

“As unique individuals, we do our best at work and play for the love of God and others.”



KS1 Reading - One Page Policy

Non-negotiables

We are dedicated to encouraging all children to be passionate about reading. We are determined that ALL children will become highly competent readers by the end of their time with us. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

Early Reading

On entry to Reception, children will embark on a systematic synthetic phonics scheme to support their reading progression. The children will read decodable books matched to their phonics progress.

Every week, children will take home 3 reading practise books (decodable books matched to their phonics level) to practise their reading skills at home (1 of these books will be the book they have practised throughout the week as a group). In addition to the practise books, the children will choose 2 sharing books (books for pleasure to take home and share with their parents).

When appropriate, where the child's fluency and pace are sufficiently developed, the child will continue to read through the book band colour levels, before progressing to 'free readers' age appropriate books. Practise books will continue to be changed 3 times a week and the children will continue to take home 'sharing' books alongside their practise books.

Guided Reading

Throughout Reception and Year 1, guided reading will take place 3 times a week with a teacher or teaching assistant. Children will be grouped accordingly to their reading ability and phonics progression. The children will read the same book three times to focus on different skills – decoding, prosody and comprehension. At the end of each week, they will take the guided reading book home to read over the weekend. Children will progress through the decodable books to match their phonics phase.

When the children have completed the Little Wandle Letters and Sounds Revised program, guided reading will take place once a week with a teacher or teaching assistant. Children will be grouped accordingly to their reading ability. Each reading session will be based around key questions shared with the children at beginning of the session. Relevant vocabulary will also be highlighted and discussed at the start. All children will read the text independently and be encouraged to find evidence within the text as they read. The adult will go round to individuals to listen to their reading, one at a time. Discussion and evidence relating to the key questions will be shared at the end of the session. All children will be given oral feedback at the end of the session.

In KS2, ERIC (Everyone reading in class) will take place every morning. Classes will also have 4 whole class reading sessions per week that focus on the class text and different extracts from different sources. These sessions will focus on children's reading comprehension and use VIPERS questions. Reading will be taught and practised through all the areas of the curriculum.

Reading intervention

Children experiencing difficulties when they are starting to learn to read will be identified quickly and additional support will be implemented eg. Additional 'Keep up' phonics support and additional reading

Promoting a love of reading

- Reading for pleasure should be encouraged in all classes ☺ / ERIC and Teacher Led reading
- Attractive, well stocked class reading areas and Key Stage libraries.
- Reading should be incorporated into all subjects where possible.
- Reading events and challenges and parent workshops

Assessment

Summative assessment (NFER) will take place twice per year from Y1-Y6. In the summer term, Y2 and Y6 will complete SATs papers and Reception will take the PIRA assessment. These will be used to inform teacher judgements alongside formative assessment which will take the form of guided reading notes, response to shared reading and phonics progress.

Monitoring

Pupil progress tracking and feedback discussions.
Sample reading with individuals.