

AIREDALE INFANT & JUNIOR SCHOOL



**Airedale
Infant Academy**



**Airedale
Junior Academy**

READING POLICY AT AIREDALE INFANT & JUNIOR SCHOOL

Reading at Airedale Infant & Junior Academy

Executive Headteacher: Kirsten McKechnie

English Leaders for Reading: Emily Slater, Sarah Harrison & Emma Cole

Leading English: Beth Atkinson, Sarah Harrison, Clare Hanson, Emily Slater

Who is Responsible?

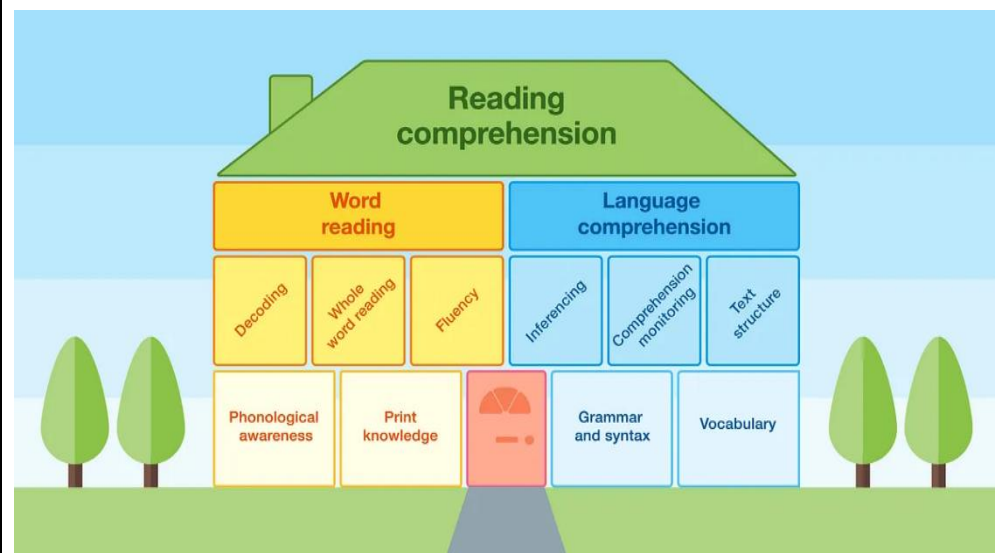
Writing Team:

Emily Slater & Sarah Harrison (Nursery to Year 3)
Clare Hanson (Year 4 to Year 6)

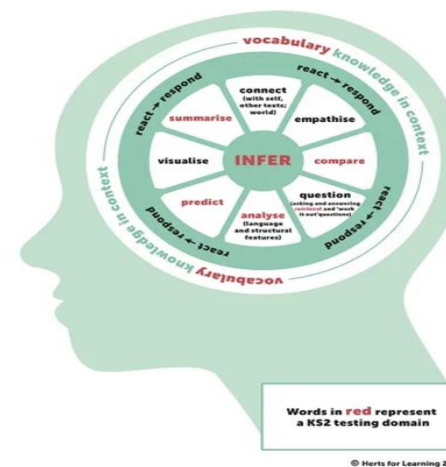
Reading Team:

Phonics: Sarah Harrison & Emily Slater
Reading Cycles: Emily Slater & Sarah Harrison

What does the research tell us?



A Conceptual Model for teaching Reading Comprehension aligned with the National Curriculum



Reading at Airedale Infant & Junior Academy

Children from birth to age 5 who are not read to, or do not read daily (compared to those who do) have a word gap of 1,483,300 (Alex Quigley). This means they enter school with a deficit in their understanding of vocabulary, oracy and fluency- impacting their comprehension skills.

For successful comprehension, children must master two aspects- word reading and language comprehension (The house of reading- Higan, Bridges, Justice and Cain 2011).

Phonics and print knowledge are required as a building block before children can learn how to decode and in turn develop automatic word recognition.

For language comprehension to be secure, pupils must develop a rich and broad understanding of syntax and grammar to understand what they are reading. Once these building blocks are secure, children can comprehend what they are reading. This takes time and an exposure to a wide range of texts and genres in school.

What is the aim of our reading curriculum?

At Airedale Infant and Junior School, reading is at the heart of everything we do. We want to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas. We believe reading opens a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. Through building up the children's vocabulary, it gives them the word power they need to become successful speakers and writers as well as confident readers. Reading is a key life skill, and we strive to embed a culture of reading into the core of what we do. We provide opportunities for children to read both independently and aloud, as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading quality literature is implicitly interwoven into our curriculum using key texts to expose our children to various genres as well as famous authors to enhance the variety of exciting topics that we teach.

