



To develop our pupils as readers we:

- Build on the children's knowledge and experience of print that they bring to school and involve parents from the beginning.
- Provide a stimulating environment, where books and other reading materials are presented in an attractive and inviting way.
- Ensure that the children are given extensive experience and access to a quality range of genre, and plan for them to have time to browse and read for pleasure as well as using books as a tool for learning.
- Provide opportunities for children to read aloud, on their own, with their peers, reading partners and with their teachers as well as regular opportunities to enjoy listening to stories.
- Give opportunities to respond by talking appreciatively and critically about what they have read, discussing authors, themes, characters, settings and plots.
- Encourage children to write their own stories or poems, making books or contributing to class books so that they have opportunities to become authors.

Guided reading:

- Sharing a book with a supervised small group promotes excellent discussion. Superior questioning assists the language comprehension development to progress from literal to inference and deduction to evaluation. Good reading comprehension starts with good listening comprehension and requires the teaching of additional linguistic skills: vocabulary knowledge and grammatical skills. This progression is supported by structuring Guided Reading sessions with an equal balance between decoding text and talking around what has been read.
- At Henleaze Infants School, children read a variety of texts in small groups to their teacher or nominated adult. Children are grouped for reading according to ability and read books at their appropriate level to allow for focussed direct teaching of the required skills.
- They are assessed regularly and groupings and colour bands are adjusted when necessary. Guided-reading records are kept for each reading group, in which a learning focus and progress notes are kept.

Individual reading:

- Each child chooses a colour coded book from the classroom book collection to share with an adult at school and at home. The early reading banded books in Reception are fine graded to allow the children to choose a text which matches the child's growing phonic knowledge. Children are given a parent's reading log book, where dates and titles of books read can be recorded at home alongside positive comments about the child's reading. Any further information about the phonemes/digraphs and high frequency words being taught that week as well as any significant feedback will be recorded in the log book by the teacher.
- Reading Rangers: We have a committed group of parent volunteers who are committed to hearing children read on a regular basis, thus offering them the practice necessary to develop the early reading skills.

Parental Involvement with reading

- Reading with a supportive adult is the centre of our reading instruction and reading can be best learned with the support of both school and parents. Therefore we actively encourage parents to participate and share in their child's reading. All children are encouraged to take home books to read daily.
- Band of Colour – Henleaze Infant Schools offers the children a home reading reward system. Our expectation is that all children will be read with at least 4 times a week. For every read at home, children will be rewarded with a sticker for their own school bookmark. The children work towards receiving a scale of coloured wrist bands which can be worn in school.