

Reading at Yeading Infant and Nursery School

It is our aim that by the end of Key Stage 1 all children develop the skills to become competent, independent readers who enjoy reading.

Strengths

Parental Involvement

- Parents are involved in their child's reading through the home/school reading programme. Reading meetings are held for the parents in each year group to explain how we teach reading in school. During the meeting parents are informed about the key role they play in helping their child learn to read and are given guidance as to how they can support their child, and the strategies they can use when listening to their child read.
- **Reading /Writing/Numeracy** mornings are held twice a week . Parents stay in their child's class from 8.45 a.m. – 9.00 a.m. and read a story or support with a writing or numeracy activity . This is a fun way to promote these area and provides positive models for the children and keeps parents informed ..
- Parents are invited into school to observe a Reading Recovery lesson if their child is selected for the programme. This provides an opportunity for them to see their child participating in a lesson and discuss the ways in which they can support their child at home.

Reading Interventions

We have a layered approach to reading interventions and offer interventions according to the needs of the child.

- **Reading Recovery**
This is a 1:1 intervention and is delivered by a trained Reading Recovery Teacher. The programme is aimed at the lowest achieving children in the age group 5y 9 m – 6y 3m. The intervention is delivered over approx. 20 weeks for 30 minutes each day. The aim of the programme is to generate accelerated learning back to the reading level of the average child in the class.
- **Fischer Family Trust**
This is a 1:1 intervention and is delivered by HLTA's/LSA/Learning Mentor. The programme is aimed at children in Y1 or Y2 who are working below expectation in reading and writing. The intervention is delivered daily for 15/20 minutes for no more than 22 weeks.
- **Read Write Inc.**
This is a group intervention programme for up to a maximum of twelve children per group. The intervention is delivered daily by a Read Write Inc.

trained member of staff for approx. 40 minutes per group. The programme is used with children in Y1. Two groups are held each afternoon.

At the core of Read Write Inc. is the vigorous teaching of phonics. Children also read books with words they can sound blend. Writing skills are developed from simple sentences to guided compositions.

- **BRP - Boosting Reading Potential**

This is a targeted , time limited, one-to-one reading intervention over ten weeks. It is designed to improve the way children read, enabling them to become independent problem solvers who read with understanding and enjoyment.

Staff Training

- Staff have received training in the Letters and Sounds programme, how to take a Running Record and Guided Reading. Staff have been able to watch model lessons carried out in these areas. In addition, support staff have received training in the Read Write Inc., Fischer Family Trust and Boosting Reading Potential programmes.
- Each year support staff attend a half day BRP top-up training, led by the Reading Recovery Teacher Leader for Harrow and Hillingdon.

High Quality Book Resources

Home/School Reading

- We have purchased and organised high quality resources for the home/school reading programme, guided reading, shared reading and for the nursery and school libraries. These resources are reviewed and supplemented where necessary.

Books for our home/ school reading programme are colour banded according to the Institute of Education 'Book Bands for Reading.' guidance. In addition, the book band levels are also broken down into Reading Recovery sub bands, to support those children who need a finer gradient of progression through the book bands. Children are encouraged to develop independence in changing their own books to take home. Each child had a reading record book in which parents are encouraged to comment on their child's reading

Class Book Areas

- Each class has a dedicated book area with a range of fiction and nonfiction books. Children are able to access books freely from this area and it plays a very important part in developing the children's enjoyment of books and stories.

School Library

- The library contains a range of high quality story, poetry, dual language and nonfiction book. All children visit the library weekly to borrow a book to take home.

Focus Weeks and Celebration Days e.g. World Book Day/National Libraries Day

- Some of the events organised for these weeks have included performances by visiting theatre groups, author visits, book swaps, competitions, dressing up as book characters, storytelling, learning and reciting a poem, reading to friends in a different class, teachers reading stories to a different class and parents reading stories in languages other than English

Reading Experiences

Guided Reading

- Staff have attended Inset sessions on the teaching of Guided Reading and have had the opportunity to watch model lessons. Each class has timetabled sessions for the teaching of Guided Reading. It is expected that children will have the following number of /guided reading sessions each week:
Reception - twice
Year 1 – twice
Year 2 - twice

Shared Reading

- The school has a number of large format books for Shared Reading. Shared Reading sessions take place in each year group and provide an opportunity to discuss reading strategies, develop book language, focus on the print and word study activities, develop vocabulary, learn High Frequency words, discuss punctuation, characters and story line, as well as providing the opportunity for the teacher to model fluent reading

Individual Reading

- Children who would benefit from extra practise have the opportunity to read individually. Each class teacher has identified three children who read daily to the T/A.

Scholastic Book Fair/Scholastic Book Club

- Twice a year a Scholastic Book Fair is held in the school hall before and after school. This provides an opportunity for parents and children to buy their own books to take home and is an important aspect of our aim for all children to develop a love of books. In addition a Scholastic Book Club leaflet is sent home for children to select books to purchase.

Ant Club

- Reception and Year 1 participate in these Book Trust activities which focus on developing language, reading and writing skills.

Story time

- Story time takes place at least once a day in each class. This is also an opportunity for the teacher to read poetry and sing songs and rhymes.

Story sacks

- The Children's Centre has a selection of Story Sacks containing books and props to aid story telling. Parents with children up to the age of five are allowed to borrow the sacks from the Centre.

ICT

- ICT is used to support the development of children's reading skills. There are a number of story tapes and books in class rooms for the children to use. Computer programmes are used to develop the acquisition of phonic and reading skills.

Running Records

- Running records are taken half termly for children who are receiving a reading intervention. This helps to ensure that children are reading books at the appropriate level (Instructional Level) and are making progress. Analysis of the Running Record shows the reading strategies the child is using or neglecting.

Phonics

- Resources to support and reinforce the teaching of the Letters and Sounds programme have been purchased for each year group. All staff (teaching and support staff) have received training in the teaching of Letters and Sounds and have had the opportunity to watch model lessons. Each half term the class teachers complete a Phonic Tracking record to monitor progress. The Head teacher along with the Reading Recovery teacher reviews the Phonics Progression records to ensure all children are making progress. Children who are working below expectation are able to join an intervention group for additional phonics teaching. They can also access phonic games to use at home.

Monitoring Progress

- The Reading Recovery teacher who is responsible for Reading throughout the school monitors each child's progress in Reading on a half termly basis. She discusses progress with class teachers and ensures that children who need additional support are allocated the appropriate intervention. An overview of the progress for the whole year group is collated which shows the percentage of children in each class who are reading at each book band level. The Head Teacher and Reading Recovery teacher monitor the data to make sure that no child 'slips through the net.'

Quality Assurance

- The Hillingdon Borough, Teacher Leader for Reading Recovery observes the Reading Recovery teachers annually.

Areas for Development

- To raise standards in Reading in the Foundation Stage.
- Y2 - 83% of children working at Secure or above
- All class teachers to order new books for their class book area.

Actions

- Reading Training for Reception T/A's
- RWInc introduced as a reading Intervention in the FS.
- Guided Reading training for all school staff.
- Set date for book orders to be completed and handed to the Finance Officer
- Review and update sets of Guided Reading Books.