At Airedale Infant and Junior School, our reading curriculum provides all pupils with:

- Daily reading lessons
- Books directly matched to their reading ability (phonics or free choice reading)
- Daily story times
- Opportunities to visit the local library
- Opportunities to visit the school library and borrow a book of their choice
- A range of fiction, non-fiction and poetry books

How is reading planned progressively?

Children begin their reading journey in EYFS with a focus on listening and attention skills before moving onto the Read Write Inc. programme in Summer term of Nursery or upon entry to Reception. All children on the Read Write Inc programme are regularly assessed, re-grouped and challenged to develop their phonics knowledge and to apply this independently to read books directly matched to their level.

When children have acquired their phonics skills and can fluently and accurately read a range of fiction and non-fiction books, children are then progress to Reading Cycles. During daily teaching of reading, children are taught how the skills of how to comprehend and answer a range of questions related to age-appropriate texts.

Phonics: Read Write Inc

Reading at Airedale Infant & Junior Academy

At Airedale Infant and Junior Academy, we use 'Read Write Inc.' to teach our children how to read.

During Read Write Inc. the children will:

- learn their set 1, 2 and 3 sounds to read and spell
- learn to read words using skills such as Fred Talk, Fred in your head or speedy reading
- read a range of stories and non-fiction texts
- show that they comprehend the texts by answering a range of questions
- write simple sentences
- compose stories and other genres of writing linking to the text they read through the 'Get Writing' activities

We follow Read Write Inc with fidelity and pupils will access lessons based upon their current knowledge. Examples of lesson structures can be seen below.

Group 1A and B

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)
f (stretchy – see p.34)	 Keep your teeth on your bottom lip and force air out sharply.	 Use Picture Sound Cards: fffish, ffflower, fffrog, fffairy	 Spot the new sound in the pack.	 Down the stem and draw the leaves	 Select 3 sounds you have taught children so far.	 f-u-n fun f-a-t fat f-i-t fit f-a-n fan

Word Time- pupils cannot blend

Review the sounds	Oral Blending	Blending with SS cards	Blending with magnetic boards	Challenge
				

Group C

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)
f (stretchy – see p.34)	 Keep your teeth on your bottom lip and force air out sharply.	 Use Picture Sound Cards: fffish, ffflower, fffrog, fffairy	 Spot the new sound in the pack.	 Down the stem and draw the leaves	 Select 3 sounds you have taught children so far.	 f-u-n fun f-a-t fat f-i-t fit f-a-n fan

Word Time- pupils can blend

Green Words	Review Words	Reading Assessment
		

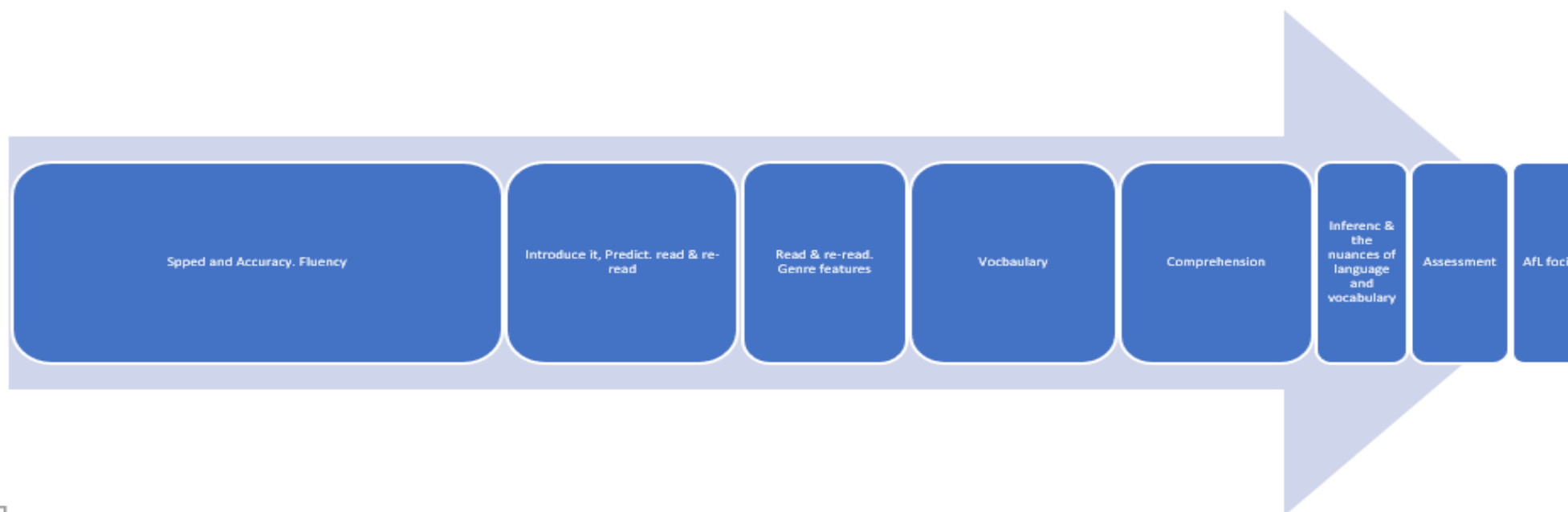
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Reading Cycles

