



Rednal Hill Infant School Approach to Reading

Intent

At Rednal Hill Infant School, we aim to inspire a lifelong love of reading and help children become confident, enthusiastic readers. Reading is at the heart of our curriculum and helps children grow into articulate, independent learners with the skills and confidence to thrive in school and everyday life. Through high-quality and diverse texts, children are encouraged to explore new ideas, cultures and experiences while developing curiosity, imagination and empathy.

Our reading curriculum develops fluency, comprehension and vocabulary, supporting children to become confident readers, writers and speakers.

Implementation

- **Curriculum Design:** Reading is taught alongside Little Wandle Phonics. Daily reading lessons are carefully planned and follow a weekly planning sequence that builds children's vocabulary, fluency, prosody and comprehension skills. All year groups have a spine list of 10 books that have been carefully selected to give a range of text types and themes. These are shared repeatedly through the year to build up patterns of language and the enjoyment of familiarity. Through the school, classes will vote for the chosen book to be shared at the end of the day. Children's home reading books are closely linked to their phonic knowledge, which then pushes to stamina once they are secure in Phase 5. All children have access to a "story time book" to be shared at home. Once children have completed the code, they are invited to access "Mrs D's Library" where they can take any books they are interested in to read at home- these develop reading stamina through chapter books and a pleasure for reading.
- **In the EYFS:** Children move from reading words and then sentences once they can independently blend, through the Little Wandle programme. Shared reading is prioritised daily.
- All children receive at least one 1:1 read a week with a familiar adult in school. Children who are identified as 'on track' with their phonics receive a small group read where they explore vocabulary, reading skills and to build fluency.
- **In Year One:** Children read everyday in their phonic groups. Children read sentences as part of the phonics lesson and then the children read a book closely matched to their phonic knowledge over the week. At the beginning of the week, we teach new vocabulary and revisit tricky words. Through the week, Children practise a range of reading skills including, prosody, emotion reading and choral reading to develop fluency.
- **In Year Two:** All children in Year 2 begin with the same format as Year One. As children progress to completing the code we move onto using a hybrid of Little Wandle Fluency and Whole Class reading. This is where the reading skills of prosody, emotion reading are taught to develop fluency. Texts are chosen linked to children's interests and enquiries. Book talk is used to develop comprehension through discussion. Linking themes and similar characters to previous texts to create links and highlight differences.
- **Resources:** Across the school, a range of texts are read. Including fiction, non fiction and a range of themes.

Assessment

- Assessment is carried out half termly by their class teacher in the form of 'Cold Reads'. Evidence is collected against the national curriculum reading statements.
- In Year 2 Fluency Assessments are carried out. This looks at the speed in which children read. This data is used to inform the next steps for reading groups and intervention children.
- Groupings are updated half termly to ensure precise teaching.

Impact

- Children develop confidence and fluency in reading, enabling them to access learning across the curriculum.
- Children show enjoyment and enthusiasm for reading and can talk about books, authors and texts with confidence.
- Children leave Rednal Hill as independent readers with strong vocabulary and comprehension skills, ready for the next stage of learning.
- Yearly trends show that despite low starting points, a high proportion of children are ready for the next stage in their learning at the end of their Infant career.

Inclusion

- Adaptive teaching strategies, repetition and clear routines support all children to participate successfully and develop confidence as early readers.
- Early identification and timely keep up interventions ensure pupils who are at risk of falling behind receive immediate support to remain included in their reading groups.
- Consistent language, visuals and lesson structures reduce cognitive load and help pupils feel successful in all reading lessons.