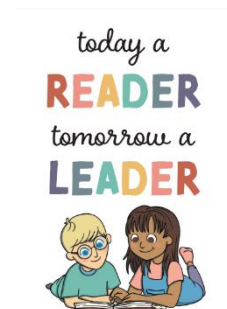
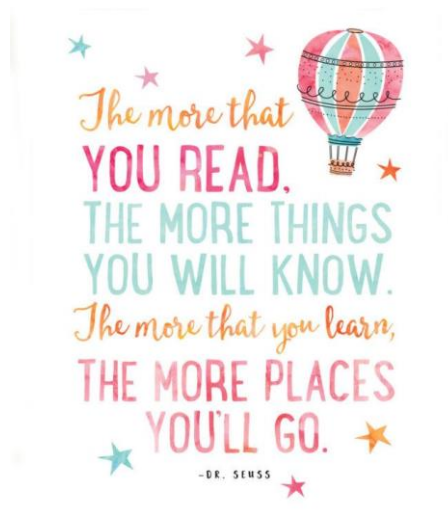




# Prior Heath Infant School

## Early Reading Strategy



## Love of books and reading

At Prior Heath we:

- Use books as a stimulus throughout our curriculum.
- Have a reading spine which provides the children with opportunities to explore books from a range of genre and different authors.
- Encourage children to discuss and share their favourite books.
- Have book areas in all classrooms which include a range of non-fiction, fiction and poetry books for children to access.
- Include relevant texts in areas of continuous provision.
- Have a dedicated daily, whole-class reading time which includes sharing stories, poetry and non-fiction texts.
- Invite 'mystery readers' to visit classes to share their favourite texts.
- Model reading skills e.g. reading from L-R.
- Model 'book talk.'
- Encourage parents to choose relevant books (through suggested book lists) to share with their child.
- Encourage visits to the local library and engage in the Summer Reading Challenge.
- Invite representatives from the local library into school assemblies to promote a love of reading.
- Celebrate National Book week each year.

## Reading at school and at home

At Prior Heath we:

- Ensure that the children's home reading books are appropriate for their phonic level.
- Change the children's phonic reader books twice a week.
- Set an expectation that the children read at home, daily.
- Regularly check reading records and remind parents if their child hasn't read.
- Ensure classroom labels include photos and words.
- Provide a range of print around the classroom / outdoor areas.
- Provide extra reading opportunities for children that do not read regularly at home.
- Give the children an opportunity weekly to change their two library books.
- Change the Year R children's story sacks once a week.
- Ensure every child takes part in a weekly guided reading session
- Provide children with opportunities for 1:1 reads with a teacher, TA or parent helper.

## Phonics

At Prior Heath, we:

- Teach daily, whole-class phonics lessons following the Unlocking Letters and Sounds (ULS) scheme.
- Carry out regular assessments using the ULS guides.
- Model phonics in daily teaching sessions.
- Ensure sound mats are available in writing areas, which can be easily moved to other areas of the classroom.
- Provide daily 'keep up' ULS intervention sessions for individual children, where necessary.
- Actively seek opportunities to provide additional time for phonics revision outside of the phonics lesson.

## Vocabulary

At Prior Heath we:

- Talk about and explain unfamiliar or specific subject related vocabulary and provide definitions for the children.
- Display key vocabulary around the classroom, that the children are taught to independently refer to.
- Create reading opportunities throughout the day and in all aspects of the curriculum.
- Label role play areas.
- Use Welcomm in Reception as a toolkit for screening children's speech and language skills.
- Work with external speech and language therapists who carry out assessments and share resources with class teachers.