



Kent County Council
Children, Families and Education Directorate

**READING
POLICY
STATEMENT**

OF

DOWNS VIEW INFANT SCHOOL

Written June 2014

Responsible people named in this policy

Headteacher: Tracy Kent

Deputy Headteacher: Sarah Collins

Reviews: 3 year review

Signed and Date agreed.....July 2014

Introduction

At Downs View Infant School we view reading as a fundamental life skill and aim to develop a genuine love and passion for reading within every child. We believe that reading helps children develop their imagination, vocabulary and is a vital skill across all other curriculum areas.

Shared Reading

All teachers and teaching assistants regularly read a range of texts, (contemporary and classic poems, stories and non-fiction texts) to the children on a daily basis, within lessons and assembly times. These develop children's passion to read as well as their understanding of a range of genres, language and authors. Teachers and teaching assistants encourage children to join in with predictable phrases, helping them become very familiar with key stories, fairy stories and traditional tales so that they can retell them with confidence. Likewise, children are encouraged to recite rhymes and poems by heart.

Each class has a stimulating and inviting book corner, which is well resourced, where children are able to develop their awe and wonder of books in an engaging environment. Also, each class has a set of familiar fictional stories to embed storytelling, these books are read and re-read so that the children build a repertoire of stories that they can confidently retell.

Guided Reading

Every child receives a focused guided reading session every week with a clear target related to their level of attainment within the National Curriculum or EYFS Curriculum. They also receive two 'free-choice' guided reading sessions whereby they can choose from a range of structured writing, phonic and SPAG style challenges. These can be in the form of games, challenge cards, interactive games with the use of laptops and I-pads. These sessions incorporate teaching the skills of reading; see our phonics policy, alongside comprehension skills (see appendix 2) and detailed discussions about the book. Teachers and teaching assistants will ask the children about their real life experiences relating to what they are reading to enhance their knowledge of the text, predicting what they think will happen in the text and making clear inference on the basis of what is being said or done in the text. (see appendix 1).

The children are provided with a reading record book which is written in by the class teacher every week, after the guided reading session has taken place, to make the parents aware of the child's progress and how they could support them in the development of reading at home.

Independent Reading

At Downs View Infant School every child is able to consolidate their reading skills independently in a range of different ways. Children have regular access to the book

corner and can choose to read during their play times. Time is given within guided reading sessions for children to freely choose books to read for pleasure and to consolidate their independent reading skills. Within all subjects teachers plan for children to consolidate their independent reading skills in a range of different ways, for example, word problems within Mathematics or access information from a website for topic based lessons.

Parents

At Downs View Infant School we encourage our parents to read with their child as often as possible, school books or books from home, to enhance the children's passion for reading as well as develop their reading skills. Children may be asked to re-read a book by teaching staff to build up their fluency and confidence in word reading.

We ask parents to record when they have read with their child in their reading record books.

Foundation Stage

At Downs View Infant School we teach reading alongside the statutory requirements of Early Years Foundation Stage.

Key Stage One

At Downs View Infant School we teach reading alongside the statutory requirements of The National Curriculum in England (2014).

Intervention Programmes

Downs View Infant School will use assessments to identify groups of children or individuals who require reading intervention. Targeted intervention spans across all attainment levels in reading. Specific provision will be created, for differing periods of time, to support and progress the attainment for the identified group or child.

At Downs View Infant School we also provide lunch time school clubs at different points in the year to support children, if they wish to attend, in their development of reading. Children who attend this club are provided with targeted support to accelerate their progress. Targets are discussed with the class teacher before they begin the club.

Assessment

All teachers regularly assess the children's progress and report to parents in their reading record books on a weekly basis, based on the outcome of the guided reading session. Teachers constantly assess the development of children's reading individually, making sure that they are reading at the correct attainment level. Teachers also complete summative assessments six times a year to show the developing progress across time.

The children in Year Two also complete SATS reading assessments at the end of Key Stage One. This assessment is shared with parents at the end of the academic year.

This policy is written in conjunction with our Teaching and Learning policy and Equality scheme.

Renewed: 2017

Appendix 1

Suggested structure for Guided Reading

Before Reading

1. Determine stopping points in the text for applying comprehension strategies and discussing the text.
2. Draw out students' background knowledge about topic or theme.
3. Preview the text's title, illustrations, headings, tables etc.
4. Teacher models predicting and invites students to predict. Record predictions.
5. Remind pupils to think about questions to ask and to look for words and passages to clarify. Record on sticky notes etc.

During Reading

1. Read the text together: teacher read-aloud, choral reading, whisper reading in small groups, or silent reading.
2. Pupils develop questions and identify words and passages for clarifying.