Year 1 and 2:

When pupils have completed the Phonics programme, they progress onto Reading Cycles which follows the cycle as shown below to guide our teachers to ensure all pupils are taught the necessary skills to comprehend the texts they are reading.

Reading at Airedale Infant & Junior Academy



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Session foci	Links to N/C	Intended outcomes
Fluency – speed and accuracy	Apply phonic knowledge and skills to decode words; speedily respond with correct sound to given grapheme(s) for all 40+ phonemes; read accurately by blending sounds in unfamiliar words containing taught GPCs; read common exception words; note unusual correspondence between spelling and sounds; read taught GPCs with s, es, ing, ed, er and est endings; read multisyllabic words with taught GPCs; read contracted words that use an apostrophe; read aloud accurately inline with developing phonetic knowledge; re-read books to develop fluency and confidence	<i>At this stage, pupils need to consolidate & reinforce the idea that letters/graphemes on a page represent sounds in spoken words and these sounds are how we read and spell.</i> <i>Teaching children to read quickly and accurately to become fluent readers is key, alongside broadening vocabulary and developing a love of reading. Children need to read fluently and understanding what they have read.</i> <i>Children need to be exposed to a wide range of genres and be read to; their love of reading encouraged and secured</i>

Reading at Airedale Infant & Junior Academy

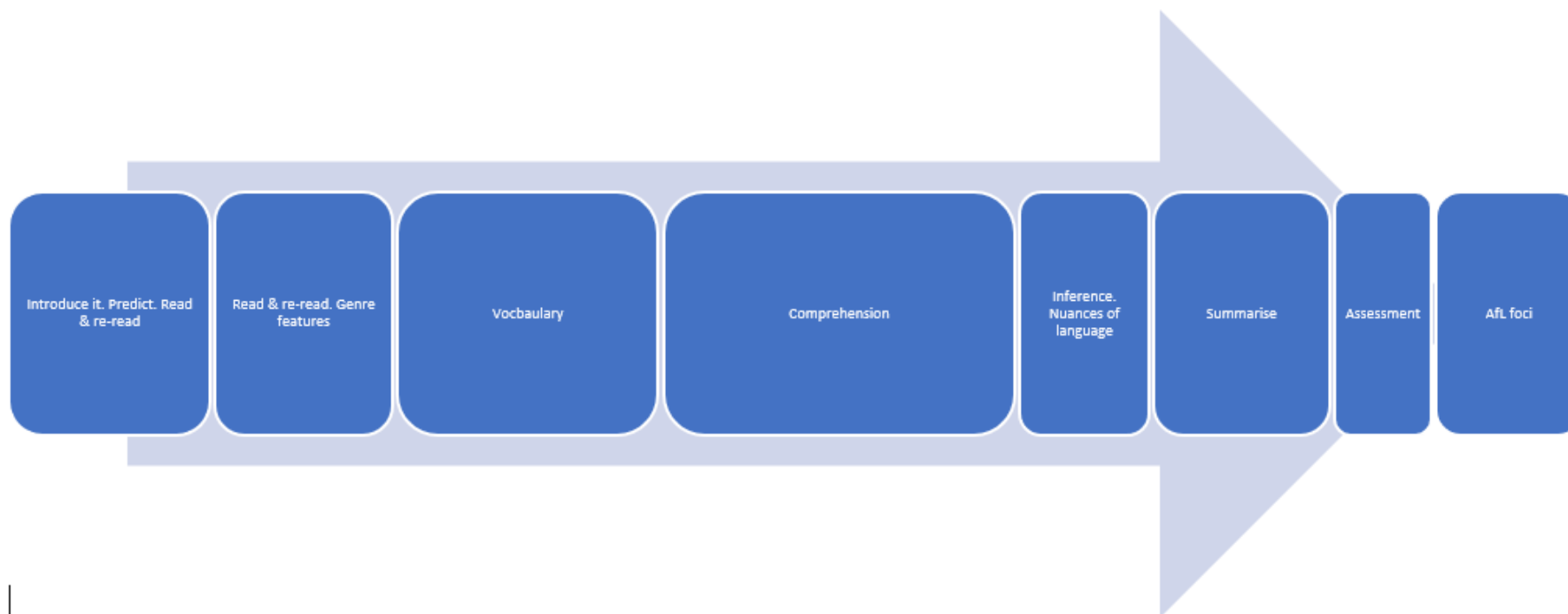
Introduce it. Predict. Read it and re-read	Re-read books to develop fluency and confidence; listen to and discuss a wide range of poems, stories and non-fiction beyond the level of independent reading; appreciate rhymes and poems and recite by heart; recognising & joining in predictable phrases; predicting what might happen; take turns and listen to others in a discussion about what has been read	By the end of KS1, pupils will: • Sight read all 40+ phonemes to read words and sentences with good pace and accuracy • read accurately most words of two or more syllables • Sight read age-appropriate common exception words and words linked to curriculum study areas • Use phonetic knowledge to sound and blend unfamiliar words. • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • Read words with suffixes by building on the known root word with GPC knowledge • Have heard a wide range of quality books across different text types and genres • Read and re-read the same text showing a development in fluency, confidence and comprehension • Have broadened their vocabulary by encountering new words and phrases that have been explained and used in a range of contexts • Have knowledge of some grammatical structures and how these are used in a range of texts • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read • Identify key characters/settings and discuss basic characteristics and features of these • Discuss their thoughts and opinions on books they have read/heard • Recognise simple features of some genres and recall examples of such features • Use reference books to find information and understand how information is presented and organised • Be able to discuss own preferences with reasons/rationale and respectfully consider the thoughts and opinions of others
Read it and re-read. Genre features.	Link what is read/heard with own experience; become familiar with key stories, fairy stories and traditional tales, considering characteristics; discussing the significance of title and events;	
Vocabulary	Discussing word meanings & link new meanings; discussing the significance of title and events;	
Comprehension	Draw on what is already known and background information and vocabulary given; checking that the read text makes sense and correcting inaccurate reading; discussing the significance of title and events; explain clearly their understanding of what has been read to them	
Inference and the nuances of language and vocabulary	Making inferences on the basis of what is said & done; predicting what might happen on the basis of information so far;	

