

Netherfield Infant School and Nursery

Reading

Aims

- To promote a love of books and an enjoyment of reading
- To develop the understanding that reading is needed in many different situations
- To develop the use of a variety of word attack skills (phonics, context, picture clues, word shape )
- To develop confident, fluent readers
- To develop the ability to be able to read and listen to stories with understanding
- To develop the understanding of meaning beyond the literal
- To encourage silent reading
- To develop the ability to retrieve information from books
- To encourage the ability to read aloud with expression
- To develop the ability to express opinions about what has been read and to give reasons for them

Objectives

- To have an inviting reading area in every classroom with fiction, non fiction and poetry books
- To ensure that all reading material is attractive, in good condition and updated regularly
- To encourage children to respect and care for books
- To give children many opportunities to listen to and discuss a wide variety of stories, poems and non fiction, using posters and big books as well as ordinary texts
- To teach phonics discretely in accordance with the Letters and Sounds document as well as through games, stories and activities, reinforcing skills through reading and writing.
- To demonstrate and develop strategies taught most often through the objectives in the revised primary framework.
- To develop the strategy of simple reading giving children word recognition and comprehension skills.

To ensure that each child reads through guided reading once a week, or more and individually where appropriate.

- To use a variety of reading schemes and books with a range of approaches in order to develop reading skills through simple, guided or individual reading.
- To carry out ongoing assessments that can be used to inform future planning

There is a whole school approach to periodic assessment using the APP materials .

- Children are formatively assessed 3 times a year to inform target setting in KS1

In Year 1, children will undergo a formal assessment through the NFER 6.

All children are formally assessed and graded according to National Curriculum criteria at the end of Key Stage 1.

- Children in Foundation Stage are assessed during the term of entry to Nursery and on transition to Reception, using the Foundation Profile as a summative assessment. They are formatively assessed half/termly as appropriate during the Foundation Stage.
- To encourage children to share books with other children and adults in school.
- To encourage children to take books home every night and bring them to school every day.
- To heighten parental awareness of the importance of reading and their vital role.
- To encourage parents to spend a short time reading with their child every evening and to use the reading diaries.
- To encourage children to choose a book to share with parents
- To use the school library for a variety of activities, e.g. storytelling, quiet reading
- To teach children how to use the school library and to encourage mature readers to search for their own reference books
- To encourage mature readers to read stories to other children
- To use IT activities where appropriate

## Scheme of Work

Throughout their time at school children will be encouraged to share and discuss books in a variety of ways with their teacher, parents, other adults and peers.

When they first come to school children will be taught how to handle books. They will be encouraged to choose from a selection of books from the under 5's library, to take home and share with their parents.

During the Nursery big book time children participate in a phonic session matched to needs and ability of children. In Reception, children will read individually and have guided sessions throughout the week. They will work through a selection of books that suits their ability and also take home a "choosing" book of free choice which they can share with an adult.

In Key Stage 1, children will be put into ability groups for guided reading once a week or more. The book chosen will suit the ability of the group, and there will be a focus on a skill that the teacher wants the children to practice, which will be taken from the objectives set out in the literacy strategy. Children also take a choosing book of choice to share with an adult.

The teacher will always write a comment about the child's reading, and will encourage the parent to do likewise. Children will be taught how to use a dictionary, index, contents page etc. They will be taught to use reference books and mature readers are encouraged to go to the library to search for specific books.

## Resources

Stimulating fiction and non fiction books, poetry, artefacts, posters, postcards, photographs that promote discussion - classrooms, library, curriculum store

A listening centre in each class.

Story CD s- stored in the classrooms

Music CD s- storage unit in hall

Tape recorders with microphones

Games that promote speaking and listening - in classrooms and staff room

Communication Friendly Spaces

Computers with speakers in classrooms

Regular visits from theatre groups

Class Phonic Boxes - Puppets

CD Players in every class

Interactive Whiteboard