



Reading at the Chiltern School

Guide

September 2020



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Statement of intent

The Chiltern School believes in encouraging pupils to develop pleasure for reading. Pupils who read on a regular basis, in school, and at home, have a higher chance of fulfilling their academic potential.

Reading is a complex skill with many components. At The Chiltern School we believe that successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning and that when planning the development of reading skills individual needs are taken into account and reflected in the approach. Independent reading, and reading as a group, are integrated into the existing curriculum across all pathways, in everyday teaching. A wide variety of texts and electronic sources are available in order to provide pupils with a range of reading options.

Aims

The school aims to:

- To develop happy, healthy and curious learners who read confidently and independently
- To begin to develop lifelong enjoyment and pleasure in reading
- To enable children to access all areas of their curriculum
- To enable children to access, understand and begin to manage information
- To begin to understand the meaning of what is read to them and what they read
- To begin to respond to what they read; to say whether they like or don't like it and why
- To begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger

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- To link on object to an experience or familiar place
 - To experience objects related to texts, stories and poems

 - Where appropriate every day each child will be engaged in;
 - Planned speaking, listening, reading and writing activities which allow them to explore and practice their pre reading skills, phonic knowledge, blending and segmenting skills
 - Opportunities within continuous provision to develop pre reading and reading skills independently
 - An interactive multi-sensory phonics session (Read, Write Inc)
 - Shared reading and/or writing led by the teacher to demonstrate reading and writing strategies (including phonics) in a meaningful way.

Teachers' roles

Teachers act as role models and encourage pupils to view reading as a pleasurable activity.

Teachers read aloud to pupils on a daily basis, in order to create a positive reading environment.

Teachers actively encourage pupils to read aloud to the whole class within the formal curriculum in order to build their confidence.

Pupils are encouraged to ask questions and interact with teachers when they are listening or reading in an appropriate learning manner reflected by their pathway and curriculum.

Teachers maintain a balance between the types of reading materials, for example, inviting pupils to break away from their preferences, encouraging them to read new types of books, in order to expand their horizons and spark new interests in an appropriate learning manner reflected by their pathway and curriculum.

After teachers finish reading a book with the class, they encourage pupils to provide their opinions on the book in group discussions in an appropriate manner reflected by their pathway and curriculum.

Teachers regularly undertake CPD to improve engagement with their pupils and enhance their methods of encouraging reading.

Reading materials

Pupils are given the opportunities to develop knowledge, skills and understanding through the following ranges within their curriculum

Literature:

Stories & poems with familiar settings and those based on imaginary or fantasy worlds

Stories, plays & poems by significant children's authors

Retellings of traditional folk & fairy stories

Stories & poems from a range of cultures

Stories, plays & poems with patterned & predictable language

Stories & poems which are challenging, in terms of length and vocabulary

Texts where the use of language benefits from being read aloud and reread

Non-fiction and non-literary texts:

Print & ICT-based information texts

Dictionaries, encyclopaedias & other reference materials

Text

Interactive white board resources; software and websites

Reading books grouped into 'book bands'

The school library – Our Reading Nook

A wide range of reading materials are available in the library (Our School reading nook) and classrooms, which include the following:

- **fiction and non-fiction books**
- **Multi- Sensory texture books.**
- **Newspapers**
- **Internet based text, accessed via tablets or kindles.**
- **Comic books**
- **Pupils' work**
- **Audio books**
- **Books in other languages.**
- **Books that celebrate diversity and ethnicity.**

There will be opportunities for all classes regardless of pathway to access the library, some teaching time will be allocated per class per week to use the library and this will be dependent on informal, semi-formal and formal classes.

The school actively seeks to add new reading materials to their collection, through purchases and contributions from the wider community.

Reading Area – Quality of Education Checklist – Pathway Specific

In line with the school's quality of education checklist for expectations within each classroom learning environment every class will have a reading area. These reading areas will be arranged to consider the needs of pupils within the class and reflect if they are following the informal, semi-formal or formal curriculum. All classrooms should have designated reading areas. Class libraries should be well organised with a wide selection of fiction, non-fiction and poetry books. Classes should also have letter displays and high frequency words within semi-formal and formal classrooms.

Contexts for Reading

Print in the Environment

Pupils should be encouraged to note print around them as part of our whole school communication ethos. Classroom notices should be consistent with the guidance and formats provided by The Chiltern School quality of education checklist. These should generally take the form of the most appropriate approach for the class group taking into account their reading ability for example pictures, symbols, phrases, sentences and individual words.

Reading in the Early Transitions

Please refer to the EYFS curriculum document.

Assessment:

The assessment of reading follows the same procedures as set out in the Overall Curriculum policy. Where it is appropriate children's phonic knowledge will be assessed according to their phonic phases as outlined throughout the Read,Write Inc programme. These assessments will take place when classroom staff identify they have achieved all elements of one phase and are ready to move on to the next phase. Phonic assessments will be kept within SIMS for reference.

What does reading look like in:

Informal Classrooms:

Pupils are encouraged to explore a wide range of texts through the reading area, ICT equipment and through strategies such as Attention Autism. Throughout the curriculum there are opportunities for pupils to explore a variety of texts, to use and interpret print within their environment. Pupils will be aware of signs of purpose such as 'danger' and be able to respond to these signs.

