

Queens Park Infant Academy



Reading Policy

Date of Policy: February 2025

Date of Review: February 2027

Author: Katherine Wills, English Lead

Vision Statement

Our passionate vision is to create an inclusive, nurturing school which excites a love of learning. A school which promotes high expectations, recognises achievement, and celebrates success in all areas of development for all children.

At Queen's Park Infant Academy we know that every child is individual with unique talents which we aim to foster.

We teach our children to take proactive responsibility for thinking about their own learning and thinking about how to learn together. We aim to develop resilient, caring, independent children. Children who enjoy learning, and who always believe that they can achieve more tomorrow than they have today.

Respecting

Aspiring

Persevering

A Happy School; Learning, Caring, Succeeding Together

- Aims
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- The Teaching and Learning of Reading
- Assessment and Monitoring of Reading
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- Story time
- Parents, Carers and the Community
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Aims

At QPIA our priority is for children to become proficient and fluent readers as well as developing a life-long love of reading. Children are given the opportunities, through reading, to develop culturally, emotionally, intellectually, socially, and spiritually.

We aim to...

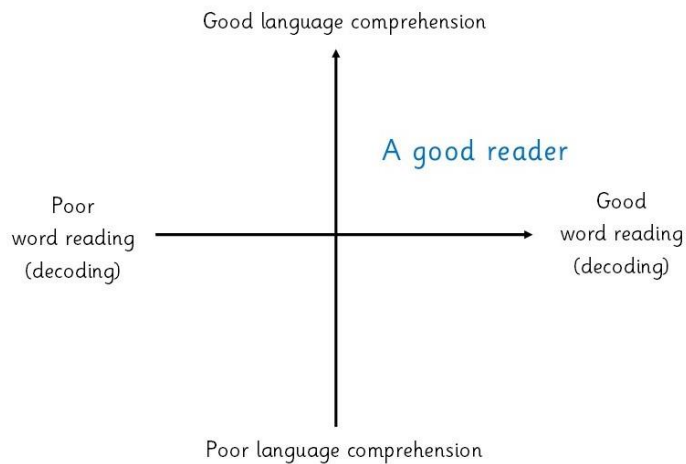
- Promote a love of reading across the school
- Create a strong, reading culture which reflect the needs and diversity of our school community, through promotion of rich language environment within our classrooms and the wider school environment.
- Enable all of our children to become successful and efficient readers
- Implement effectively our 'Supersonic Phonic Friends' programme to enable children to become fluent and confident readers
- Regularly monitor and assess children's progress in phonics and reading, and identify those who require extra support and intervene at an early stage
- Involve parents/carers in their child's reading journey through ensuring that each child has a well-matched decodable reader ('*Learn to Read* books'), as well as '*Love to Read*' books which can be shared.
- Ensure that a wide range of reading strategies will be taught that reflect the requirements of the National Curriculum and our QPIA English progression.'

Our Learning Environment

Reading is a fundamental part of the learning experience at Queens' Park Infant Academy. To reflect the value we put on reading, the children will experience:

- A language rich environment
- At least one daily class Storytime that introduces a wide range of carefully selected and sequenced books that aim to stimulate pupils' imagination and enthusiasm for reading while also reflecting the diversity of the school community and wider society-
- A classroom reading area that includes access to picture books, poetry books and information texts for times of child-initiated activity in Reception and Year 1. Year 2 have a selection of texts that children access at appropriate times during the week.
- Whole school events that celebrate books and reading such as '*World Book Day*', *visiting authors and pop-up book sales*
- Links with our local library
- A well-resourced school library with both fiction and non-fiction sections, with topical displays that link to year-group themes
- A range of multi-media texts and reading opportunities including dictionaries, ICT reference materials, topic-themed displays, library books
- Cross curricular reading
- Theatre productions
- Whole class guided reading linked to *Reading Progression*
- Regular independent reading
- Home / school reading
- 1:1 reading with a teacher and other adults
- Everybody Read sessions in KS1 – library visit, individual readers, activities linked specifically to phonic/reading skills

The Teaching and Learning of Reading



Children need both good language comprehension and good word reading to become good readers.

Language comprehension is developed by talking, listening to and talking about stories, and by learning poetry and songs.

Decoding and encoding is taught through our systematic synthetic phonics programme

Supersonic Phonic Friends.

