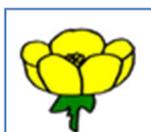


READING



Goldfield Infants' and Nursery School

Reading Manual

Fostering a love of reading that will last a lifetime



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Rationale

The Goldfield community has a passion for the written word. We have a clear, consistent, whole school approach to reading. Competence in reading is the key to independent learning and is given the highest priority, enabling the children to become enthusiastic, independent and reflective readers. Success in reading enables the children to access all areas of the curriculum, opening a world of experiences and knowledge along with opportunities to develop imagination and creative skills. This success is crucial in developing children's self-confidence and motivation. Early experience of reading will provide a solid foundation for learning.

Aims

At Goldfield we aim to:

- ✚ Foster a love of literature that will last a life time
- ✚ Provide the children with the skills and strategies necessary to develop into competent readers
- ✚ Develop a critical appreciation of what they read
- ✚ Develop study skills so that the children can find appropriate fiction and non-fiction books from the library
- ✚ Develop research skills, using library and class texts, in conjunction with information technology
- ✚ Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- ✚ Encourage care and ownership of books

Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension. To promote enjoyment of reading and the understanding that reading is a lifelong skill.



Objectives

Reading is closely linked with writing – the two activities reinforce each other. Children become successful readers by using a range of strategies to understand the meaning of the text. At Goldfield we believe that literate children should:

- ✚ Read with confidence, fluency, understanding and enjoyment
- ✚ Be taught the full range of reading strategies:
 - Phonic knowledge – through daily dedicated Phonics sessions
 - Word recognition and graphic knowledge
 - Grammatical knowledge
 - Contextual knowledge
- ✚ To monitor their reading and correct their own mistakes during shared, guided and independent reading
- ✚ Have an interest in words and their meanings, developing a varied and rich vocabulary
- ✚ Read a range of genres in fiction and poetry
- ✚ Understand, use and be able to read a range of non-fiction texts
- ✚ Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness
- ✚ Discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency
- ✚ See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually
- ✚ Understand the sound and spelling system and use this to read and spell accurately
- ✚ Have a suitable technical vocabulary through which to understand and discuss their reading
- ✚ Be interested in books, read with enjoyment and evaluate to justify their preferences

Teaching Strategies

We aim to promote high levels of motivation and active participation for children of all ages. The teaching of reading and the strategies used by the teachers varies across the school, however there are some consistent routines, activities and strategies that provide continuity for the children as they progress and move through the school:

- ✚ Fun, active, dedicated daily phonic sessions – the nursery follow the early phase of ‘Letters and Sounds’, the other classes take part in ‘Fantastic Phonics’ lessons based on the Read Write Inc programme with a Goldfield twist.
- ✚ High quality class book corners containing a wide range of reading materials that are changed regularly to encourage choice, independent reading and reading aloud to others

- ✚ Every child has a Goldfield book bag to look after and respect the books they borrow
- ✚ From Reception through the school each child has a reading contact book to create a record of reading material and comments to share the development and progress of reading skills between school and home – developing essential partnership
- ✚ The encouragement of reading around the school inside and out through signs, posters, notices and the provision of books from the library to especially created outdoor reading spaces
- ✚ Sets of core books for each year group ensure a rich variety of literary material on their journey through the school. This enables the children to build rich story language, imagination and vocabulary through familiar stories
- ✚ Special events such as annual World Book Days
- ✚ Thorough and on-going assessment which ensures challenge alongside the opportunity to experience the success and enjoyment that leads to motivated readers
- ✚ Adults model an enthusiasm for books and stories

Foundation Stage

Nursery

As well as the activities and strategies above the Nursery also:

- ✚ Ensures that books and print are available in all areas of the learning environment, alongside activities, supporting early readers in the understanding that text has meaning and conveys a message, sharing information
- ✚ Story sacks and props are used weekly to enhance, pre-reading skills, such as sequencing and memory and storytelling
- ✚ There are planned opportunities to re-tell and act out stories in many different ways using props and story maps, including our new 'Helicopter Stories'
- ✚ Sequencing activities help to order events, build imagination and encourage speaking and listening skills
- ✚ Children hear books read aloud one to one, in small groups and as a member of a whole class
- ✚ A book is chosen weekly to bring home and share from the Nursery library – the children are encouraged to share views about their book and re-tell the stories
- ✚ Phonic sessions are taught in small key worker groups, key workers continually assess the children against Early Years criteria – Ages and Stages in Development Matters, assessment helps to identify the next steps for learning and planning the curriculum
- ✚ Our phonics scheme 'Letters and Sounds' is introduced, focusing on the individual letter sounds through posters and flash cards
- ✚ Reading scheme books are available to extend and challenge able/gifted and talented children

Reception

In the Reception Classes all of the rich pre-reading experiences listed above continue alongside teaching that will encourage progression and achievement which leads to the transition towards independent learning as the children prepare to access the Key Stage One curriculum in Year One. In Reception the children will:

