

Reading Policy

Principles:

All children are literate. The ultimate goal of reading is comprehension.

Aims: All children

- a) are able to read independently
- b) are developing understanding of what has been read
- c) are engaged and motivated to read

Practice:

Effective teaching of reading must:

- consistently promote the goal of comprehension
- teach reading in meaningful contexts using high quality texts (fiction, non-fiction, ICT sources)
- promote a range of strategies for decoding (*sight recognition, contextual cues, relationship between picture and text, grammatical cues as well as use of phonics*)
- systematically teach synthetic phonics and high frequency words
- teach the skills of segmenting and blending

Children will:

- have access to high quality and range of texts (*in classroom, guided reading, whole class lessons*)
- be assessed in all areas of reading competence (decoding and comprehension)
- read with an adult at least weekly
- understand how to improve their reading and know their reading targets
- share their opinions about texts in a range of ways
- complete reading homework tasks
- have at least one reading session per week to read independently books of own choice
- in Y2-Y6 complete a comprehension activity at least fortnightly

Teachers will:

- promote enjoyment and progress in reading through matching reading tasks to children's abilities and interests
- teach a range of strategies – *use of phonics and Tom talk, recognition of sight words, word shape, grammatical cues, picture cues, contextual cues to develop comprehension etc*
- ensure all pupils have access to high quality texts in all curriculum areas, in English lessons, independent reading and guided reading
- set up a well organised inviting book area within the classroom
- read with every child every week either individually or in guided reading session (focus on teaching reading not hearing reading)
- assess and record progress knowledge of letters and sounds and high frequency words at least half termly until children decoding efficiently
- assess and record pupil reading at least half termly (using year group objectives/DM/ELGs)
- Set half termly individual reading targets
- Share targets in reading record book and assessment sheets
- Set reading homework tasks
- write a comment in reading record at least fortnightly
- encourage parental involvement in contributing to reading records and clarify expectations at start of year
- read range of texts to the class during reading enrichment sessions which are at a higher level than the children can access independently (at least twice a week Y1-6; daily in EY)
- Review the organisation and make up of reading groups at least half termly

Other adults working in class will: follow reading policy and guidance

Additional guidance:

- phonics programme and resources including use of Tom
- guided reading assessment and record sheets
- Individual Reading records
- Reading volunteers additionally trained to support in class
- Reading training for all new staff
- All mobile pupils assessed on entry