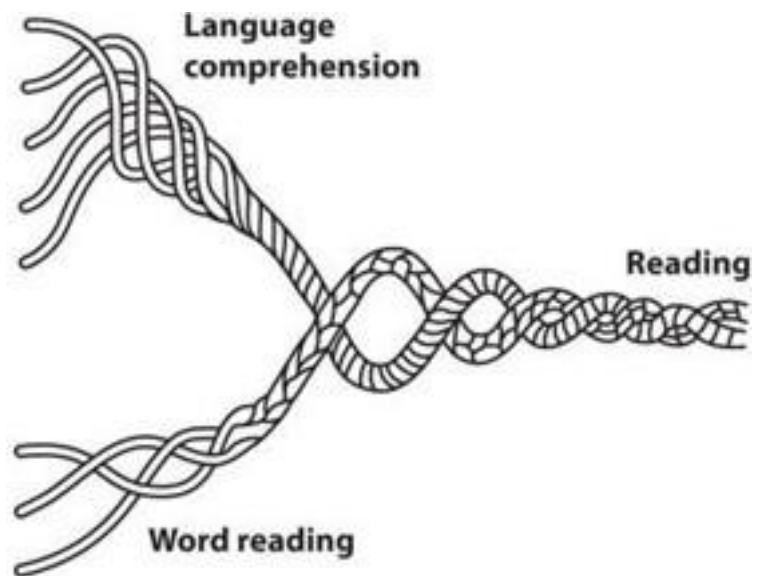
Please see QPIA Phonic Programme Document

Simple view of reading diagram *D. Shankweiler*

Teachers model the reading process at every opportunity and support the children in the development of the key skills they need to be able to read.

- Activating word meanings
- Understanding sentences
- Making inferences
- Comprehension monitoring
- Understanding text structure

- Letter-sound knowledge
- Accurate word-decoding
- Automaticity in decoding



'Reading Rope' diagram by psychologist and literacy expert Hollis Scarborough

Children need to develop accurate and automatic word reading skills as well as purposeful and accurate text processing strategies in order to extract meaning.

They develop phonic knowledge, spelling and vocabulary skills through daily discrete Phonics lessons, following our Supersonic Phonic Friends programme.

Assessment and Monitoring of Reading

For assessment of phonics and children's individual reading, please see the Phonics progression document.

Year group moderation is carried out at least termly to ensure consistency of assessments. The progress of different identified groups *E.g.* EAL, Pupil Premium, or SEND children, is carefully monitored.

Staff complete a *Reading Tracker* to track progress. Where a child's progress is not in line with expected progress or anticipated outcome, support is given through interventions such as additional 1:1 reading, group intervention work, pupil/teacher conferencing (1:1 focused learning time). This may also lead to additional support in line with school's graduated response to SEND. The bottom 20% and children not reading regularly at home and not on track with progress are identified as our VIP readers.

Referrals can also be made to Tracey Parker (the school's Family Support Worker) for sessions with our accredited therapy dog, Ru. Ru's therapy enables the children to build trusting relationships through reading.

Children's Reading Entitlement

Reception	Year 1	Year 2
Individual Reading		
<p>All children choose a <i>Love to Read</i> book to take home and share with a grown-up</p> <p>Children progress to a decodable phonics book linked to known GPCs and tricky words (<i>Learn to Read</i> book)</p>	<p>Children take home a decodable phonics book linked to known GPCs and tricky words (<i>Learn to Read</i> book)</p> <p>Children take home a <i>Love to Read</i> book of their own choice to share with a grown-up at home</p> <p>When children are secure with the phonics scheme they progress on to the colour band books and select their own books</p>	<p>Children take home a decodable phonics book linked to known GPCs and tricky words (<i>Learn to Read</i> book)</p> <p>When children are secure with the phonics scheme they progress on to the colour band books and select their own books</p> <p>Children take home a <i>Love to Read</i> book of their own choice to share with a grown-up at home until they move on to colour band books.</p>
Frequency of Reading		
<p>Every child reads with an adult (1:1) at least once a week.</p> <p>VIP readers are heard read either individually or in small groups as timetabled an additional twice a week</p> <p>Reading record and books are in school daily</p>	<p>Every child reads with an adult (1:1) at least once a week.</p> <p>VIP readers are heard read either individually or in small groups as timetabled an additional twice a week</p> <p>Reading record and books are in school daily</p>	<p>Every child reads with an adult (1:1) at least once a week.</p> <p>VIP readers are heard read either individually or in small groups as timetabled an additional twice a week</p> <p>Reading record and books are in school daily</p>
Teaching of Reading Skills		
<p>Whole class delivery</p> <p>Teaching of broader reading skills linked to <i>Reading Progression</i></p>	<p>Whole class delivery</p> <p>Teaching of broader reading skills linked to <i>Reading Progression</i></p>	<p>Whole class delivery</p> <p>Teaching of broader reading skills linked to <i>Reading Progression</i></p>

Storytime

Staff have identified a core set of stories for each year group, our QPIA Reading Spine. This list is refreshed annually to keep it up to date with new titles and ideas. The books are selected to reflect the diversity of the school community and wider society.

