**Broomhill Infant School   
Reading Policy**A picture containing text, clipart

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**2021**

# *“To learn to read is to light a fire; every syllable that is spelled out is a spark.”* ― Victor Hugo

**Rationale:**

At Broomhill Infant School, we want our children to develop a positive and enthusiastic attitude towards reading and to take pleasure in reading a wide range of texts. Our school ethos states that 'Nature, Nurture, Knowledge' is at the heart of all that we do and we believe that children learn best through practical, hands-on, meaningful experiences. We provide rich opportunities for reading both in lessons, and through carefully resourced continuous provision areas both indoors and out, to spark children’s imagination and support their developing oracy skills.

*“In books I have travelled, not only to other worlds, but into my own .”* Anna Quindlen

Throughout their time at Broomhill, children will have access to a wide range of texts which support them to understand themselves, others and the world around them. Texts are chosen with care to support children’s social and emotional literacy skills and to give them access to a wide range of vocabulary and viewpoints that they may not otherwise encounter. Staff bring stories to life through the use of role play, props, puppets and through engaging in high quality ‘book talk’ with the children so that they are immersed in stories, poems and non-fiction texts in a meaningful way.

**Aims for our pupils:**

- To leave KS1 as confident, fluent readers who have a good understanding of the texts they read.

- To read widely and often for both pleasure and to find out information.

- To acquire a wide vocabulary and have strong oracy skills to support them throughout their lives.

**How we teach reading:**

*‘It is crucial for children to develop a life-long love of reading’-* EYFS Framework 2021

The 2014 National Curriculum states:

* Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.
* Reading also enables pupils both to acquire knowledge and to build on what they already know.
* All the skills of language are essential to participating fully as a member of society.

Adults read aloud to children every day and model pace, fluency and appropriate intonation to help children to understand what is being read to them and take pleasure in hearing texts being read to them. Children are taught to read using a systematic synthetic phonics programme and through whole class and 1:1 sessions.

Encouraging children to read for pleasure is a key focus at Broomhill and children are given opportunities each day to choose texts they would like to read either independently or with their peers. High quality texts are visible to children throughout the classroom and accessible within the continuous provision areas. Classrooms have clearly defined reading areas which contain a range of texts and are cosy, calm, inviting areas for children to access but reading takes places everywhere in our school- indoors and out!

**Phonics:**

• At Broomhill Infant School we ensure that children access discrete phonics sessions from Reception but the development of children’s phonological awareness starts in our Nursery class, with a wide exposure to different sounds and stories and a focus on speaking and listening skills.

• We use ‘Bug Club Phonics’ as our **SSP** programme from Nursery to Year 2 and all staff are trained in how to deliver their daily phonics sessions. The programme allows children to develop their **GPC** knowledge through the delivery of highly structured lessons taught in ‘units’ or ‘sets’ that have been carefully planned in a specific order so that children make progress and quickly become familiar with more and more words.

• In Nursery, core literacy skills are constantly embedded through high quality interactions between the adult and child and through a stimulating, language rich environment which focuses on key vocabulary we want the children to know. Daily stories, songs, rhymes and listening and attention games are given priority and children who are developmentally ready are taught short, discrete phonics sessions within Phase 2.

• In Reception, Year 1 and Year 2 children are taught discrete phonics sessions daily and children are streamed within year groups based on their needs and developing phonological awareness. Children have access to their own ‘Bug Club’ accounts which they can use at home and teachers update these regularly with phonetically decodable books and interactive games which support the learning that children access during their taught sessions.

• In Blossoms, our SEND class, children are taught phonics through a highly structured programme called **POPAT** that focuses on improving children’s speech sounds as well as their listening and attention skills. The programme is delivered on a 1:1 basis with the children by the class teacher to ensure that each child makes progress from their own starting point.

• Children who are falling behind their peers are identified quickly by staff and appropriate interventions are planned. In Year 1 and 2 children can access the RAPID Phonics Intervention programme which enables them to have more tailored, structured support with their phonics learning either in small groups or 1:1 in addition to their daily in class phonics lessons.

(More information about our phonics programmes can be found at the links included at the end of this policy.)

