Infant School

(November 2019)
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How do we teach reading at Stocksbridge Nursery Infant School?

Specific Aims

To enable children to

- Develop positive attitudes to reading that ensure reading is an enjoyable and meaningful experience
- Use reading as a fundamental part of all curriculum planning and development
- Develop a range of reading strategies that allow children to tackle reading problems and the wider curriculum with confidence
- Read and respond to a variety of texts whilst developing an increased level of fluency and independence.

Entitlement

Reading is a fundamental part of the learning experience at Stocksbridge Nursery Infant School and the pupils are given a variety of reading opportunities, including:

- ✓ Daily whole class shared reading
- ✓ ERIC- Everybody Reads In Class on a daily basis
- ✓ Regular independent reading
- ✓ Guided Reading
- ✓ Home/school reading
- ✓ Hearing texts read aloud on a regular basis
- ✓ Access to Lexia reading program
- ✓ Timetabled allocations for use of the school library
- ✓ Cross curricular reading

Teaching and Learning

Reading is always one of our main priorities at Stocksbridge NI School (SNI). It is a skill which underpins a child's ability to access the wider curriculum and allows them to broaden their vocabulary and develop vivid imaginations. To ensure that pupils at SNI are given the best opportunity to succeed, we ensure that pupils are given daily reading teaching that build skills in fluency and comprehension and additional reading for pleasure time.

Shared Reading

We teach shared reading everyday across the year groups, following the Teresa Heathcote's sequence and this is identified on the literacy planner. Each session is identified below:

Day 1	Activate the children's background knowledge: Talk about the book before reading it. Use objects, pictures, video clips to ensure the children understand the setting of the book. Make links to other texts – same content, same author etc.
Day 2	Vocabulary: Focus on the vocabulary within the book. Start to read it. Pick out words the children don't understand. Tier 1 – functional words carry meaning Tier 2 – synonyms of functional words Tier 3 – subject specific words
Day 3	Modelling: Read aloud/think aloud. Teacher needs to model asking questions aloud about what they are reading. I wonder.... Say this a lot whilst you are reading. Make predictions about what you/they think will happen. It doesn't matter if the predictions are wrong. Read a piece of text revealing only a small section at a time. What do they think the text is about? What will happen? How do their predictions change the more they hear/read? Write the children's wonders on clouds. Reception – do this as a whole class. Y1 – do this in groups as part of guided reading Y2 – write their wonders independently. (Good readers ask their own questions as they read. Children do not get better at comprehension by answering other people's questions. They need to learn to ask them for themselves as they read.)
Day 4	Visualise – think in pictures: This is not about the quality of the pictures but the skill in visualising what is happening. Read part of the text and ask the children to draw as you read.
Day 5	Questioning: Questions about the book from over the course of the week. Read the whole book again.

Guided Reading

When the teacher feels it is appropriate, all children will read through a guided reading session at least once a week. Some children (those not achieving at ARE) will have two sessions per week or 1 guided reading session and 1 (or more) individual sessions.

If children are not yet ready to read as part of a group they will be taught by the teacher on an individual basis.

We support children who are having difficulties progressing through the use of Lexia or by using reading volunteers (Beanstalk readers). Teaching Assistants also pick up any children who need extra in class.

Individual Reading/ Sending books home

Children take home two reading books. The first book is a phonetically decodable text and matches the child's level within our phonics scheme. As the children move through the phonics scheme, their book will change according to the new sounds they are learning. The other book is used to practise other reading skills such as key words, repetition of text and using picture clues etc. Children are encouraged to read daily at home and are able to change their books within the same level as often as they need to. Teachers will make sure these books have been changed at least once weekly.

ERIC

All teachers will plan to include a session in the classroom with everyone in the class reading. This happens daily and will be identified on the class timetable.

Resources

All classrooms have book areas that are stocked with a range of fiction and non-fiction texts. The school library has a selection of reading material, from which children are able to take out books on loan. Additionally, our school makes regular use of the services offered by Sheffield Library Services to extend our own reading resources.

Parent/Carers & the Community

We engage with parents through meetings that demonstrate how we teach reading, including how to read with a child to foster enjoyment. Foundation Stage and KS1 parents are invited to annual phonics meetings, where the pedagogy behind phonics is explained and they are informed of ways in which they can help their child at home with their reading.

Every child has a home/school reading diary; it is the school's expectation that these are used as a dialogue between teachers and parents. Parents may comment on their child's reading and teachers keep parents updated on reading progress.