

Booker Avenue Infant School



'Working together, learning together'

Reading Policy

Booker Avenue Infant School: Reading Policy

Rationale:

At Booker Avenue we share a real passion for reading and a love of books. We have designed our curriculum around high quality, ambitious texts to create a whole school Literacy based curriculum. We recognise that the development of reading is crucial to the progress children make across the curriculum and we are intent on supporting the children to become confident and effective readers. We prioritise reading by setting challenging goals and by putting reading for pleasure at the heart of our curriculum. We expect children across the school to make rapid and sustained progress and we quickly identify any children not meeting expectations and put extra provision in place to support them. We recognise the importance of parent partnerships and we strive to promote a whole community goal of sharing a love of books and reading. Reading competency is the key to independent learning, development and progress and therefore the teaching of reading is given our highest priority in school.

Aims:

Our aim for reading is to promote high standards of language development and reading comprehension skills which will transfer into all other areas of learning as well as developing a love of literature and a widespread pleasure for reading.

- Develop a whole school approach to reading for pleasure.
- Develop a curiosity for books and handle them with care and independence.
- Read fluently and with good understanding.
- Read widely and often from a range of genres and with an appreciation that this can be for both pleasure and understanding.
- Acquire a wide vocabulary and use this to develop both their written and spoken language.

EYFS:

In the Early Years children are exposed to a rich diet of books, nursery rhymes, and new ambitious vocabulary. Throughout this phase the children work towards the early learning goals as set out in the EYFS statutory framework 2021. To support this, EYFS use Development Matters to provide next steps and individual goals for each child. In Nursery, children begin with Mrs Mactivity's Rhyme Time. This develops early pre-reading skills through structured daily sessions. Children will explore rhyming words and sound patterns. They will learn the basic foundational skills to support their reading. On entry to Reception, the children begin a fast paced phonic program 'Jolly Phonics' that introduces the children to the 42 letter sounds and the 5 key skills for reading and writing; learning the letter sounds, learning letter formation, blending sounds together, identifying sounds in words and segmenting them together, introducing tricky words.

Jolly phonics is a multisensory approach that we believe reaches all children and helps children to develop skills in reading from a very early stage.

In addition, we aim to:

- Ensure quality shared reading time each day.
- Timetabled reading for pleasure for all children daily.
- Engaging and enticing reading areas both indoors and out
- A range of fiction, non-fiction, poetry and comics available in all reading areas
- Fully decodable books in all reading areas.
- In the early weeks of Reception children take books home of their choice.
- Each class have access to school library.
- Phonic cards and mats available in continuous provision
- Vocab wall in each class, to develop language and understanding.
- Early interventions established for individual children.
- Phonic sheets sent home weekly to promote home/school learning.
- Information sent to parents describing schools' approach to reading and phonics.
- Lots of environmental print displayed in classes and outdoor areas.
- Children receive a weekly decodable home reader book that is pitched at their phonic level.
- Guided reading in 1:1 and small groups to develop phonic knowledge, tricky word recognition, increase vocabulary and develop oral comprehension skills
- Lower 20% identified and daily extra reads and intervention implemented.

Key Stage 1:

The National Curriculum sets out the reading progression for children in years 1 and 2 and illustrates expectations in word recognition and comprehension. Reading opportunities are developed across all areas of the curriculum with books chosen to match the sounds children know. We use a combination of the Jolly Phonics and Jolly Grammar program. Together these programs continue to develop and reinforce phonological awareness and sound recognition as well as introducing the basic elements of grammar; teaching spelling patterns and improving vocabulary and comprehension skills. It too is an active and multi-sensory approach that covers the core features of a good phonics program; letter- sound correspondence; blending for reading, segmenting for writing; letter formation and tricky words; grammar and punctuation. As with Jolly Phonics, the Jolly grammar program progresses at a fast pace to challenge all our children.

In addition, we aim to:

- Promote reading for pleasure on a daily basis.
- Establish engaging and enticing reading areas with books and resources to enhance current topics.
- Daily engaging and highly motivating phonics lessons.
- Daily spelling rules and common exception word lessons.
- Assessment tracker consistent across year groups.
- Lower 20% identified and daily extra reads and intervention implemented.
- Regular visits to school library.
- Drama and music used as a tool to enhance reading.
- Visits from authors.

- Vocab walls to develop language and meaning.
- Oral and written comprehension.
- Children continuing to develop and reinforce their phonic skills receive a weekly decodable home reader book that is pitched at their phonic level.
- Competent and fluent readers receive a weekly home reader that matches their book band level.
- Shared, guided and individual reads to develop phonic knowledge, tricky word recognition, increase vocabulary and develop written and oral comprehension skills.
- Books matched to the sounds the children know.
- Fully decodable books available for the children to read for pleasure.
- Cross curricular reading to develop high levels of word understanding and introduce new vocabulary.
- Outdoor reading garden.

Teaching Techniques:

We use the following highly effective strategies to teach reading:

- Shared reading- Interactive reading experience. The teacher models the strategies for reading. Children discuss the text and make predictions about what might happen next. New vocabulary introduced and meaning explored.
- Guided reading- Small group reading instruction with children of similar ability levels. Children can apply the strategies they know to read the given text supported by the teacher.
- Talking partners- Children in mixed ability pairs can support each other to discuss texts and stimulate ideas.
- Reading for pleasure- Allowing children the opportunities to choose their own books and gain confidence reading and sharing books with others.
- Additional reading- Daily extra reading sessions for those children identified as needing extra support. Intense, bespoke teaching.
- Comprehension- Requires children to activate their background knowledge to help them understand what they are reading. This involves; generating and asking questions, making inferences, predicting, summarising and visualising.
- Letters and Sounds- Daily highly motivating lessons for all children following Jolly Phonics and Jolly grammar program.
- Dictation- Sentences are dictated for the children to write. The words focus on the children being able to segment and blend independently with sounds that they know.
- Streamed phonic sessions twice weekly

Assessment

- Statutory baseline assessment upon entry to Reception.
- Early assessment at the start of each year group.
- Pupil tracking throughout the year via Tapestry.

- Subject lead observes, moderates and monitors pupil progress.
- Simple view of reading completed once a term.
- Feedback to SLT concerning pupil progress.

Home/school:

- Early information to parents regarding supporting their child's reading at home and details about the school's method for teaching reading.
- Website provides links to online reading and phonic games at home.
- Weekly book recommendations shared by a different class each week.
- Summer reading challenges.
- Reading Diaries that provide a dialogue between home and school.
- Fully decodable books sent home that match books to the sounds the children know.
- Tricky word and phonic sheets sent home to match the child's reading ability level.
- Parents invited to school to share a book with their child.
- Book Swap Area

Date completed: July 2025

Date to be reviewed: July 2026