Hasland Infant and Nursery School

Reading Policy

Our aim is for every child to become a confident, fluent and enthusiastic reader who reads with understanding, enjoys books and chooses to read for pleasure.

Intent

We recognise that reading is a fundamental life skill that underpins children's educational achievement, social and cognitive development, wellbeing and mental health. Reading has a high profile throughout our school. From Nursery onwards, we are committed to developing each child's ability to read fluently, understand and respond to a wide range of texts. We aim to foster a love of reading through rich reading experiences and exposure to high-quality, age-appropriate literature. We want children to develop the habit of reading widely and often, both for pleasure and to gain information. Through high-quality teaching and inclusive practice, we ensure that all children are supported to make progress, feel successful and actively participate in reading lessons. We encourage children to become increasingly independent and resilient readers who apply their reading skills with confidence across the curriculum.

Implementation

Reading is taught effectively throughout the school through guided reading, individual reading, shared reading and high-quality adult modelling. The reading books we use across school consist of decodable books matched to our Sounds-Write Phonics programme.

The school library and the school Reading Garden are well resourced and well used. Each class has the opportunity to visit these areas once a week and every child has the opportunity to borrow a book.

Each classroom has a Reading Area which provides children with access to collections of carefully chosen books, for example:

- Story books
- Picture books
- Favourite books
- Traditional tales
- Topic related books

Books within the reading areas are refreshed regularly to reflect the interests of each class. Teachers develop a good understanding of their children as readers and use this knowledge to make personalised book recommendations. The wide range of texts available helps children to develop their own reading preferences, see themselves represented in the books they encounter and explore different experiences and perspectives. This encourages children to read

widely and frequently, fostering a love of reading and supporting the development of positive lifelong reading habits.

We have developed 'Social Reading Environments' throughout the school where children can access and share their year group's recommended reads. These areas provide opportunities for children to discuss books, complete book reviews and share their opinions using emoji responses. Accessible to all children, these inviting spaces encourage reading for pleasure and promote meaningful book talk.

Nursery

How we begin to teach reading in the nursery

- In Nursery children are introduced to high quality texts through story time and phonic sessions. Often, topics will be built around stories and themes later explored by children through role-play, activities and provision.
- Children are continually exposed to a selection of carefully chosen books so they become familiar with the stories and know them well enough to 'retell' these to their friends.
- Phonic sessions have an emphasis upon rhymes and stories
- Nursery children follow an Early phonic programme, which ensures children build the foundational skills of rhyme, alliteration, blending and oral segmenting needed for starting Reception.
- Children are encouraged to recognise and read their name through self- registration and by finding their name and putting it in the basket when they have had their snack.
- The nursery is a language-rich environment with key areas labelled. Books are found in all areas of provision.
- Children are introduced to the conventions of books; they are shown that text is read from left to right, are taught to regard the illustrations as an integral to the story, shown how to turn the pages singly etc.

Reception

How we teach reading in Reception

- In Reception, children continue to explore and enjoy high quality texts through **story**

time. Often, topics will be built around stories and themes later explored by children through role-play and other provision.

- Children are reminded/introduced to the conventions of books; that text is read from left to right, are taught to regard the illustrations as an integral to the story, shown how to turn the pages singly etc.
- The systematic teaching of Phonics is delivered through the Sounds-Write programme. This builds on what children learnt in Nursery and continues with children being taught the graphemes and phonemes they need to read and write.
- Children are encouraged to read and remember 'sight words'.
- Spelling walls are in every classroom and phonic understanding is a high priority throughout the year
- Three time-tabled guided reading sessions begin with every child early in the Autumn term where children will be reading a book matched to their phonic ability.
- Children take home the familiar book they have been reading in school so they can practise at home.
- Reading volunteers also hear individual readers throughout the week when possible. They all attend training sessions provided by the literacy lead on how to read with children and are given continuous support from members of staff.

Key Stage 1 Reading

- In KS1 children continue to explore and enjoy high quality texts through **story time**. (This will likely be a longer chapter book during snack time and a book which has been voted for by the children at the end of the day.) As in Reception, often topics will be built around stories and themes later explored by children through role-play and other provision.
- Children build a sight vocabulary from the structured list of year group words displayed in the classroom, whilst continuing to follow the **Sounds Write** programme. Their sight vocabulary is developed daily.
- The **Sounds Write** phonics programme continues throughout Key Stage 1and focuses on phoneme / grapheme recognition, alternative spellings for each phoneme and the strategies of blending to read and segmenting to spell. Children in KS1 are taught phonics as a whole class and activities are differentiated according to phonic ability. Children receive 5 x daily 30 minute sessions of focused teaching. Regular assessment ensures children are making progress and misconceptions are addressed.
- All Year 1 children read in a guided reading group x3 per week. These groups are carefully considered, and the children read a book carefully matched to their phonic ability. Just like in Reception, the children will then take the same book home to practise reading with their adults.
- All Year 2 children read in guided reading groups twice a week. As in Year 1, these groups are carefully considered, and the children read a book matched to their phonic

ability. In Year 2 the children take a separate individual reading book home, which they change as and when necessary.

