

Springfield Infant School
Home-School Reading Policy

Springfield is a Rights Respecting School



Article 3- The best interests of the child must be a top priority in all actions concerning children.

Article 12 – Every child has the right to say what they think in all matters.

Article 29 - The right to become the best that you can be.

How we teach reading

Learning to read is a complex and challenging process for children. At Springfield, teachers plan the reading environment to enable all children to approach and access reading at the relevant stage and ability of each individual child.

Teaching Early Reading

At Springfield the teaching of phonics is central to learning to read. In Reception, children will be taught phonics through a combination of the Jolly Phonics and Letters & Sounds schemes. They will gain a firm understanding of how to decode words using their phonetic sounds and how to apply this in their reading. Children will also begin to learn 'tricky words' which cannot be decoded.

The teaching of phonics continues in Key Stage 1 along with the introduction of guided reading where children are able to share books in small groups and not only develop their reading skills but also practise comprehension skills with adult support.

Children will be read with fortnightly by their class teacher or teaching assistant and this will be recorded in the Home-School communication books. The comments will include the skills and strategies being developed by the child and how this can be helped or extended further. Teachers will also keep their own records to help track reading progress in line with the Early Years Foundation Stage and Key Stage 1 Curriculum.

In addition to focused reading tasks, it is essential that children are given the opportunity to explore books and develop their reading skills independently. At Springfield a range of books are on offer for the children to access including:

- The reading scheme
- School Library books
- Class book boxes

Children need a range of opportunities to develop as fluent, enthusiastic and critical readers. A balanced reading experience will help children to become confident with their own reading. These experiences may include:

- Hearing stories read aloud
- Developing an understanding of fiction and non-fiction books
- Listening to other children read
- Seeing other adults reading

Reading at Home

Parental support is important as we see learning to read as a partnership between the child, the home and the school. At the start of the school year there are sessions for parents to help them understand how we teach reading and activities that can take place at home to help children develop their skills.

Parents are involved in the home-school reading scheme. Children are able to take home a new reading scheme book every day. These books are colour banded according to ability and children will move up through the scheme as they progress. There are a range of books in each colour band to ensure a broad and balanced reading experience. We would encourage children to read at home on a daily basis and parents are invited to record comments in the home-school communication books. Teachers and teaching assistants will read these comments and reply if necessary.

Once a week children will also visit the school library and can take out a book of their choice. The children will need more support with these books and they can be read to the children and also help develop their comprehension through looking at the pictures and questioning.

Through all the reading experiences at Springfield we aim to develop confident and enthusiastic readers who have a love of literature.