

## READING

### **Principles behind teaching of reading at Heathfield:**

- Reading is our primary focus within the Infant School
- Our aim is for the vast majority of children to leave Year 1 as readers
- We believe that reading involves a complex integration of skills, including phonological awareness, whole word recognition, fluency and understanding of text, along with developing a love of reading and an identity as a reader (being able to choose and express a preference about books)
- We promote synthetic phonics as one of the main routes to reading, using Letters and Sounds as the basis for planning phonological development
- We are committed to providing a range of reading opportunities and reading materials to all children every day

### **The teaching of reading at Heathfield includes:**

#### **Early Years:**

##### *Nursery*

- Daily story time
- Introduction to Phase 1 phonics (tuning in to every day sounds)
- Books freely available within indoor and outdoor environment
- Promotion of rhyme and alliteration through poetry and nursery rhymes

##### *Reception*

As above, plus:

- Daily taught English input (based on a text, using the Power of Reading approach) 15-20 minutes per day
- Daily phonics session (phases 2, 3 and 4)
- Introduction to reading books (Oxford Reading Tree scheme) starting with wordless texts and moving to simple, phonetically decodable texts (e.g. Floppy's Phonics); these texts are taken home to share with a parent/carer
- Increase in environmental print to develop early reading and vocabulary

#### **Key Stage One:**

##### *Year One*

- Daily story time
- Daily phonics session (revision of Phases 2,3 and 4; introduction to Phase 5)

- Daily taught English lesson is extended to 45-60 minutes per day (continuing to follow Power of Reading)
- Individual reading with an adult in school; phonetically decodable book taken home daily
- Guided reading introduced during the year
- Stories shared within assemblies

### Year Two

As above, plus:

- Extended phonics session (revision of Phases 2,3,4 and 5; introduction to spelling rules and patterns)
- Greater opportunities for reading across the curriculum (e.g. within non-core lessons)
- Guided reading further established as a daily activity
- More formal comprehension sessions introduced during the year (written responses to questions)

**Reading at home: all children are expected to share a book with an adult at home, as follows:**

Nursery	Story or poetry book sent home weekly for parents to share with child
Reception	Wordless texts sent home weekly from September to share with an adult Phonetically decodable texts, within colour band, sent home when appropriate Poetry books shared within class and at home Reading Diary introduced and signed weekly by CT/TA.
KS1	Book changed daily, if needed Within a colour band, the child starts on a highly decodable book from that colour band (Box 1); when the teacher feels s/he is ready, they move on to a book from Box 2 <i>within the same colour band</i> (wider range of texts/strategies) before moving to new colour band. Reading Diary signed daily by CT/TA and parent.