After Reading

1. Return to predictions. Teacher models how to check predictions. Teacher and pupils check the other predictions.
2. Teacher models clarifying and invites students to share words and passages which need clarifying.
3. Teacher models question-asking and invites pupils to ask and discuss their questions.
4. Teacher models summarising or guides the pupils in creating a summary.
5. Reflect on the usefulness of the strategies.

Predict

Clarify

Question

Summarise

Predict: Predicting sets a purpose for reading. Before reading, preview elements of text structure. Preview the text's cover, title, illustrations, text boxes etc. Look for clues about setting, characters, problem, events, and theme. Look for clues about content and main ideas in non-fiction.

Clarify: Clarifying helps pupils monitor their comprehension. Help pupils identify unfamiliar or difficult words. Help them identify unclear sentences and passages.

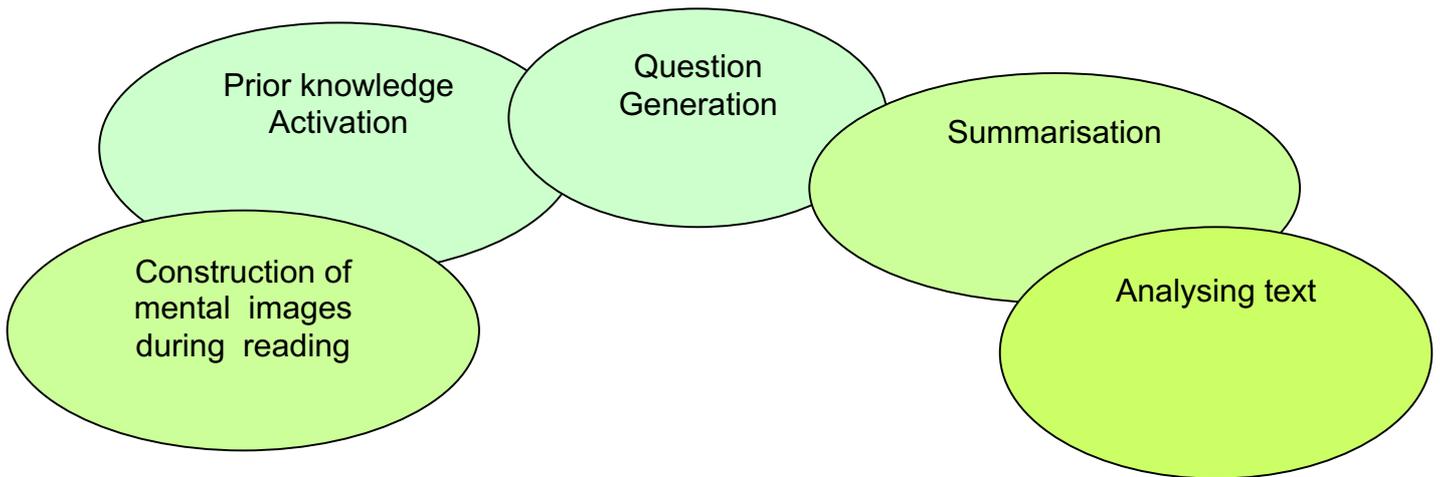
Question: Questioning increases pupils' awareness of the text's important ideas. Use the language: who, what, where, when, why, how and what if? Pupils may use sticky notes to mark passages to turn into questions.

Summarise: Summarising requires pupils to recall and arrange only the important ideas in a text. Pupils may use story structure to summarise fiction texts. Pupils determine the important points of non-fiction and arrange them in logical order.

From 'Reciprocal Teaching' by Dr. John A. Smith and Dr. D. Ray Reutzel 2006

Appendix 2

Reading Comprehension Break Down



- Inference - the ability to **go beyond the information** given in the text based on the reader's personal experience, knowledge or opinion.
- Deduction - the ability to draw a **logical conclusion** from the information given in the text.

Appendix 3

What do Book Band levels mean?

Reading books are graded by difficulty by reading levels known as Book Bands. Each Book Band has its own colour. The chart below gives an indication of the range of Book Band levels at which most children will be reading as they progress through primary school.

Reception – age 4-5 years

Year 1 – age 5-6 years

Year 2 – age 6-7 years

Year 3 – age 7-8 years

Year 4 – age 8-9 years

Year 5 – age 9-10 years

Year 6 – age 10-11 years

| Book Band colour | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|-----------|--------|--------|--------|--------|--------|--------|
| lilac | | | | | | | |
| pink | | | | | | | |
| red | | | | | | | |
| yellow | | | | | | | |
| blue | | | | | | | |
| green | | | | | | | |
| orange | | | | | | | |
| turquoise | | | | | | | |
| purple | | | | | | | |
| gold | | | | | | | |
| white | | | | | | | |
| lime | | | | | | | |
| brown | | | | | | | |
| grey | | | | | | | |
| blue (KS2) | | | | | | | |
| red (KS2) | | | | | | | |