



READING

POLICY

1. AIMS AND APPROACHES

We want to improve the life chances of children by ensuring that every child has access to quality experiences of literacy and that all teachers have the knowledge and resources to support children become confident, happy and enthusiastic readers, with all the benefits this brings. To support our readers on their journey, we strategically teach the essential reading components – a love of reading, phonemic awareness, phonics, fluency, vocabulary, comprehension and reading stamina. Below are our key strategies and approaches.

2. PHONICS

We begin to develop children's phonological awareness from the moment that they arrive at school, whether that be in Nursery or Reception. We believe phonics should be taught within a reading rich environment, and our teachers receive specific training from the Centre for Literacy in Primary Education to support this approach. Phonics is taught discretely, following the progression set out in Letters and Sounds; however, it is also thoroughly integrated into English lessons (using the Power of Reading approach) and in early guided reading sessions (which begin in Reception, using the Bug Club books to support children in making the connection between phonics and reading). Phase One of the programme concentrates on activities to promote speaking and listening skills, phonological awareness and oral blending and segmenting. Phases Two to Six focus on high quality phonic work to ensure that by the end of Key Stage One, children develop fluent word reading skills and have good foundations in spelling. We are consistently successful in supporting children to pass the Key Stage One Phonics assessment.

3. GUIDED READING

Right from Nursery, children are encouraged to participate in "book talk", which prepares them to begin guided reading in Reception. Children start by expressing simple likes and dislikes, making simple predictions, asking and answering questions and retelling familiar stories. When children are ready, they move to a more structured approach to guided reading. Guided reading is carried out in small groups on a daily basis, with a focus on high quality texts that are chosen to support children make progress, either in their phonics or in their comprehension. Through guided reading, children are supported to access texts at just the right

level, which challenge them to reach just above where they are currently. Within guided reading, teachers (and later on, pupils) will lead discussion designed to support children in formulating their ideas and written answers. Teachers are trained to use a Reciprocal Reading approach (a discussion based approach that requires children predict, summarise, question and clarify) to support children with their developing comprehension as they progress through the school. A whole school guided reading map sets out a clear progression for children as their reading skills develop.

4. READING FOR PLEASURE AND INFORMAL BOOK "GOSSIP"

Reading for pleasure is a key predictor of academic success. The central motivator for more reluctant readers is informal book gossip. Children love to read what their friends, and respected adults, are reading and sharing. We promote this in class, and in our environment, and we also use a "Tell Me" approach to help children share their thoughts about books in a more informal way. This approach is explained our guide to supporting children at home. Teachers in every class read to children every day, both as part of English lessons and across the wider school day. These read-alouds promote reading for pleasure, and are also utilised to support comprehension and provide additional vocabulary teaching opportunities. Additionally, we run half termly book clubs for parents and children in each year group, using high quality children's texts to promote reading for pleasure.

5. TEACHING AND LEARNING

Teachers utilise their thorough understanding of the teaching of reading to ensure that children develop the essential skills of reading. We believe that text engagement and comprehension should be developed in tandem with a thorough understanding of phonics and the process of decoding text. At each phase of children's development, teachers use our Whole School Map of Reading to support children in taking the next step. Our Essential Elements of Guided Reading sets out the structure and flow of every session, at every developmental phase. Teachers' planning clearly sets out the learning focus for each session.

6. ASSESSMENT FOR LEARNING

We carry out regular formative and summative assessments of children's decoding, reading fluency and of their comprehension. Our teachers are trained to be highly responsive to assessment, and to plan guided reading activities based on

assessment evidence. Children are assessed against national standards at the end of Key Stage One and Key Stage Two.

7. READERS AT RISK OF FALLING BEHIND

Reading sits at the heart of our curriculum, and our aim is to ensure that every child becomes a confident and successful reader. When a child is identified as being at risk of falling behind, intervention is swift and effective. We have a designated expert teacher of reading, who works with a small team of specialist support staff. Our reading teacher monitors the progress of every child across the school. Once a concern is raised, a child will be assessed using the Nelson PM Benchmarking system, which is diagnostic in nature. Our reading teacher will decide on an appropriate intervention (e.g. small group support or one: one support) as well as specific targets for that child and work with class teachers and parents to provide as much support as possible. We use the Bug Club scheme, as well as levelled home lending books to support each identified child to make rapid and measurable progress.