Parents, Carers and the Community

We see parents/carers as important partners in the process of developing children's reading skills and encourage them to play their full part in their children's education by:

- Involving parents in the schools reading programme from the moment their child starts school.
- Giving parents termly outlines of the curriculum areas in English that each year group will be studying.
- Welcoming offers of help from parents to assist in school by listening to children read in line with our volunteers' procedure.
- By asking parents to read with their child on a daily basis, or at least three times a week as documented in our Home/School Agreement
- Giving parents '*targets for decoding, fluency and comprehension*' in reading records so they know what the children's next step are.
- Parents not reading regularly with their children will be followed up in the following way: Teacher discussion, Sticker in Reading Record, Letter/Phone call from Deputy Head / Head Teacher with an invitation to come in to school to discuss how to support their child's reading
- Providing workshops /phonic pop ins and information on the website

Rewarding Reading

Reading Certificates encourage home-school reading and puts emphasis on the importance of reading every day. These certificates are introduced in Reception and are awarded throughout the school.

The reading record needs to be signed by the adult the child has read with.

Daily home-reads are accumulated and certificates are awarded for every 20 reads.

When a child reaches 100 daily home-reads they will go to visit the Head teacher, Mrs Edwards, to choose a book to take home and keep as a reward. At 200 reads they are invited to attend a book themed tea party in school. Children reaching 300 reads receive a book voucher to purchase their own book.

Appendix

- A. QPIA Reading Spine
- B. Reading Record
- C. Example '**Next Steps**' – Reading Targets
- D. Example **Reading Tracker**

Appendix A

Our QPIA Reading Spine is online. Books can be searched by a range of filters.

<http://www.readingspine.co.uk/?i=1>



QPIA Reading Spine

Book count = 239

Title

ISBN

Author

Genre

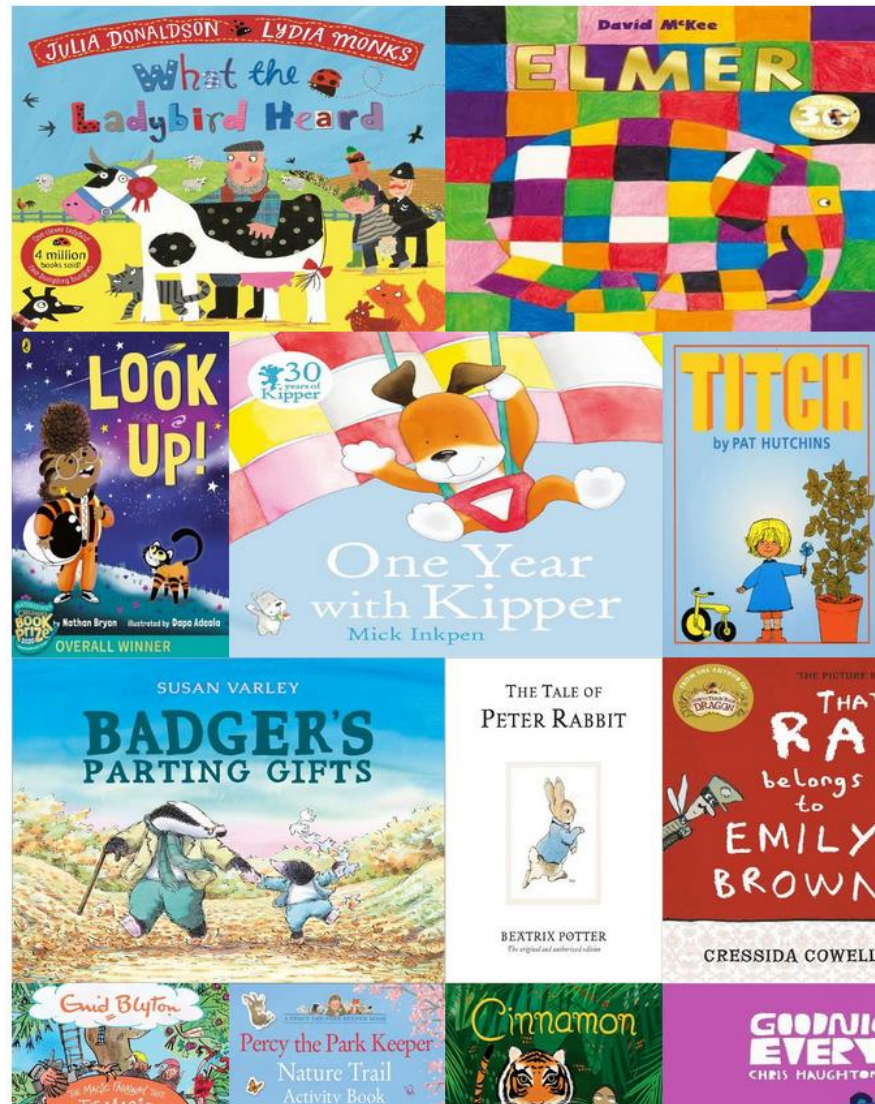
Publication Year

Year Reception
 Year 1
 Year 2

Spine Literacy
 Topic
 Storytime
 Poetry

Term Autumn 1
 Autumn 2
 Spring 1
 Spring 2
 Summer 1
 Summer 2

Tags



Appendix B
Children's individual Reading Record

Queens Park Infant Academy




Reading Record

Name _____






Class _____

Children bring home a decodable phonics book. This is their **Learn to Read** book. It is called decodable as it will only contain sounds that they have already learnt. They can use their phonics knowledge to 'decode' (segment and blend), any word that isn't a tricky one!

