



Reading



Reading at Stannington Infant School

Intent:

This is our intent, taken from our English policy, which directly relates to reading development.

- 📖 Develop children's confidence and encourage them to see themselves as readers.
- 📖 Equip children with the range of skills necessary to develop reading fluency.
- 📖 Give children a range of purposes for reading, as well as pleasure.
- 📖 Give children access to a wide range of reading materials including non-fiction, fiction, poetry and play scripts.

Reading in School

These are some of the many reading opportunities that your child will be involved in at school.

Daily

- 📖 Story time with the whole class (whole texts, picture books, rhymes, poems, songs, chapter stories).
- 📖 Reading print around the classroom and the school (signs, labels, names).
- 📖 Access to books within the classroom (stories, information, theme, class books).
- 📖 Phonics, through Read Write Inc. to teach strategies for reading
- 📖 Whole Class Reading sessions to develop comprehension skills and children's love for reading.
- 📖 Group or individual reading sessions.

Weekly

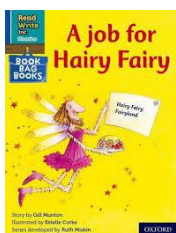
- 📖 Access to the school library to choose a book to share at home with their family.

Termly

- 📖 Each class visits Stannington Library every six weeks. *(This is on hold at the moment until later in the year.)*

Other

- 📖 Language, phonics and reading games and resources are available in all classes.
- 📖 Visits from poets and authors.
- 📖 Opportunities to visit reading events such as the Sheffield Children's Book Awards



What is group reading?

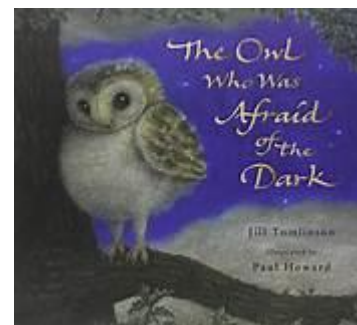
A lot of reading practice will take part in small groups where each child has a copy of the same book, this will usually be a phonetically decodable book to begin with. The teacher or teaching assistant will introduce the book, ask questions and discuss different reading strategies the children will use. Children will be encouraged to read at their own pace while the teacher works with every child in turn. During the session the whole group discusses the book. This allows the teacher and children to spend much longer working with a piece of text than is possible if every child reads a different book individually to the teacher. We teach the children how to use synthetic phonics to decode unfamiliar words as well as listening to hear if the word makes sense and discussing meanings of new or unfamiliar words. Records of progress are kept by each class teacher.

Children may be asked to:

- Identify three important things that happen in the story.
- Describe a character using words from the text.
- Retrieve words from the text.
- Find another word with the same meaning.

What is whole class reading?

Four times a week the whole class reads and shares the same text, usually a story. Working as a class or in small groups the children will use characters from the Stannington Reading Friends to help them to develop comprehension skills. Ronnie the retriever may help children to retrieve information from the story or retell the main events in the story. Percy Penguin may help children to search for clues in the text to make prediction about what will happen next. Children discuss the author's choice of language and why they have used certain words. Children may even try to 'beat the author' and think of their own words they could use instead. Shared Reading displays can be seen in classrooms in or near the reading area.



Ronnie questions:

What is the owl's name?

Where does he live?



Ronnie Retriever

Percy questions:

In

the story Plop gets better at flying.

How do we know?



Percy Penguin



Felicity Fish

Felicity questions:

Which words mean the same as afraid? (scared, frightened)

Choose your own word to complete this sentence:

Aface appeared with skin andeyes.

Terry questions:

What other stories does this remind you of?

What do all fairy tales usually have?

(a happy ending, a bad and good character)



Terry Tortoise

How can you help your child at home?

- 📖 Remember that talking about reading is very important, so if your child is sometimes reluctant to read aloud, discussing a book will also help to develop reading skills.
- 📖 Concentrate on enjoyment and grasping the meaning rather than absolute accuracy.
- 📖 Keep reading time relaxed, comfortable and pleasurable, in a quiet corner, with the television turned off.
- 📖 Talk about the cover and read the title before rushing your child into the text, asking questions, such as: what do you think it will be about; what sort of book is it; have you read one like this before?
- 📖 Look through the book, noticing and talking about the interesting pictures and words, possibly tell your child some of the words they may struggle with eg names; then read the opening together.
- 📖 Don't correct too quickly. If your child makes an error suggest using their phonics skills to help them. Ask your child to use Fred Fingers to decode the word.
- 📖 As your child progresses, talk about authors, characters and plots or what new information has been learnt.

Reading Records

- 📖 Reading records are primarily for recording reading which takes place at home.
- 📖 Record any reading which has been done at home with your child, in their reading record.
- 📖 Your child's class teacher will look through your child's reading record each half term.

Please refer to this link for more information about our home reading approach.

[Home Reading at Stannington Infant School for Families updated Feb 2022 v2](#)