

Reading policy

Rationale

At Kilburn Infant and Nursery School, we know that reading is the key to success for the children. If a child reads fluently and enjoys reading and therefore reads widely, a whole world will open for them. They will improve their vocabulary, sentence structures and knowledge of the world. We aim to teach the children to read fluently and with understanding. We promote a love of books and an enjoyment of reading supported by a structured and systematic approach to the teaching of phonics.

The school intentions are:

- Provide the children with the phonics skills, knowledge and strategies necessary to develop into competent and fluent readers
- Encourage the enjoyment of books and reading so that children develop a life-long love of books
- Encourage care and ownership of books
- Make sure children are familiar with, know and recite a large bank of rhymes and stories including nursery rhymes, traditional tales and stories from other cultures
- Provide a rich and varied diet with a range of authors and books to suit different interests
- Develop self-help study skills so that the children can find appropriate fiction and non-fiction books from the library
- Develop an appreciation and knowledge of the work of authors, poets and illustrators in order to emulate these skills in their own writing.

Implementation

To achieve the above, we do the following:

Phonics

See separate policy

General class teaching

As a school we recognise that speaking and listening is a big part of understanding texts. In our English lessons and in all curriculum areas we give pupils opportunities to talk and listen in a wide range of contexts using 'turn, talk, tell'.

We understand the importance of language comprehension and this is built in alongside the teaching of structured decoding skills taught from day one in EYFS. We have a wide variety of picture books in school and sometimes use these for whole class or group teaching so that all children can hear teachers model reading and phonics skills so that they can discover what is happening in a book and be able to use skills of inference and deduction to support their decoding.

ALL children in ALL classes...

- When we have a school book fair, money is allocated to classes so that children can choose books that they would like to read.
- Children are read to every day
- Author of the half term
- Half termly wellbeing text
- Access to a wide and varied reading diet

Children in Reception, Year One and Year Two...

- All children bring a book bag into school each day
- The teacher provides every child with two reading books and a reading home/school diary
- Children's books are changed weekly
- Children are expected to read three times a week at home but encouraged to read daily
- Individual reading - The teacher, teaching assistant or an additional adult will hear each child read 1:1 on a weekly basis. Progress is recorded in a whole class reading folder
- The children all take a library book home each week

- When we have a school book fair, money is allocated to classes so that children can choose books that they would like to read
- Access to a story basket so that the children can make up stories using provided props and develop their vocabulary and language
- Children access poetry, traditional stories and stories from other culture throughout every year group to build up their knowledge of stories that they are familiar with or know by heart
- Use of vocabulary walls within the classroom including tricky words, HFW, CEW or project based words
- All resources are clearly labelled so that children can access them independently

Nursery

- All children access high quality phonics teaching daily using Firm Foundations of Phonics 1 (Supersonic Phonic Friends)
- Daily 'group time' starts with a book or a rhyme
- A high quality story time with props at the end of every Nursery session
- Have 10 key books recommended by Alistair Bryce Clegs in the book corner that children can access daily and that are read frequently throughout the academic year
- Attractive reading garden that children are actively encouraged to visit that contains high quality books
- Use a 'focus' book every week linked to the current project to focus on developing children's confidence when talking about a book and develop their early comprehension skills
- Rhyme of the week
- Books linked to every area of learning available to the children throughout the day e.g. in the Maths area, role play etc

Reception

- All children access high quality daily phonics lessons using Supersonic Phonic Friends
- Daily readers intervention with a TA
- Display with logos and environmental print
- Attractive reading garden that children are actively encouraged to visit and that contains high quality books, alternative reading materials and puppets
- Books or other reading material linked to every area of learning available to the children throughout the day e.g. in the Maths area, role play, outdoors etc.
- Books that have been read are displayed in the classroom
- Family reading mornings throughout the year e.g. World Book day, national Storytelling Week etc

Year One

- All children access high quality differentiated daily phonics lessons using Supersonic Phonic Friends. Some children access additional high quality Phonics interventions too.
- Daily reading interventions with a TA/Teacher
- Books or other reading material linked to different areas of learning available to the children throughout the day e.g. role play, project displays, Maths area etc.
- Attractive reading area that children are actively encouraged to visit and that contains high quality books, alternative reading materials and puppets/props.
- Photographs of the children enjoying reading their favourite books displayed in the reading area.
- Big read once per week where families share a story.

Year 2

- All children access high quality daily phonics/spelling lessons using Supersonic Phonic Friends. Some children access high quality, additional phonics intervention too.

- Dedicated reading time daily
- Daily readers intervention with TA/Teacher
- Book basket specifically linked to projects that children can access throughout the day
- Attractive reading area that children are actively encouraged to visit and that contains high quality books and alternative reading materials
- Photographs of the books that we have read displayed in the reading area.
- Explicit teaching of comprehension skills
- Big read once per week where families share a book
- Books in all areas of the classroom e.g. maths table, role play, calm area etc

Resources

As a school we provide books that are appealing to the children - a varied but carefully structured, decodable selection of reading books for individual reading, group reading books, library books and classroom books.

Books: Promoting the enjoyment of reading - getting children choosing to read

- Read aloud to the children every day and let them take books home to read themselves.
- Ask the children what they like to read and order these books for classroom
- Display special books in the classroom that the children will love
- Author focus in assembly linked to the assembly theme
- Author of the half term in every class
- Use the school library at least weekly
- Celebrate Story telling week, Book week and National Poetry week

Impact

In order to judge the impact, we talk to the children regularly about their views on reading at KINS and we act upon their responses. We also use a range of assessment.

- 1) Nursery assess against the 0-3 and 3-4 year old statements in Development Matters. They also complete phonics tracking when relevant to the children/cohort.
- 2) Reception assess against the Reception and ELG statements in Development Matters. They also complete phonics assessments throughout the year using Phonics Tracker and reading record sheets when relevant to the children/cohort. Assessment notes are kept on children when reading 1:1.
- 3) Year One complete phonics assessments throughout the year on Phonics Tracker as well as the mock phonics checks that take place three times per year. Group reading and 1:1 reading record sheets are completed throughout the year. Year One common exception words are also tracked throughout the year.
- 4) Year Two complete phonics assessments throughout the year on Phonics Tracker where appropriate. Whole class reading, group reading and 1:1 reading record sheets are completed throughout the year. Year Two complete the Salford termly reading test and a reading comprehension booklet once per term. Alongside this, the children are assessed on reading the year two common exception words at least once per term.

Intervention

The intervention for our lowest 20% readers uses the pre-teach and post-teach of Supersonic Phonics Friends as well as daily reading. This could be with a teacher or a TA, in a small group or 1:1, and is used to support class teaching. Interventions are closely monitored and adapted as needed.

Children who are falling behind age related expectations are identified early by the school tracking systems and termly pupil progress meetings,, and support is put in place.

Updated -September 2025