



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 their teacher 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 a reading homework task weekly
- have at least one reading session per week to read independently books of own choice
- in Y2-Y6 complete a written comprehension at least fortnightly
- have regular opportunity to read with children from another year group

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 Fred 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 phonics 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 weekly reading homework task
- 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
- Ensure class has a paired class for reading link up with older/younger pupils

Cover supervisors will: follow reading policy and guidance, use a stamper in reading record books

Please refer to additional guidance in Year Group English Folder.