Sensory stories are incorporated within learning and opportunities are given for exploring texts through drama and role play as appropriate.

Pupils are encouraged to communicate their knowledge, thoughts and ideas regarding texts through their various methods of communication such as communication boards or sound output devices.

Pupils are encouraged to understand books and reading serve a purpose for enjoyment or information. Pupils begin communicating their desire to read stories or be read to by a supportive adult through opportunities to seek out texts within their environment from their classroom reading area.

Pupils begin to show pleasure and enjoyment in certain stories by communicating a specific text they wish to read or be read to.

Pupils have opportunities to explore a variety of authors through curriculum planning and themes or whole school events such as 'World Book Day'.



Semi-Formal Classrooms:

Pupils within Phase 1 will follow the Read Write Inc programme which will be delivered weekly in classes and monitored by the class teacher.

In Phase 1 & 2 each term through the whole school creative topic classes will explore texts in relation to their topic. This will include a variety of fiction and non-fiction texts and specific authors. Pupils will have opportunities read within Functional English lessons and will be encouraged to improve their reading through guided reading, focused reading and understanding their alphabetic letters and enhancing their phonetic understanding.

Pupils are encouraged to explore a wide range of texts through the reading area, ICT equipment and through strategies such as Attention Autism. Throughout the curriculum there are opportunities for pupils to explore a variety of texts, to use and interpret print within their environment. Pupils will be aware of signs of purpose such as 'danger' and be able to respond to these signs.

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Pupils begin to show pleasure and enjoyment in certain stories by communicating a specific text they wish to read or be read to.

Pupils have opportunities to explore a variety of authors through curriculum planning and themes or whole school events such as 'World Book Day'.

Formal Classrooms:

Pupils within Phase 1 will follow the Read Write Inc programme which will be delivered weekly in classes and monitored by the class teacher.

In Phase 1 & 2 each term through the whole school creative topic classes will explore texts in relation to their topic. This will include a variety of fiction and non-fiction texts and specific authors. Pupils will have opportunities read within Functional English lessons and will be encouraged to improve their reading through guided reading, focused reading and understanding their alphabetic letters and enhancing their phonetic understanding.

Pupils have opportunities to read for pleasure, to read aloud in class and to participate in small guided reading sessions. Pupils are able to display their comprehension of reading within lessons and can begin to explain their understanding of what is happening within certain texts. Pupils develop their usage of dictionaries and thesauruses and use these to support their reading and understanding.

Pupils can communicate their favourite authors and make choices of what type of text they would like to read based on their individual preference.

Pupils are able to use prints in different environments to aid their independence such as recognising where they can locate items in a supermarket based on reading the aisle signage.

Pupils are able to read instructions and follow these to aid their independence such as when using a recipe for cooking.

Pupils have opportunities to explore a variety of authors through curriculum planning and themes or whole school events such as 'World Book Day'.



Phase 3:

Pupils will have opportunities to read within Functional English lessons and will be encouraged to improve their reading through guided reading, focused reading and understanding reading in relation to employability and accessing the community such as being aware of signs within a particular environment and their meaning. Pupils will be encouraged to use symbols to aid their independence such as reading washing labels and understanding action words in relation to food preparation e.g. mix.

Pupils will have opportunities to read for pleasure, to explore their own interests in relation to reading and develop their own tastes in reading particular types of authors and genres. Pupils develop their usage of dictionaries and thesauruses and use these to support their reading and understanding as appropriate.

Pupils have opportunities to explore a variety of authors through lesson planning or whole school events such as 'World Book Day'.



Read, Write Inc Programme

RW Inc. teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

A systematic and structured programme.

Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.

Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice. The programme follows 5 key aspects, which support pupils ability to read and recognise letter sounds.

- Aspect 1 - General sound discrimination - environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

- Aspect 2 - General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

- Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

- Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

- Aspect 5 - Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

RW Inc will be used consistently across Semi-Formal and Formal class groups in Early Transitions and Phase 1. This programme will be used to provide consistency of learning across The Chiltern School within these curriculum groups. Staff will consistently teach and update their knowledge and skills regarding this programme to ensure pupils receive supportive and impactful teaching.

Reading at home – How parents can support their child’s enjoyment of reading.

Communication is maintained with parents/carers throughout the academic year, in order to keep them updated on their child's progress. This is achieved through parents' evenings at regular intervals throughout the year and via Class Dojo.

Pupils are encouraged to read at home through the following methods:

An information evening for parents discussing the benefits of reading and how they can support their child at home.

A home reading book that is passed between reading at home and at school.

Notifications for parents/carers informing them of their child's progress and support offered to encourage reading when needed.

Reading for pleasure activities such as 'extreme reading challenges' and parents being notified of reading events within the locality such as the local libraries 'summer reading challenge'.

Parents are notified of storytelling throughout their locality such as multi-sensory performances of fictional literature.

Equality and diversity

The Chiltern School is fully committed to ensuring the equal treatment of all its pupils and staff, and this is reflected in the reading materials which it uses, the school is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following protected characteristics:

- Ethnicity
- National origin
- Culture
- Religion/beliefs
- Gender
- Disability
- Sexual orientation