



Yes we can

READING POLICY

Summer 2015

Reading

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating children to read and instilling in children a love of literature.

The teaching of reading

- The teaching of early reading skills begins in the Nursery. A wide selection of early reading books are banded into the PM Benchmark 'colour steps' and children progress through these, hopefully 'off the scheme' by the age of 8 (Year 3)
- Children are taught during shared and guided group sessions using structured and guided reading texts in ability groups
- Teachers and teaching assistants also read on an individual basis with children: how often is based on assessment of progress
- Teachers and teaching assistants assess children's progression in reading
- Phonics is taught systematically from the Nursery following Letters and Sounds 'phased' programme. Children have regular short whole class sessions until the end of Year 2, learning sounds, actions and letters, games and activities to support sounding out, segmenting and blending for reading and writing

Developing a love of reading

- We do a vast amount of reading across the curriculum: topic books, news articles, novels etc.
- We do storytelling and re-enacting stories: we have a core of favourite storytellers who visit regularly
- We have vibrant inviting book corners in each classroom
- Storybooks are at the heart of every topic/theme
- All class teachers are expected to read a class novel at the end of every day. Much thought goes into the selection of texts
- Lots of talk and discussion about reading in a variety of contexts, both formal and informal
- We have an annual school Book Fair

Children are expected to read every night at home, writing in their reading diaries to keep a record of what they are reading. This is monitored very systematically by support staff.

We do this by:

- Hearing children read is a key priority. This is done at least once a week using a reading scheme book or a chapter book
- Group reading and Guided Reading will be well-structured
- **Reading aloud:** the teacher or children read a book aloud. This is often done by the teacher at the end of the day
- **Shared reading:** The teacher and the class read the book aloud as a group
- **Phonic teaching:** The teacher teaches a daily phonics lesson for twenty minutes each day. These sessions are based on the Government publication letters and sound
- **Reading across the curriculum:** Daily foundation subjects such as History and Science expose the children to wide range of book genres
- Pupils will be encouraged to treat books with respect
- **Guided reading:**
 - The teacher reads and discusses a book with a group of children
 - Teachers will complete Guided Reading sheets whilst listening to pupils read
 - Children will read a variety of different genres

Books in classrooms:

- books are to be displayed attractively in classrooms
- All books are to be placed in book corners and categorised by genre
- Book corners will be the focal points of classrooms. They should look attractive and be kept tidy
- Pupils will be allowed to take home all books apart from the more valuable books that should be kept in the class
- Book registers will be introduced so that pupils must sign-out books and take responsibility for them