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Assessment	By the end of KS1, pupils will: • Show developing confidence in complete a timed reading assessment that is chunked into accessible sections with resulting questions • Use the text to support and evidence their answers/responses using a range of techniques • Understand the conventions of being successful in a reading test and how to use these to their own advantage • Reflect on their responses, identify their strengths and areas for improvement and make corrections and amendments	
AfL foci	<i>Revisit, reteach, embed & secure the learning that has been identified in the week's teaching and the test outcomes, in order to address misconceptions and errors promptly</i>	

Reading at Airedale Infant & Junior Academy

Year 3 and 4:



Session foci	Links to N/C	Intended outcomes
Introduce it. Predict. Read it and re-read	Listening & discussing a wide range of fiction, non-fiction, poetry, plays, reference books & text books; books structured in different ways; reading for purpose; predicting what might happen from stated/implied details; take part in discussions about books that have been read	<i>At this stage, pupils still struggling to decode need a rigorous programme of intervention (eg phonics) to catch up with their peers and develop their speed and accuracy</i> <i>Teaching comprehension takes precedence; word reading is for developing new vocabulary understanding and pronunciation</i>
Read it and re-read. Genre features.	Identify themes & convention; retelling orally; recognising different forms of poetry; preparing poems and scripts to read aloud; identify how language, structure & presentation contribute to meaning	<i>Children need to be exposed to a wide range of genres and their love of reading encouraged and secured</i> By the end of LKS2, pupils will:

Reading at Airedale Infant & Junior Academy

Vocabulary	Apply knowledge of root words; prefixes and suffixes; etymology & morphology; exception words and unusual spellings/sounds; meaning of new words; explaining words in context; using dictionaries	• Read fluently with independence, fluency and enthusiasm • Be able to read silently with accuracy and understanding • Have developed and extended their vocabulary and the breadth and depth of their reading experiences • Have experienced and be able to recall a range of stories, poetry, plays and non-fiction texts • Justify their own views on what has been read using the text to support their thoughts, ideas and opinions • Understand figurative language and shades of meaning in a text, and the reason an author uses these language feature • Recognise and recall themes, conventions and genre features and link these to their own reading experiences • Have read, re-read and rehearsed a range of texts and have performance and presentation • Take part in effective, evaluative discussions about the texts they have read and listen to the opinions of others • Been read to - a range of whole books and extracts
Vocabulary		
Comprehension	Discussing words & phrases; explaining the meaning of words in context; understanding what has been read; checking for understanding; asking questions to challenge understanding; retrieve information from a text; using the text to evidence answers/responses; retrieve and record information from non-fiction; take part in discussions about books that have been read	
Comprehension		
Inference	Drawing inferences; inferring characters' feelings, thoughts and motives justifying with evidence; predicting what might happen next or in the future from stated/implied details; identify how language, structure & presentation contribute to meaning	
Summarising	Identifying main ideas; summarising plots and ideas of a text; sequencing events; identify how language, structure & presentation contribute to meaning; take part in discussions about books that have been read	