Small Group Guided Reading

Every child in Reception and Year 1 takes part in three timetabled reading practice sessions each week. Children in Year 2 take part in two sessions. These dedicated 20-minute sessions provide regular opportunities for children to practise and apply their reading skills. During each session, teachers listen to every child read individually, ensuring that all children receive focused support and feedback. Each session has a clear teaching focus, enabling staff to provide well-matched instruction and targeted support for individuals and groups, helping all children make strong progress in reading.

Children also benefit from the pre-reading element of each session, where they revisit and practise the sounds, words and tricky words they will encounter in the text. This repeated practice helps to build fluency and automaticity, enabling children to read with increasing accuracy and ease. Key vocabulary is introduced and discussed to support language development and comprehension. Teachers use consistent strategies that mirror those taught in daily phonics lessons, reducing cognitive load and helping children apply their learning successfully when reading.

Structure of the guided reading week:

Read 1: decoding – this has a clear focus on applying phonic knowledge to word reading.

Read 2: prosody – teaches children to read with prosody, so that they learn to read aloud with appropriate meaning, stress and intonation.

Read 3: comprehension – the final reading session explores comprehension.

Every Year 2 child takes part in two timetabled reading sessions per week. We have developed a 2-week cycle for Year 2 consisting of four sessions.

- Read 1: Reading – children will read independently. (Adult will 'tap-in' to each child individually.)
- Read 2: Intonation/prosody /expression focus – children will read with a focus on expression and recognising the patterns of stress and intonation in the text.
- Read 3: Retrieval - children will read and then be asked to extract information/facts from the book.
- Read 4: Comprehension (sometimes written) - children will read and then engage in discussions about what they have read, including inference and prediction questions.

Whole Class Shared Reading

In KS1, all children take part in whole-class shared reading alongside their small-group guided reading sessions. These planned sessions take place four times per week and last approximately 10-15 minutes. A key principle of these sessions is that every child is actively engaged in the reading and discussion. Children are exposed to high-quality, age-appropriate texts that have been carefully selected by class teachers. These texts are drawn from the year group's Recommended Reads or from the Treasured Stories identified within the Reading Spine. Sessions focus on both 'Time to Read' and 'Time to Respond', providing opportunities for children to develop fluency, comprehension and enjoyment of reading. Children work in pairs and have access to a copy of all or part of the text during each session. Books are explored over a number of weeks, depending on their length and complexity, enabling children to become familiar with the text and deepen their understanding. This repeated exposure allows children to practise and apply the knowledge and skills needed to become confident, fluent and enthusiastic readers

- Session 1 – The children familiarise themselves with a part of the text. In this session there will be a lot of scaffolded teaching. The teacher will read to them; they will read to each other. They will take part in echo and choral reading.
- Session 2 – The children will still have the same text as the previous day and this time there will be a VIPERS focus. E.g. This could be a Vocabulary focus where the children explore certain words. They will be given definitions and will be encouraged to use them in different contexts.
- Session 3 - The children will still have the same text as the previous day and there will be a focus on Intonation/expression/prosody. The teacher will model reading, using the punctuation in the book. The children will be given the opportunity to have a go and practise this themselves.
- Session 4 - The children will still have the same text as the previously used and this time there will be a VIPERS focus. E.g. Prediction.

The teacher will then plan accordingly for the following week and the text may be read in story time.

Inclusion and SEND

At Hasland Infant School, we are an inclusive school that promotes the wellbeing, happiness and progress of every child. All pupils are entitled to a high-quality, ambitious curriculum that meets their social, emotional and learning needs. To ensure that all children can achieve their potential in reading appropriate support is put in place. We have staff employed to read with those who need additional support and children who are experiencing difficulty in reading may become a ‘priority reader’, reading more frequently to build confidence and address individual difficulties. We provide adapted materials to support those with visual impairments to ensure they can access the reading materials. Other interventions take place to boost reading development. Phonics booster groups, precision teaching and small groups to develop sight reading and phoneme recognition.

EAL

We recognise that children with English as an Additional Language (EAL) bring valuable linguistic and cultural experiences to their learning. Within our subject teaching, we ensure all children can succeed by providing inclusive teaching, clear modelling, visual support, intentional vocabulary teaching and opportunities for meaningful talk. Any barriers to language and understanding are identified and addressed so that children with EAL can access the full curriculum, participate confidently and demonstrate what they know and can do.

Impact

Through our rigorous approach to reading, children develop as confident and enthusiastic readers. They apply their phonic knowledge effectively to decode unfamiliar words and read books independently. Frequent opportunities to read aloud and engage with high-quality texts enable children to read with increasing fluency, expression and understanding, using character voices and intonation to enhance meaning and enjoyment.

Our carefully structured reading practice and rich text experiences enables children to develop a broader vocabulary, stronger background knowledge and improved attention and listening skills. Our approach also provides targeted opportunities for children who are secure decoders to develop deeper comprehension skills, strengthening their ability to read for meaning, reason verbally and read with greater fluency and prosody.

Staff have a deep understanding of early reading pedagogy and demonstrate a strong commitment to using high-quality texts to inspire and engage all learners. As a result, reading is increasingly seen as a gateway to learning, with high expectations and a shared determination that every child will become a confident, fluent and enthusiastic reader.