

Condover CE Primary School Reading Policy

Non-negotiables

- Formal and informal assessments are carried out and parents are informed of reading ages once a term.
- Phonics and spelling strategies to be taught throughout both Key Stages and early years
- Children are taught to read by phonetically decoding
- All teaching staff will ensure correct enunciation of sounds is used by pupils and staff
- Children are taught letter sound alongside correct letter formation including holding a pencil comfortably and correctly
- Decodable reading books are closely matched to pupils phonic knowledge and current phase where necessary
- Leadership and management will hold teachers to account for the progress that pupils make in reading and set challenging targets
- Reading diaries will be used daily by pupils and parents. These will be used to communicate examples of the range of texts, the strategies used and frequency of reading. Staff will monitor these daily and where it is not occurring, intervention will be take place.
- Group reading, including at least one guided group, will take place daily
- Children will increasingly use independent reading strategies when reading a range of texts of different genres in a quiet, purposeful environment.
- Teachers will develop pupils wider reading in all subjects to support their acquisition and knowledge
- Immediate intervention to be given to children who are not making progress based on teachers assessment for learning during lessons as well as following the schools assessment cycle.
- Children are read to by the class teacher daily with access to the text, this might be through the use of Big-Books, Class readers, e-books or Fiction Express.
- All pupils will read books from their colour bands as appropriate to their reading level.

Teaching and learning, Curriculum 2014

Medium and short term planning reflect the importance of reading in all areas of the curriculum. Dedicated time is provided daily for the teaching of reading, as well as being taught across all subjects.

Reading sessions

All children will be reading. Teachers and Teaching Assistants will lead a Guided reading group. Other groups will be completing reading based activities such as;

- Listening to stories on listening stations
- Reading and reciting poem and plays to perform
- Know a wide range of poetry by heart
- Make comparisons within and across books
- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- Read for a range of purposes
- Researching topics in other areas of the curriculum
- Follow up or pre reading for Guided reading sessions including the use of pre-prepared questions
- Guided reading texts are at the appropriate level for the current ability of the children
- Children's responses in guided sessions are recorded in the reading record folders

During guided reading sessions children will not be;

- Reading round the group
- Completing holding tasks
- Free reading with no purpose
- Completing writing/spelling/handwriting tasks

In addition to group reading

Teachers will ensure that children in danger of falling behind will read to someone every day. Such strategies include;

- Reading buddies (same and different aged buddies)
- Reading to teaching assistants
- Reading to a parent/volunteer helpers
- School library timetabled for pupils to use during break-times.

Guided Reading

Guided Reading activities should follow specific National curriculum objectives and could include:

- A shared text with a clear learning focus where discussion takes place
- Children reading a shared text individually and then discussing a question relating to the text.
- A shared text where each child has a specific role such as: a reader, a questioner, a clarifier and a summariser.
- An exercise where different texts are compared and contrasted through discussion.

Guided reading activities should not include:

- Reading round the group with no specific learning focus
- Written comprehension exercise
- Hearing individuals read within a group without a focus for the rest of the group

Assessment

Day-to-day assessment

Daily assessment is informed by 'I can' statements derived from the National Curriculum 2014. Subsequent planning is then informed using the outcome of this assessment. Children are involved in the assessment process and know their next steps.

Formal assessment

All children will be assessed using Salford reading test providing a reading age which will be reported to parents. Reception pupils will have reading progress recorded using the NFER baseline. In Key Stage 1 children will complete Half-termly phonic assessments, National Phonics screening and on-going teacher assessment. In Key Stage 2 children will complete termly Rising Stars reading assessments and ongoing teacher assessments.

All teachers keep an up to date reading folder to provide evidence of progress made and next steps.

Reading environment

All classes will;

- Provide opportunities for purposeful reading.
- Enable children to read in a quiet, comfortable environment.
- Children will have access to a range of books including books linked to their topic.
- Termly challenges to encourage reading at home and ensure children read a full range of genres.
- Displays reflect current teaching and aid independent reading. An example may include the current weeks' phonic sounds or current spelling strategies.

Engaging parents

- Early years and Key stage 1 children will have phonics targets inserted into reading diaries. Key Stage 2 children will have 'I can' statements inserted into reading journals.
- All parents will be invited to a phonics workshop in the Autumn term.

- Parent volunteers support individual readers, especially those not reading daily at home.
- Phonic activities are sent home for parents to play with their children such as; a pack of high frequency words.
- Reading age information will be reported back to parents so that they are aware of the difference they are making and feel part of the child's success.
- Reading challenges are set to include parental involvement.

Early Years

Teaching Phonics and Reading at Condover C.E. Primary School

Systematic teaching of decoding (reading) and encoding (writing) - PHONICS

Reading of class text to model skills needed to learn to read - SHARED READING

Reading sessions where a small group share a text together with the teacher or teaching assistant - GUIDED READING

Individual reading at home as often as possible is:

- * Vital to the process of learning to read and will provide the opportunity for your child to practise the skills we teach in school.
- * Shared time for you to show how important and valuable you think reading is.
- * An opportunity for you to ensure that your child is progressing.

- In Reception we encourage children to begin reading and mark-making as part of their play
- We want children to have good language processes and good word recognition processes.
- We introduce reading with a phonetic approach which is called 'Letters and Sounds'
- Structured daily phonics session in school learn the letters and sounds needed for reading and writing
- Follows a carefully planned programme

It is fast paced so good attendance is crucial

PHASES IN LETTERS AND SOUNDS

- Phase 1: Learning how to speak and listen (pre-school)
- Phase 2: Children are taught 19 phonemes and to segment and blend vc, cvc words e.g. it, dog, fun. Tricky words are taught and committed to memory. Usually lasts around 6 weeks.
- t-a-p sh-ee-p
- Phase 3: Children are taught 25 phonemes (most of which are 2 letters). Start to spell simple 2 syllable words e.g. farmer. Tricky words are taught and committed to memory. Usually lasts around 12 weeks.

- f-ar/m-er d-u-ck/l-i-ng
- Phase 4: Consolidation and practising segmenting words for spelling and blending words for reading. Usually lasts around 6 weeks.
- Phase 5: Broaden knowledge of children's spelling vocabulary. Emphasis is on longer words e.g. complete. Usually taught throughout Year 1.
- Phase 6: Accurate spellers. Usually taught throughout Year 2.

BY THE END OF THE RECEPTION YEAR

Children should be able to:

- Give the sound when shown any Phase Two and Phase Three grapheme (letter);
- Find any Phase Two and Phase Three grapheme (letter), from a display, when given the sound;
- Be able to blend and read words containing adjacent consonants e.g. sting;
- Be able to segment and spell words containing adjacent consonants e.g. tent;
- Be able to read the tricky words *some, one, said, come, do, so, were, when, have, there, out, like, little, what*;
- Be able to spell the tricky words *he, she, we, me, be, was, my, you, her, they, all, are*;
- Write each letter, usually correctly.

Further guidance and information on teaching and learning reading in the Early Years can be found on our school website - EARLY YEARS INFORMATION

Library

The school Library has a range of books fiction and nonfiction. Older pupils in the school are Librarians and run sessions for other pupils to share books, borrow books, read together and complete recommendations on a rota system. This is overseen by a member of staff.