Reading at Airedale Infant & Junior Academy

Assessment	By the end of LKS2, pupils will: • Confidently complete a timed reading assessment test • Use the text to support and evidence their answers/responses using a range of techniques • Understand the conventions of being successful in a reading test and how to use these to their own advantage • Reflect on their responses, identify their strengths and areas for improvement and make corrections and amendments
AfL focus	<i>Revisit, reteach, embed & secure the learning that has been identified in the week's teaching and the test outcomes, in order to address misconceptions and errors promptly</i>

Year 5 & 6:



Reading at Airedale Infant & Junior Academy

Session foci	Links to N/C	Intended outcomes
Fluency Introduce it. Predict. Justify. Read it and re-read	Listening & discussing a wide range of fiction, non-fiction, poetry, plays, reference books & text books; read books structured in different ways; read for purpose; recommend books they have read with reasons; make comparisons with other texts; discuss books, building on own ideas and courteously challenging the views of others; predicting what might happen with supporting ideas and evidence	<i>At this stage, pupils still struggling to decode need focused exploration of the barriers to reading fluently. It is imperative that children leave KS2 being able to read.</i> <i>Teaching comprehension continues to be a focus along with developing new vocabulary. The focus should now include teaching children how to infer and to understand the nuances of language and vocabulary.</i>
Fluency Read it and re-read. Genre features.	Increase familiarity of myths, legends, traditional stories, modern and heritage fiction and books from other cultures and traditions; identify & discuss a range of themes and conventions; learn poetry by heart; perform plays and poems with intonation, tone & appropriate volume for an audience	<i>Children need to be exposed to a wide range of genres and their love of reading encouraged with supporting opinions, personal thoughts, justifications and recommendations.</i> By the end of UKS2, pupils will: • Read fluently with independence, appropriate tone, expression and intonation to support meaning • Be able to read silently and use context to support the meaning of new vocabulary • Retrieve information from a range of texts – including non-fiction – and across a range of subject areas • Recognise themes in what they read and recall texts with similar or opposing theme • Discuss their own, and others' viewpoints and consider different accounts of the same event • Compare characters & settings in a text and across a range of texts stating similarities and differences • Identify the conventions and features of different text types and genres and recall examples of these • Know technical terms for the features that they read (eg metaphor, style, analogy) and be able to discuss why such features are used and the effects on the reader
Vocabulary	Apply knowledge of morphology & etymology; exploring the meaning of words in context; discuss how language contributes to meaning; consider and discuss the authors use of figurative language and the impact on the reader	
Vocabulary		
Comprehension	Checking & discussing for understanding; asking questions to improve understanding; distinguish between facts and opinions; retrieve, record and present information from a non-fiction text; provide justifications for their views; explain and discuss understanding through presentations & debates using notes and maintaining focus on key/main ideas	
Inference & nuances of language and vocabulary	Drawing inferences; inferring characters' feelings, thoughts and motives for actions; justifying inference with evidence; predicting what might happen from details stated or implied	

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Inference & nuances of language and vocabulary		• Be able to use reference books competently using contents and indexes, along with other features, to help them locate information • Discuss and explain their thoughts ideas and opinions with supporting evidence where appropriate and with developing rationales • Develop an understanding of the role of the author and the effects, styles and conventions used to create desired effects on the reader
Summarising	Summarising main ideas from more than one paragraph; identifying key details that support main ideas; identify how language, structure and presentation contribute to meaning;	
Assessment	By the end of UKS2, pupils will: • Confidently complete a timed reading assessment test • Use the text to support and evidence their answers/responses using a range of techniques • Understand the conventions of being successful in a reading test and how to use these to their own advantage • Reflect on their responses, identify their strengths and areas for improvement and make corrections and amendments	
AFL focus	<i>Revisit, reteach, embed & secure the learning that has been identified in the week’s teaching and the test outcomes, in order to address misconceptions and errors promptly</i>	
What interventions are in place?		
Intervention doc- RWI to bridging to reading cycles.		
Fluency intervention Y4-6		

Reading at Airedale Infant & Junior Academy

At Airedale Infant and Junior Academy, teaching every pupil to read is our priority.

Pupils access a range of interventions across school dependent upon their area of need. The following 'Reading Pathway' is used as an assessment tool to ensure all pupils are placed within the correct intervention to support their reading journey.

