

Early Reading

"Once you learn to read, you will be forever free!", Frederick Douglass.

Here at Grace Mary, we believe that reading underpins many other aspects of learning and is of vital importance.

Aims:

- We aim to develop pupils' reading through progressive phonics teaching, shared reading, one to one reading with a teacher, individual reading and local library access, so that children will learn to read widely, fluently, frequently and with good understanding and pleasure.
- We aim to involve parents in improving their child's reading through reading workshops, home reading diaries and encouraging the use of free e-books from oxfordowl.co.uk.
- We aim to ensure that reading is high priority in our school, promoting excellent models of reading with expression, enjoyment and understanding, through daily shared reading and access to books in an inviting reading area.
- We aim that all children have the opportunity to have a high-quality text read to them every day in school, taken from our Reading Spine, which has been carefully considered and books have been chosen that will develop a library of classic stories in their own mind.

Teaching and Learning:

Nursery

The focus is developing children's language and communication skills through the Early Years Foundation Stage curriculum. Early matching, categorising and sorting activities within the Nursery environment are used to develop visual discrimination skills needed for early reading.

Books are shared daily in a small group; print has a high profile in the environment; local library will be visited regularly; books will be shared 'over and over'.

Books are shared with the children daily and children are motivated to look at and talk about story and information books in their child initiated play by utilising books in all areas of the provision.

Reception

As children progress into Reception, an emphasis of phonics teaching will support children's understanding that letters represent sounds in spoken words, which will support their decoding of the printed word. 'Read, Write, Inc.' will be used as a basis for daily phonics sessions.

An interest in books is developed by sharing songs, stories and rhymes, fostering opportunities to talk and re-enact stories or follow children's interests through information books.

Books are shared with the children daily and they are encouraged to independently access all kinds of texts within their learning environment. Throughout child initiated learning time, children have the opportunity to explore books of their own interest in quiet and inviting book corners. Books are changed regularly within our learning environment, to reflect children's current interests.

A reading spine full of high-quality, carefully selected stories has been created for Talk for Writing sessions, which are held daily to encourage children's story language, supporting them to confidently retell traditional tales and well known stories off by heart through memorable actions and familiar phrases. These sessions allow children to develop a collection of popular texts in their own mind.

Each child will take home a reading book every week to share with their families.

Year One

In Year One, children continue to work through the 'Read, Write, Inc.' Phonics scheme with a daily phonics lesson. Children will have regular, one to one reading time with the teacher or teaching assistant, where an appropriate banded, level book will be read.

Early reading objectives from the National Curriculum are matched to the child's ability. Children's progress is recorded individually in a reading folder and assessed half termly to monitor where children need the next level up or further support to ensure they attain a good level of reading for their age group.

Throughout a week children are encouraged to change their home reading book twice a week. They are directed by their teacher to the appropriate book band for their reading ability.

Daily shared reading is developed through carefully selected Reading Spine books, learnt to retell and act out builds children's story structure knowledge and confidence in narrative genres of writing. Furthermore, reading is developed further, through cross-curricular teaching within Maths, Topic and Science, as teachers support children's understanding of more complex texts through discussion and questioning.

Children have opportunities when they come into school and throughout the day to explore books of their own interest in quiet and inviting book corner.

Year Two

In Year Two, daily phonics speed sound sessions continue to ensure children remain fluent when decoding new words to support their reading and spelling. Children will also learn to understand what they have read in a deeper, more complex way, through the use of either retrieval facts, simply understanding what is happening in the story or developing skills of inference and deduction; using clues in the text to read between the lines and using real life experiences to delve deeper into the story.

Children will have regular, one to one reading time with the teacher or teaching assistant,

using appropriate level banded books. Again, children's individual progress is recorded in a guided reading folder and assessed half termly to check for progress or support if necessary.

In Year Two, children change their home reading books twice a week and are directed by their teacher to the appropriate book band for their reading ability. All children are expected to be able to discuss the books they have read at home.

Daily shared reading is developed through cross-curricular teaching, as teachers link reading objectives within Maths, Topic and Science lessons to further develop children's comprehension and overall understanding of a piece of text.

"Reading is important, because if you can read, you can learn anything about everything and everything about anything", Tomie dePaola.

September 2020

Reviewed yearly.