



**Leader /Monitor: Subject Leader
Committee**

Governor Link: Curriculum & Staffing

As reading is a complex skill with many components, Cheswardine Primary School has adopted a comprehensive and consistent approach to the teaching of these skills throughout the school. We believe that reading is a valuable and rewarding experience and that the importance of laying a firm foundation in this crucial area will allow children to access all areas of the curriculum successfully. We believe that success in reading opens doors to a world of knowledge.

1 Aims

1.1

- To develop a love of books and reading.
- To develop decoding skills through segmenting and blending as a primary approach to reading.
- To develop further strategies and skills: fluency, accuracy, understanding and response to different texts.
- To read and enjoy a variety of genres of texts from a variety of sources: library, class book corners, ICT.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.
- To recognise and encourage the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.
- To develop comprehension of a variety of fiction and non-fiction texts.

2 Guidelines

2.1 There is a whole school approach to the teaching of reading, decoding being the prime approach. A wide range of reading strategies will be taught throughout

all classes that reflect the requirements of the National Curriculum and EYFS Development Matters programme.

3 The Teaching of Phonics

3.1 EYFS and Year 1 and Year 2 will be taught phonic skills through the use of the Letters and Sounds programme.

3.2 When they enter the class Reception children begin the Letters and Sounds programme on phase 2. Some SEN children may be identified as requiring further work on phase 1.

3.3 This is taught at a rapid pace: children are introduced to 1 phoneme per day, with a small range of tricky words and High Frequency words taught alongside. The teaching of this is multi-sensory and active using the wider school environment such as the Early Years outdoor area to ensure purposeful learning is taking place.

3.4 Children are continually assessed during and at the end of this period and if secure move onto phase 3, 4, 5 and 6 as appropriate. Intervention activities will be in place for those children who are not secure with the sounds to target any gaps in phonic knowledge so far. Children will continue to follow the programme into Year 1. This will be a focused, daily session. In Year 1 the teaching and learning will focus on building on the skills learnt in the Early Years Foundation Stage generally moving onto and through phase 5 as appropriate. Again, formative assessment is continual and will help target any gaps in phonic knowledge. This will be addressed in class through intervention programmes and supported individual or group work.

3.5 In Years 2 and 3, some children will continue to have Letter and Sounds input so they can develop their understanding the written word, using decoding of the various sounds.

3.6 All children working within phase 1-5 of the Letters and Sounds programme will use phonically decodable books appropriate to their phonic stage of learning as their school/home reading books. These children can select a 'stage banded' book alongside their phonics book to read for pleasure at school and at home. Focus for reading sessions at school will be on the phonetically decodable book.

3.7 Once children are secure phase 5 readers they can select 'banded' books for independent reading appropriate to their ability stage.

4 Reading Activities

4.1 Throughout the school, all classes will be involved in focused guided reading activities every day, appropriate to each class. Every day, the children will experience a range of the activities around texts that challenge and stretch pupils, at an appropriate level, in order to build their comprehension and understanding of texts and foster a love of reading.

5. The Reading Environment

5.1 Every class will have access to a reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race.

5.2 Individual reading books will be banded in either phonic phases, for phonic phase 1-5 readers or book band stages for phonics phase 6 readers.

5.3 ICT in the classroom through laptops, iPads and interactive whiteboards will be available for children on request.

5.4 A respect for books will be fostered and modelled by all staff.

6. Teaching and Learning of Reading

As reading is at the core of accessing all areas of the curriculum it is essential that at Cheswardine there is focused and dedicated time given to the teaching of the mechanics of reading.

The teaching of reading will include:

The teaching of phonic awareness, with decoding as the prime approach,

Questioning about character/ story/ events/ structure/ plot,

Awareness of layout / features,

Awareness of punctuation,

Inferential understanding of a character's motivations and feelings,

Prediction of the story,

Awareness of the reading and spelling of common exception words/ tricky words,

Deduce meaning from context, syntax and previous experience,

Scanning text for information and to support comprehension,

Discussing the effectiveness of chosen language,

Encouraging talk and discussion in groups,

Encouraging clear speaking and expression when reading texts aloud.

Decodable reading books from a variety of reading series are used including:
Oxford Reading Tree
Bug Club
Project X
Talisman Series
Alba Series
Dandelion Readers

7. Monitoring and Assessment

7.1 Class teachers/ TAs will be responsible for monitoring that children have/ are independently selecting reading books appropriate to their phonic phase.

7.2 Class teachers /TAs will be responsible for monitoring that children have/are independently selecting a range of genres of text to read and children can keep track of this with their reading targets at the back of their Guided Reading book.

7.3 All children will have a reading diary where a record of reading can be noted by school staff and voluntary parent helpers. Parents are invited and encouraged to add their own records of any home reading. Each class has a scheme to reward those who read at home regularly.

7.4 Children working within phase 1-5 of the letters and sounds programme will have phonics assessment once they reach the end of a phonic phase. Phonic assessment will inform intervention needs. Those children working at a slower rate will be assessed periodically to track progression throughout a phonic phase.

7.5 Assessment for learning is continual throughout all curriculum areas whereby adults and pupils will support children and each other to phonically decode new and unfamiliar words and then further discuss its meaning and relevance to the text where necessary.

7.6 Children in Reception are assessed against criteria in the Development Matters programme towards their Early Learning Goals. Children in Year 1 take the national phonics screening test and resit this in year 2 if necessary. Children undertake the national tests at the end of Year 2 and Year 6, and the optional national tests at the end of Years 3, 4 and 5. All children are tested on the YARK reading test to produce a standardised reading age score to underpin teacher assessment.

7.7 Teachers will use scores from national tests as well as using assessment grids tied to the expectations for each child's year to produce termly assessment achievements. End of term scores are formally tracked to show progress.

7.8 Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

7.9 Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

This review March 2017

Next review March 2019