Reading pathway

Area of need	Pupil cannot decode sounds to blend	Set 1, 2 or 3 Sound gaps	Speed of word reading	Comprehension	Bespoke Reading Cycles	Reading Cycles
Support	RWI 1:1 tutoring part 2	RWI 1:1 tutoring Part 1- Set 1 Part 4- Set 1 SF Part 5- 1.6 and 1.7 words Part 6- Set 2 & 3 QR codes with sound gaps sent home to parents	RWI Speeding Up Word Reading intv Target reader in class	Read and re-read Echo reading Choral Reading Bespoke comp. practise answering a range of questions to an appropriate text.	Tailored reading cycle to suit needs of pupils using appropriate reading skills Use of tailored texts/questions to	n/a
Assessment	Within daily 1:1 intervention 2 formal weekly assessment	Ongoing tutoring log using daily assessments Half termly ass. And regrouping in RWI	Half termly ass. and regrouping in RWI	Half termly RWI ass. Half termly KS1 SATs assessments	WPM assess /YARC Half termly KS1 SATs assessments	Ongoing half termly KS1/2 assessments YARC WPM assessment

What books do pupils take home?

All children are given books that directly link to their phonetic knowledge or reading age. We encourage all children and parents to read three times per week at home and for parents to log their practise within their reading records.

Within a child's reading record, adults record the date, the title of the book and the page numbers completed, the date and the adults' initials. All adults encourage the children to decipher unknown text for themselves – using the strategies taught in class and in particular those skills and strategies taught in their Read Write Inc. or reading

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sessions. Children are then questioned about the text linked to the whole school question stem strategy to decipher what that they have read in order to check for levels of comprehension. A positive comment and next step is then made by the adult in the reading record.

Children are given rewards and incentives to practice reading at home through our 'Reading Champions' initiative across school.

Children are encouraged to change their books when they can fluently and accurately read the text and answer a range of questions to check their understanding.

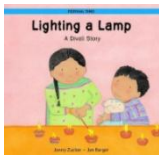
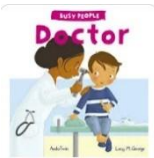
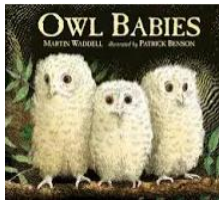
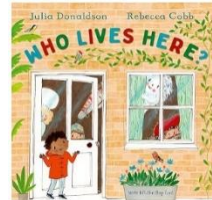
Pupils are taught the necessary skills to read which are progressive to set pupils up to become fluent and accurate readers, this begins from the very first day in EYFS.

When pupils have reached a rate of 70-80 words per minute and finished the phonics programme, they are then assessed using YARC and placed within a Reading Cycle group. All classes continue to teach reading everyday through a range of activities which support pupils to develop a range of skills. Pupils who access Reading Cycles then take books home to read and practise their fluency, linking to their reading rate and ability.

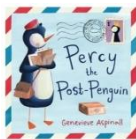
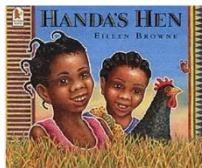
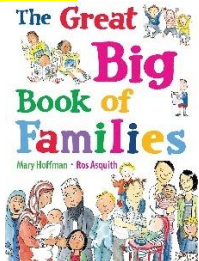
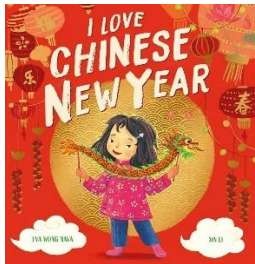
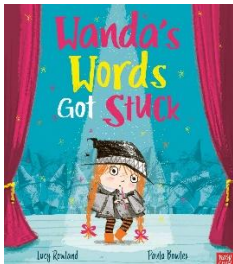
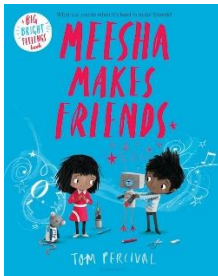
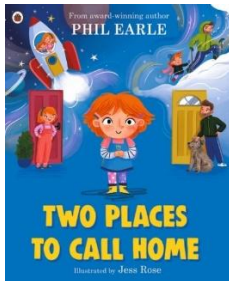
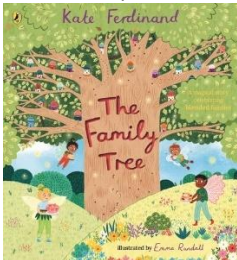
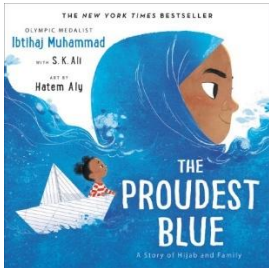
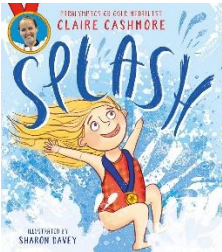
What does reading for pleasure look like across school?

