

Reading at Recreation Road Infant School September 2014



School Aims and Values: **To develop lively and enquiring minds** **To enable pupil voice and participation**

Reading Aims:

We want our children to be enthusiastic readers who are able to:

- Perceive reading as a pleasurable and enjoyable activity
- Use reading to support other learning
- Perceive reading as a purposeful, lifelong skill
- Use a range of reading strategies to help them with unfamiliar texts enabling them to become independent readers
- Become knowledgeable about authors, illustrators, different genres and styles

We have a wealth of children's literature in school ranging from poetry, children's classics, picture books and non-fiction texts. Alongside these we have structured reading scheme books, big books, story tapes and a range of story sacks and storyboxes.

Developing a Range of Skills

From the Foundation Stage and into Key Stage 1 pupils will enjoy a range of texts allowing them to build up knowledge of rhythm, rhyme and pattern in language:

- ❖ Listening to good quality texts allows pupils to develop an ear for patterns in language, and to be able to adopt appropriate story-language for when they read themselves.
- ❖ Viewing big books as they are read allows the pupils to match word and voice.
- ❖ The pupils will learn how books work and be able to differentiate between print and pictures. They will be encouraged to retell stories and to begin to say what they enjoy and why.
- ❖ They will learn to use the features of using non-fiction texts.

Pre-reading skills will be built on. These will help pupils to match patterns, follow sequences, build up both visual and auditory memory and use picture cues to infer meaning.

During the Foundation Stage and into Years 1 and 2 pupils will follow “Letters and Sounds” developing knowledge sounds of letters, how to blend sounds and build words. Phonic development is supported by intervention programmes such as Sound Discovery.

Pupils are taught to employ a broad range of reading strategies enabling them to grow in independence:

Syntactic (knowledge of our own language): *We draw on the spoken language we already know, and our experience of “book” language to try to predict what words or phrases are coming and to confirm what we read.*

Semantic (expectation of what makes sense): *We use our general expectation of what makes sense in life to try to predict words or phrases and to interpret what is happening.*

We use the immediate textual context, including pictures, to help work out meaning and to confirm what we read.

Bibliographic (Knowledge of how books and written texts work) *We use our knowledge of written genres and conventions to help predict words and phrases.*

Graphophonic (Confirming and checking using letter sounds and sight words) *We help the process by recognising familiar words and phrases as well as developing word-building skills*

Pupils will be encouraged to increase their repertoire of texts and will begin to make critical judgements about these texts, selecting authors, genres and formats that they prefer. They will be able to experience “real” books, poetry, non-fiction, reading scheme books, magazines and comics.

The pupils will learn about poetic devices, develop further knowledge about rhythm and rhyme and explore a wider range of word-play such as riddles, puns and jokes.

Pupils will be able to read for information. They will encounter alphabetically ordered texts as well as a range of non-narrative texts including ICT-based texts. They will develop a growing knowledge and understanding of the conventions of non-fictions eg contents, index, diagrams, headings and glossaries.

Overall the pupils will be encouraged to read for pleasure and for purpose. They will be developing the confidence to read independently and fluently, understanding how punctuation is used to add meaning and becoming aware of the use of dialogue and speech. They will begin to understand inference and figurative language through using pictures as well as understanding subtle meanings within the text.

All classes are read to, usually at the end of the day. This brings them into contact with a wide range of children's literature and ensures that children are hearing more complex language structures and storylines than they may be able to read for themselves. It also emphasises reading for pleasure and relaxation.

Throughout, many stories and poetry will be brought to life through the use of storybags, storyboxes and drama and role-play activities. The use of British Film Institute materials, Starting Stories, encourages pupils to develop visual literacy and higher reading skills.

Pupils also have access to our school library. A selection of non-fiction, arranged in the Dewey System, story books, poetry and comics are available. To support this we make visits to Earlham Library or have the librarian visit us at school. We hope that families will then regularly use the library service for themselves.

Within the school we have a range of books and pamphlets about developing reading. These are available for parents and carers to borrow.

Reading At Home

All pupils have the opportunity to select their own reading material from a number of book collections within school. Each class has their own book area. These collections contain good quality literature- "real books" and a selection of reading scheme books. Pupils are encouraged to select appropriate texts – sometimes they are guided towards a particular set of books which are of a similar level so that they can broaden their reading skills within a limited range.

Pupils take their chosen books home each night so that reading can continue at home and may be commented on in their home contact-books alongside other aspects of learning.

Please see: Our Guidelines for Reading at Home and also our Reading for Pleasure Newsletters.

