

# Reading



Learning happily together

## Subject Intent

At Lowe's Wong Infant School, it is our intent to enable our children to leave our school being fluent in reading. We value reading as a key life skill and one that lays the foundations for lifelong learning. We strive to ensure that every child has the opportunity to learn to read, regardless of their background, needs or abilities. Reading is promoted as an enjoyable and enriching experience to both children and parents/carers, and it is our intent to instil in every child a love of reading. We aim to do this by immersing children in stories, poems, rhymes, and non-fiction texts from the moment they enter our school.

By using carefully planned texts it is our intention to develop children's vocabulary, language comprehension and love of reading. We see reading as a top priority and facilitate opportunities for reading throughout the wider curriculum. The systematic teaching of phonics has high priority throughout school, in the Early Years Foundation Stage and Key Stage 1. Essential Letters and Sounds (ELS) is the phonics scheme used at Lowe's Wong Infant School. This matches the expectations of the English National Curriculum and Early Years Development Matters. The ELS Scheme is a systematic programme that is taught with fidelity, consistency and continuity from F2 to Year 2.

## Subject Implementation Plan

### Timetabling

In EYFS, all children will be heard read 1:1 by a teacher or teaching assistant every fortnight. This will be recorded in the children's Learning Journal and the teacher's own record of reading book. A gradual build up to whole class reading with ELS texts starts in the autumn term with reading 1 to 1, in the Spring term reading in very small groups and in the Summer term as a whole class. Daily Phonics sessions will take place in EYFS. Children read words and sentences during these sessions. EYFS will begin by sharing and discussing stories together as a class, supporting what is developmentally appropriate.

In KS1, a daily ELS phonics session will be taught (3x ELS Spelling sessions in Y2 alongside some phonics revision sessions). There is an opportunity for words and sentence reading within these sessions.

In Y1 Guided reading sessions are taught every 2 weeks during assembly time and a whole class guided reading session takes place weekly at the end of Friday's daily phonics session.

In Y2 Guided reading sessions are taught daily during assembly time. In Y2 silent reading takes place during afternoon registration for 5-10mins. The teacher will focus on listening to individual children read during this time.

Children who need extra support with reading will be heard read 1:1 by a reading volunteer at least once every week. The reading volunteer will record any significant comments in their Reading Volunteer's file, as well as speak directly to the class teacher.

### How reading is taught

In EYFS and Y1 each child will be given an ELS reading book weekly which corresponds to the phonemes being taught that week in the ELS phonics scheme. Online books (ELS) are set each half term for children to do any extra reading at home. In Y2 children who passed their phonics screening check will move onto Orange or above on the book banded reading books. Those that did not pass the phonics screen will read the appropriate ELS book for their ability.

The explicit teaching of reading is taught through our phonics scheme (see phonics implementation doc) and through Guided Reading sessions or whole class reading sessions.

EYFS – Whole class reading sessions once a week in the Spring and Summer terms.

KS1 - Guided Reading – these sessions take place with the class teacher working with a different group of children each day over 5 days. The children are grouped according to their reading ability and texts are matched to this. The teacher led sessions give opportunity to hear the children read in a circle, discuss the text and for the adult to ask specific questions. The teacher planning for Guided Reading will ensure a range of texts (both books and texts of fiction and non-fiction) are taught, each half term. Teacher uses the guided planning sheets to record the learning objective for the session and any comments on individual children's reading.

In EYFS the different strands of comprehension, decoding and fluency are taught. In KS1 the teaching of reading follows the NC focusing on vocabulary, inference, prediction, explanation, retrieval, and sequencing.

Evidence of depth and challenge in Reading is linked to questioning.

### **Resources**

ELS reading books / scheme resources.  
Banded Guided Reading books.

### **SEND**

All children will have equal access to the reading curriculum. Support and interventions will be given where needed to ensure all children can participate in reading/phonics sessions. Adaptive Teaching in lessons is used to meet all children's needs, and this may include adult support or adapted provision to access the learning in the classroom.

### **Marking, feedback and assessment**

In EYFS children get constant, immediate feedback verbally in line with our marking policy.

When reading with a child we will date, write/stamp and sign their Learning Journal. A learning objective and focus will be stuck in when a child has participated in Guided Reading session. A comment maybe written. When reading to a volunteer, comments are recorded in a separate reading file.

Reading at home is acknowledged by counting the number of times a child has read in the week. This number goes towards gaining a reading award. Children are expected to read a minimum of 3x a week.

### **Recording work**

In EYFS, any 1 to 1 reading is recorded in the teacher's own record book and on a child's record sheet.

In KS1 any Guided Reading written work will be stuck into English and Topic books if it is a paper-based task. Guided reading notes for each child are recorded on the guided

reading sheet planners. 1 to 1 reads are recorded on the child's individual reading sheet.

### **Learning Environment**

In EYFS, quality resources for independent access should be available. Interactive activities linked to ELS.

Book Corner in classroom with a photocopy of books children could choose to read and some key questions they can answer/ book display. Continuous provision plan for reading is displayed in the book corner.

Guided reading texts should be of good quality and there should be enough to support all pupils that may need to access them. These are in the library area.

Books in classroom book corner/ on shelves that are related to the topic, as well as age-appropriate books to promote reading for pleasure.

The whole school library, both accessible to everyone.

Each class has a box of books to read to the class at a story time. Each year group has the same books in the box. These are to read repeatedly throughout the year.

### **Equality and Diversity**

All children have access to a diverse Reading curriculum. Lessons and resources used should represent people from different backgrounds and cultures. Books that are accessible to the children should also reflect equality and diversity. All children should be given equal and equitable opportunities (adaptive teaching methods).

### **Curriculum Enrichment**

Classes have a daily time (usually at the end of the day) to read a story suitable for the age of the class. This maybe a novel, simple chapter book, picture book a non-fiction book or a book related to the Enquiry Question being taught.

Reading is encouraged across the curriculum eg reading a maths problem or reading about a significant past event.

### **Behaviour**

It is expected that all children should demonstrate the 3 things for good behaviour during phonics/Guided Reading/whole class reading lessons – good sitting, good listening and good looking.

Depending on the reading activity, teachers will use the visual prompt cards – Talking Turtles, Whispering Whales and Silent Snails to determine the level of noise for a particular activity. Good behaviour will be rewarded in line with the school's behaviour policy.

It is expected that teachers will respond to any misbehaviour promptly during reading lessons by following the school's agreed behaviour policy of reminders, warnings, reflection and time outs.