Across school we have carefully planned and sequenced texts to ensure pupils are given opportunities to read and explore a range of authors, texts, genres and stories from across the world. We place a high importance upon daily reading to our children. All classes across school have a dedicated class reading session from 3-3.15pm where class teachers read to pupils to using a range of texts to engage, hook and motivate pupils to want to become lifelong readers.

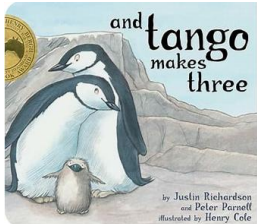
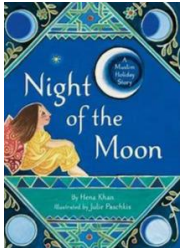
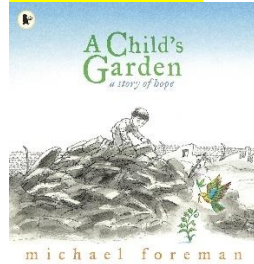
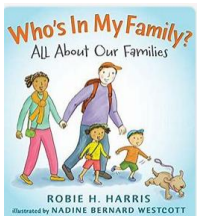
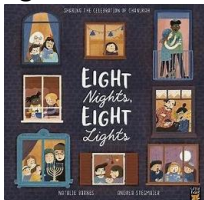
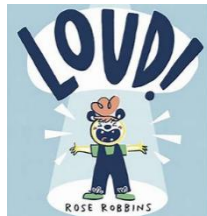
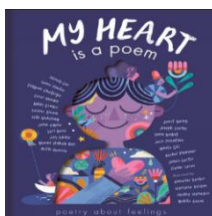
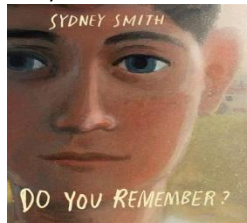
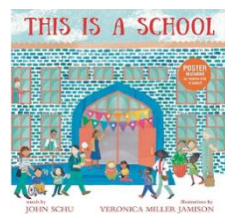
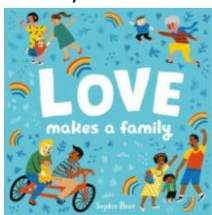
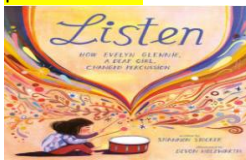
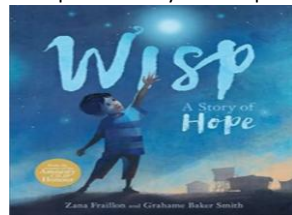
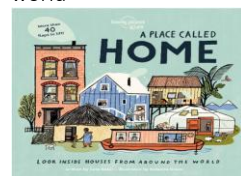
We believe it is important for all children see themselves in stories and that all children from across the world are seen through a 'windows' and 'mirrors' approach to help children become empathetic and reflective. Themes on our lists include a focus text for the half term using high-quality picture books.

Windows & Mirrors Spotlight	Autumn 1 Families	Autumn 2 Other Cultures	Spring 1 Disabilities	Spring 2 Feelings	Summer 1 Moving Home or Countries	Summer 2 Communities
Nursery	I love my Mummy I love my Daddy 	Lighting a lamp 	Doctor 	Owl Babies 	Who lives here? 	The day the crayons quit. 

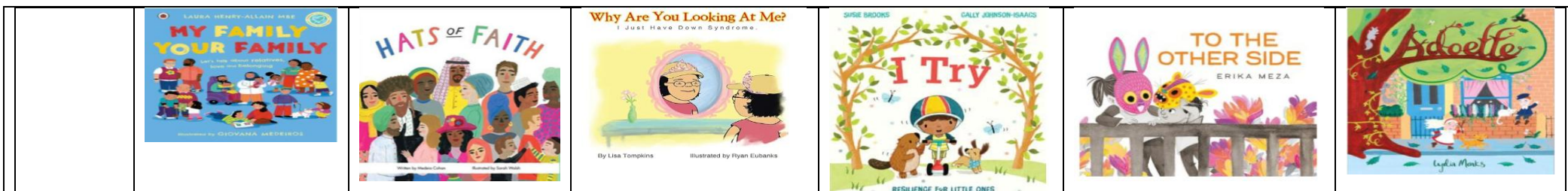
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Reception	My big Family 	Diwali 	Percy the post penguin 	Here we are 	The street beneath my feet 	Handa's Hen 
Year 1	The Big Book About Families 	I love Chinese New Year 	Wanda's Words got Stuck 	Meesha Makes Friends 	2 Places to call home 	Thank You Omu! 
Year 2	The Family Tree 	Proudest Blue 	Splash 	The Invisible String 	Everything Changes 	Our Tower 