E.g. **t oa d = toad** 

The **Learn to Read** book needs to be read multiple times to allow the children to develop fluency.

Fluency checklist:

	Accuracy	I read most of the words accurately at sight
	Rate	My reading is just right - not too fast, and not too slow.
	Expression	I can sound like I talk and change my voice so I sound interesting. I read like the teacher reading a story, no robot voices!
	Punctuation	I can look at the punctuation in a sentence for clues on what to do
	Comprehension	I make sure I understand the text. I can retell what I read in my own words.

Here is an example page:

Week beginning: 9th September

Title of Book	Parent Signature	School
Monday Build & Blend - b	<i>Signature</i>	
Tuesday Build & Blend - b	<i>Signature</i>	
Wednesday		
Thursday Build & Blend - b	<i>Signature</i>	
Friday		
Weekend Nan Nan	<i>Signature</i> <i>Signature</i>	

'Next Steps' Children's Reading Targets

Stuck in the front of individual reading record and linked to current reading level

Firm Foundations in Phonics



Listening Len

My Targets:

Decoding

- I can make the sounds that would be heard in a picture.
E.g. animal sounds, the sound of the sea, the weather.
- I can find something in the picture beginning with a letter sound.
- I can hear words that rhyme when an adult says them.

Fluency

- I can hold the book carefully and turn the pages from left to right.
- I can retell the story once I have read it, using the pictures to help me.

Comprehension

- I can point to the title and use the front cover to talk about what the book is going to be about.
- I can describe what is happening in the pictures and add sound effects.
- I can find and talk about familiar objects and events in the book.
- I can use the pictures to tell a story
- I can handle books carefully, holding them the correct way up and turning the pages left to right.
- I can talk about what is happening in the book and relate it to my own experiences.

Listening Len helps me to hear sounds all around me.

Listening Len also helps me to hear words that start with the same letter and words that rhyme.



**The Basics 3
Group 1 and 2**



Blending Ben

Blending Ben helps me to blend the sounds to read the words.

My Targets:

Decoding

- I can recognise the letter or letter groups (graphemes) and say the sound (phoneme) they make:



- I can blend the sounds to read simple words.
- I can recognise the tricky words:

her was you he she me we be

- I can read simple phrases and sentences made up of words that match my phonics knowledge, including a few tricky words.
- I understand that 2 letters can make one sound and it is called a digraph.

Fluency

- I can reread the book sounding out and blending words more quickly.
- I can recognise some words that are repeated without having to sound them out again.
- I can reread the whole sentence without long pauses.
- I can reread sentences without long pauses.

Comprehension

- I can tell you a fact from a non-fiction book I have read.
- I can describe the characters in the story.

**The Basics 4
Group 1 and 2**



Magic Mack

Magic Mack helps me to say the sounds a little bit louder and a little bit longer when there are two consonants together at the end of a word. g-ft

My Targets:

Decoding

- I can blend the sounds to read simple words with 2 consonants together at the end of a word
E.g. sand, tent, lost, pond, paint, toast, think.
- I can read longer words, with more than one syllable.
E.g. sandpit, helpdesk, melting, lunchbox.
- I can recognise the tricky words:

what were like have
there here said one

Fluency

- I can read some words that I have seen before without having to sound them out and blend them.
- I can listen to an adult read with expression then read the sentence myself with some expression.

Comprehension

- I can talk about how the book links to my own experiences.
- I can talk about the title of the book.

**Choose to Use
Group 1 and 2**



Choose to use
Suze

Choose to use Suze helps me to learn that there can be more than one spelling for a sound and which one to use.

My Targets:

Decoding

- I can recognise phonemes with two letters that make one sound:



ay (tray), ea (cream), ie (pie), oe (toe), ue (blue and rescue)
a-e (cake) e-e (delete) i-e (bike) o-e (rose) u-e (tune and flute)

- I can break longer words into syllables to sound them out
E.g. tip-toe, res-cue.
- I can recognise the tricky words:

their people Mr Mrs oh
these friends asked last

Fluency

- I can remember words I have sounded out before and read them without sounding them out again.
- I can read more fluently, looking at the punctuation to help me read.

Comprehension

- I can talk about the main events and setting in a story.
- I can answer simple questions about what I have read.