**Whole Class Reading:**

In **EYFS** classes, children have opportunities each day to listen to high quality texts and have a focus reading text each term to work on. Staff pick out key vocabulary and ideas prior to reading and ask a range of questions to draw out children’s understanding of what they are listening to, following the **VIPERS** skills where appropriate. They also ensure children have opportunities to practise their segmenting and blending skills within these sessions. .

In **KS1** children have three whole class reading sessions per week and each term teachers ensure that children read a range of fiction, non-fiction and poetry texts so that they can learn about the different styles and purposes of these and cover a range of themes. When there are whole school themes or celebrations, such as Anti-Bullying Week, Diwali, Bonfire Night, texts are chosen to link to these where possible so that reading is made more meaningful for children. Staff use the VIPERS reading skills to ensure that the teaching of reading is linked to National Curriculum expectations and that activities linked to texts are appropriate and support children to become fluent readers by the end of KS1. (More information about VIPERS can be found on our website.)

**1:1 Reading:**

In Reception and KS1 children read 1:1 with an adult each week and children who are not on track with their reading or are at risk of falling behind their peers are given additional reading support to help them to catch up.   
Children are encouraged to re-read books to develop their pace and fluency and adults ask questions while reading to assess children’s comprehension skills. Running records are used throughout each term to assess whether children are ready to progress to the next phonic phase, set or level. In KS1, children are more formally assessed at the end of terms 2, 4 and 6 using the **PIRA** scheme. In Term 6 KS1 children’s reading levels are assessed ready for their transition to their new class using ‘PM Benchmarking’.

**Classroom/Outdoor Expectations:**

• Each classroom has a phonics working wall which includes the graphemes children are currently learning alongside examples of words or sentences containing these. Class teachers refer to these when teaching whole class lessons but also encourage children to access these independently during their time in continuous provision.

• Classrooms have a calm and cosy reading area where children can access a range of books for pleasure but reading is not restricted to one area and is promoted in both the indoor and outdoor classrooms.

• Each classroom has well-labelled phonics resources that are easily accessible for children to use during explicit lessons and continuous provision.

• Every outdoor area provides opportunities for reading to be made purposeful, whether that be through the reading of labels, signs, instructions or information books that are linked to different topic areas. When children produce written work within the continuous provision areas they are encouraged to read this aloud to their teachers or peers.

• All adults use effective questioning to assess children’s understanding of the texts that they read and support them to find out the meanings of unfamiliar words.

**Parents/Carers:**

• Parents and children starting at Broomhill Infant School are provided with login details for their Bug Club Phonics account and there is information on the school website to support parents with this.

• Children are provided with a reading record so that any reading they do at home, whether that be a phonetically decodable book sent home from school, a library book or a favourite book from home, can be recorded.

• Opportunities are provided for parents to come into school and watch teachers sharing stories with their classes and once a week parents can stay in class at the start of the school day and share a book with their child as part of our ‘Welcome Wednesday’ sessions. (These will be suspended if school risk assessments deem it unsafe in light of the COVID-19 pandemic.)

• Parents/Carers are kept informed of their child’s progress, and what they can do to support their child, through parents’ meetings, Class Dojo and informal conversations.

**Acronyms:**

**SSP**- Systematic synthetic phonics

**GPC** – Grapheme-Phoneme Correspondence

**POPAT**- Programme of Phoneme Awareness Training

**EYFS**- Early Years Foundation Stage (Nursery & Reception)

**KS1**- Key Stage 1 (Year 1 & Year 2)

**VIPERS**- Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing

**PIRA**- Progress in Reading Assessment

**Useful Guidance:**

National Curriculum:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf>

Early Years Framework (p.13)

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf>

‘All you need to know about phonics’ video:   
<https://youtu.be/0dCRWLLNXPo>

Phonics glossary:

<https://www.activelearnprimary.co.uk/downloadable-resource?id=1097887&file=phonics-glossary.pdf>

**Useful Websites/Resources:**

Bug Club- [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

Phonics Play- <https://www.phonicsplay.co.uk/>

Spelling Play- <https://www.spellingplay.co.uk/>

POPAT- <http://www.popat.co.uk/> (used in our SEND provision)

Swansea Virtual Library- <https://sites.google.com/view/swansea-virtual-library/home>

Vooks- <https://www.vooks.com/>