Reading at Airedale Infant & Junior Academy

Year 3	And Tango makes three. 	Night of the moon 	Leo and the Octopus 	When the cucumber lost his cool. 	A Child's Garden – a story of hope 	The blue umbrella 
Year 4	Who's in my Family – All about Families. 	Eight nights Eight lights. 	Loud 	My heart is a poem. 	Do you Remember? 	This is a school 
Year 5	Love makes a family 	Coming to England 	Listen: How Evelyn, a deaf girl, changed percussion 	Tilda tries again 	Wisp: A story of hope 	A place called home: Look inside houses around the world 
Year 6	My family, your family	Hats of faith	Why are you looking at me? I just have down syndrome	I try	To the other side	Adoette

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In Airedale Infants, we try to link Authors and books to their half termly topic, where possible. This helps them to read a range of fiction, non-fiction and poetry texts whilst drawing on links from their curriculum knowledge.

Amazing Authors	Autumn Term		Spring Term		Summer Term	
Nursery	<u>I Can Sing a Rainbow</u> Julia Donaldson	Let's Celebrate Lucy Cousins	<u>People Who Help Us</u> Jean and Gareth Adamson	<u>Down on the Farm</u> Martin Waddell	<u>Let's Talk About Feelings</u> Anna Llenas	<u>All Around the World</u> Eileen Browne
Reception	<u>Once Upon a Time</u> Maria Alperin	<u>Let's Celebrate</u> Nick Butterworth	<u>People Who Help Us</u> Amanda Askew	<u>Mad About Minibeasts</u> Eric Carle	<u>Zoom to the Moon</u> Oliver Jeffers	<u>Oh We Do Like to Be Beside the Seaside</u> Julia Donaldson
Year 1	<u>Ourselves</u> Janet & Allan Ahlberg	<u>Local Explorers</u> Quentin Blake	<u>Totally Terrific Toys</u> Mini Grey	<u>All Creatures Great & Small</u> Kes Gray	<u>The Great Outdoors</u> Benji Davies	<u>We Are British</u> James Mayhew
Year 2	<u>Fabulous Flying Machines</u> Michael Bond	<u>Litter Bug</u> Rachel Bright	<u>London's Burning</u> Ludwig Bemelmans	<u>Into the Wild</u> Anthony Brown	<u>Helping & Healing</u> Little People, Big Dreams Collections	<u>Life Down Under</u> Roald Dahl

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In Airedale Juniors, we have carefully selected 6 amazing authors and classes will focus upon one author each half term.

Amazing Authors	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Year 3	<u>The big dig</u> Andy Shepherd	<u>As cold as ice</u> Jill Murphy	<u>The Fintstones</u> Sam Copeland	<u>Our Town</u> Dick King Smith	<u>Strike while the iron is hot</u> Conrad Burdekin (local poetry author)	<u>Let's get ready to rumble</u> Peter Brown
Year 4	<u>Awesome Egyptians</u> Cressida Cowell	<u>Batteries not included</u> Tom Fletcher	<u>Greece is the word</u> Onjali Q Rauf	<u>Vampires and voyages</u> Terry Pratchett	<u>Organising organisms</u> Nigel Hinton	<u>Eurovision</u> Jess Butterworth
Year 5	<u>Romans</u> Caroline Lawrence	<u>Trail Blazers</u> Alex Bell	<u>One small step</u> Frank Cottrell-Boyce	<u>Go with the flow</u> Gill Lewis	<u>Anglo Saxons and Vikings</u> Micheal Morpurgo	<u>Rainforests</u> Katherine Rundell
Year 6	<u>Victorians</u> Berlie Doherty	<u>This is the way</u> Roald dahl	<u>World war two</u> Emma Carroll	<u>African adventure</u> Louis Sachar	<u>Mayans</u> Maz Evans	<u>Plastic pollution</u> Edith Blyton

Following extensive research, we have invested into purchasing 50 recommended reads for all year groups. Pupils and their classes are set the challenge to read as many of these as they can throughout the academic year either through home time reading or Book Club choices.

In Airedale Infants, one child per class is chosen to take home their reading mascot to read a text of their choice with their families for bedtime. Pupils then create a book review and send this into school. In Airedale Juniors are encouraged to visit our school Library to explore these and loan to read at home.

All 50 recommended reads are also shared with parents to encourage them to take part in the challenge at home!

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What does reading look like across the curriculum?

Books are chosen that link and support our half termly topics. These texts are displayed in our classrooms and accessed by the children within lessons.