

## Reading for Pleasure

**Reading for pleasure is at the heart of our reading curriculum. At Stoke Hill Infant and Nursery School, our intent is to create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities.**

### Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- Every classroom has an inviting book area that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school.
- Each class visits the school library every week.
- The school library is made available for classes to use at protected times.
- Opportunities for rich vocabulary to be taught
- Books then available for children to read for pleasure

**All of the below activities and provisions contribute to developing reading for pleasure.**

## Reading aloud to children

<b>Intent</b>	<p><b>To introduce children to a wider range of authors and contexts</b>  <b>To expose children to challenging and archaic texts with ambitious vocabulary</b>  <b>Widen knowledge of texts and authors, including non-fiction and poetry</b>  <b>Sustaining stamina in listening and reading</b>  <b>Making connection within and across books</b></p>
<b>Implementation</b>	<p>We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Stoke Hill and our local community as well as books that open windows into other worlds and cultures.</p> <p>These texts will be selected from the Devon Library service to ensure a range of styles, including non-fiction and poetry. These books are read in an engaging and exciting way.</p> <p>Other texts can be incorporated if they fit into an English sequence, or to meet a particular need in the class.</p>

## Phonics and Reading

<b>Intent</b>	<p>We start teaching phonics in Nursery/Reception and follow the <a href="#">Little Wandle Letters and Sounds Revised progression</a>, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read. At Stoke Hill we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.</p>
<b>Implementation</b>	<p><b>Foundations for phonics in Nursery</b></p> <ul style="list-style-type: none"> <li>• We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:             <ul style="list-style-type: none"> <li>○ sharing high-quality stories and poems</li> <li>○ learning a range of nursery rhymes and action rhymes</li> <li>○ activities that develop focused listening and attention, including oral blending</li> <li>○ attention to high-quality language.</li> </ul> </li> <li>• We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception</li> </ul> <p><b>Daily phonics lessons in Reception and Year 1</b></p>

	<ul style="list-style-type: none"> <li>We teach phonics for 20-30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.</li> </ul> <p><b>Keep up</b></p> <p><b>Daily Keep-up lessons ensure every child learns to read</b></p> <ul style="list-style-type: none"> <li>We aim that any child (prioritising the bottom 20% of readers) who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.</li> <li>We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen.</li> </ul> <p><b>Teaching Reading</b></p> <ul style="list-style-type: none"> <li>We teach children to read through reading practice sessions twice a week.</li> <li>books matched to the children's secure phonic knowledge using the <i>Little Wandle Letters and Sounds Revised</i> assessments and book matching grids</li> <li>Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills: <ul style="list-style-type: none"> <li>decoding</li> <li>prosody: teaching children to read with understanding and expression</li> <li>comprehension: teaching children to understand the text.</li> </ul> </li> <li>In Reception these sessions start later. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.</li> <li>In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.</li> <li>Children then take a fluency assessment to exit the programme and move to book bands.</li> </ul> <p><b>Home reading</b></p> <ul style="list-style-type: none"> <li>The decodable reading practice book is taken home to ensure success is shared with the family. <ul style="list-style-type: none"> <li>All children have access to a Reading for pleasure book chosen from the library which also goes home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops.</li> <li>We use the <a href="#">Little Wandle Letters and Sounds Revised parents' resources</a> to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.</li> </ul> </li> </ul> <p><b>Additional reading support for vulnerable children</b></p> <ul style="list-style-type: none"> <li>We aim that children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.</li> </ul>
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**Delivering an ambitious reading curriculum through English**

<b>Intent</b>	<b>Expose children to high-quality text models, in a variety of text types, as models for writing at a higher level than all children could access independently.</b>
<b>Implementation</b>	<p>We use English sequences produced by Bookwriters as content has something worth discussing Books chosen for rich language to explore The structures of these texts are National Curriculum age related and can be replicated to inspire pupils original compositions. These sequences give children the chance to read and respond to text, map and learn text, explore text structure and summarise text features. Bookwriters sequences include reading objectives and have a focus on learning and understanding the text at the beginning of each unit.</p> <p><u>Vocabulary strategies</u> Direct instruction, which is the teaching of words themselves, and teaching word-learning strategies. Creating a language-rich culture (providing rich language experiences and fostering word consciousness and curiosity). 'Magpie book kept and referred to over the year so words go into long-term memory.</p>

**Reading across the curriculum**

<b>Intent</b>	<b>Children listen to and have access to a variety of texts to find out information and to develop knowledge across the curriculum.</b>
<b>Implementation</b>	Topic boxes ordered from Devon library service containing books related to wider curriculum subjects. These books can be used in lessons or made available for children to read independently.

There is a wide range of non-fiction books in all classroom reading areas, stocked from our school library. Children have opportunities to follow their own interests, accessing non-fiction books during their weekly library session. Children learn to use the library in a careful and respectful way and understand how to find and return books to the correct place.

Non-fiction texts are also used as part of our Bookwrites English sequences. Children read and learn about the structure and features of different types of non-fiction texts, eg instructions, non-chronological reports, biographies.

## Assessing impact

### Assessment Evidence

#### Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
  - daily within class to identify children needing keep-up support
  - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** for Reception and Year 1 is used:
  - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
  - in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
  - with children in Year 2 when they are reading the Phase 5 set 3, 4 and 5 books
  - to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60-70+ words per minute; for Y2 children when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.
- A **placement assessment** is used:
  - with any child new to the school in Reception, Year 1 and Year 2 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

#### Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.
- Year 2 reading SATS

### Assessment Expectations

Reception: all children to be blending by Christmas  
 Children to be secure in phase 4 by the end of Reception

Children to be secure in P5 by the end of Year 1, reading P5 books fluently and with prosody.  
 Little Wandle fluency assessments are used with any child who may be ready to leave the Little Wandle programme before the end of Year 1, or in Year 2 if children are still reading Little Wandle books.

Children then progress onto Colour Banded books, Orange through to Lime Green. Children complete age-appropriate written comprehension questions, or take part in discussions, checking comprehension and prosody with the leading adult during Guided Reading sessions.