- ✚ Bring home a reading book in their bookbag along with a reading contact book to be completed by teachers, teaching assistants and parents - building partnership and supporting progression of skills
- ✚ Take phonics sheets home to support the acquisition of phonic sounds as a tool for early progress in reading. Sets of phonic sounds accompany specific reading books giving children the opportunity to acquire new sounds and then immediately practice those phonic skills in the context of their reading
- ✚ Take part in Phonics sessions each day participating in differentiated small group teaching
- ✚ Read to an adult from a book that has been selected for challenge. The teacher keeps reading records to support planning and progression. Class Reading Files contain running reading records, assessment and reading scheme information
- ✚ Can select reading books from the 'Read for Pleasure Library' to share with parents
- ✚ Participate in literacy lessons that model reading and engage the learners in activities with stories, rhymes and sounds
- ✚ Learn in an environment rich in literature – signs, labels, topic vocabulary and a rich variety of fiction and non-fiction books
- ✚ Be assessed against Early Years Foundation Stage criteria to track progression and achievement and provide challenge, support and next step planning to meet the needs of the children

Key Stage One

Early acquisition of reading skills will open the door to all areas of the curriculum. Reading skills permeate all learning at this stage. Important strategies and procedures in Year 1 and 2 classes are:

- ✚ Children read to an adult at least once a week either individually or as a member of a small group
- ✚ Small group and guided reading, with a focus on developing comprehension skills
- ✚ We aim to read more regularly with children who are taking longer to acquire phonological awareness and will provide intervention strategies to support reading development where appropriate. These activities take place in partnership with parents

- ✚ The children are assessed against National Curriculum levels through a variety of activities including Assessing Pupil Progress (APP) strategies
- ✚ Pupils read books with the teacher from the colour coded book band. This has been selected for a balance of challenge and enjoyment. Year 1 children change their reading books at least once a week.
- ✚ In Year 2 children are encouraged to change their books independently and have free choice of book when they are reading within grey and brown bands
- ✚ 'Read for Pleasure Library' books can be changed daily. This library includes fiction and non-fiction books from different schemes, encouraging the children to follow their interest and choose reading material that attracts and engages them.
- ✚ Shared home contact books build parent partnership in reading
- ✚ Year 1 pupils take part in the Phonics Screening Check in the summer term
- ✚ Dedicated phonics sessions are differentiated in ability groups within each year group

Reading Scheme



At Goldfield our reading books are taken from a variety of publishers and contain a wide range of fiction and non-fiction titles to motivate children. Reception children start with books that enable them to practice their growing phonological knowledge. It is essential that early readers acquire sounds quickly and then experience success in applying this new knowledge in their reading. It is this success and the reward of discovering new books independently that motivates and stimulates the drive to acquire further knowledge. The children will receive a set of sounds to learn alongside their reading book. Support to learn these sounds at home will help the children's progress through the scheme.

As soon as the children are able to build knowledge of challenge 'red' words (those that cannot be sounded out using a regular spelling pattern) they can progress through the reading scheme discovering new books and challenges.

Read for Pleasure Library

In addition to the 'read for challenge' reading books the children can choose from an exciting range of high- quality books with superb illustrations, which also fulfil the prime approach of decoding words through phonic knowledge and skills. This is our Read for Pleasure Library. These books can be changed on a daily basis. These texts are not banded so that children can choose freely and share them with parents. This library has been chosen from a variety of schemes and includes non-fiction texts, traditional tales with story maps and Alphablock stories. We are continually adding to this library to provide breadth and interest.



Phonics



Key Stage 1 children take part in Phonic sessions Monday – Friday from 9.10 – 9.35 am. These smaller group sessions are differentiated by phonic ability and enable the children to enjoy high paced activities for consolidation and challenge. We use Read Write Inc books and resources that are carefully planned to support the teaching of phonics in a developmental, multi-sensory way. The children work in pairs to read the books and work towards written work as the week progresses. They learn to read sounds as Fred the Frog does to support sound recognition and blending. All Reception parents receive an invitation to a morning of Phonics led by the teachers as an introduction to this phonic programme.



Intervention Strategies, SEND and Equal Opportunities

Whole class teaching is supported by small group activities and the use of intervention strategies. Continual assessment, along with support from trained Teaching Assistants and Learning Support Assistants, ensures the learning is tailored to meet individual needs and learning styles. Data analysis and monitoring help to identify any differences in the achievement of gender or vulnerable groups and allows teachers to plan strategies to close gaps in attainment if they occur. Children with Special Educational Needs or Disability have MITs (My Individual Targets) created by the SENCo and Class Teacher to plan a curriculum to meet specific needs and plan for support from other professionals where appropriate.

Partnership with Parents

Partnership with parents is essential to promote enthusiastic, confident learners who make good progress. There are opportunities throughout the year for parents to talk to class teachers about their child's learning and find ways to support the learning at home, our open-door policy also encourages on-going dialogue at any time. Reading and contact books, curriculum booklets, meetings and workshops are all planned to deliver information, share ideas and offer help and support.

