



Reading Subject Statement

*This document supports the school vision
Caring For Others And Courageously Striving
For Excellence*

Aims

The school aims to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Reading

Reading is taught in small group phonics lessons, whole class and 1:1 reading lessons, as part of English lessons, in learning projects and across the curriculum. Key texts are chosen to appeal to a wide range of children and from different cultures. Children progress through books matched to their knowledge of phonics and reading comprehension to support their developing skills. All classes have a class library with a range of fiction and non-fiction books from which the children can select books to read for pleasure. Each pupil has a reading record in which to maintain a record of all books read with comments.

We believe reading to children on a regular basis sets the children a good example, models good reading skills and introduces high quality writing to them. Teaching assistants, teachers, parent volunteers and paired reading provide opportunities for children to read one to one. We expect parents / carers of pupils in all classes to support their children's developing reading skills by reading with them regularly.

Learning Environment

Each class has a reading corner providing a range of fiction and non-fiction banded books suitable for the age group. Class libraries promote browsing and reading for pleasure. Reading corners are designed to encourage children to read for pleasure and include engaging displays.

Phonics

Systematic synthetic phonics is taught as the first and foremost strategy for teaching reading. This phonics strategy is embedded within a language rich environment that gives pupils the best chance of becoming confident readers.

Year R

- Daily phonics programme based on *Letters and Sounds* scheme¹.
- Children are assessed against phonics phase 2 with elements of phase 1 (oral blending and segmenting including initial sounds) within the 1st 3 weeks of starting in YR and make progress from their starting points. Summative assessment takes place every short term and they move onto phonics phase 3 and 4 completing this by the end of the summer term.

Key Stage 1

- During the autumn term, Year 1 pupils revise phonics phase 3 and begin phonics phase 4. Later in the autumn 5a begins, followed by 5b in the spring and 5c in the summer term. Year 2 pupils revise phase 5a, b, c in the autumn term and by the later part of the autumn term, begin phase 6. This is completed during the summer term. Summative assessment takes place at the end of each phonics phase.

¹ During this year (2021-22) there will be a rigorous review of teaching in learning in phonics to ensure that the phonics teaching programme used by the school meets current government guidance about best practice <https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes>

- Additional support provided for children not on track for age related expectations
- Lesson structure *revisit, teach, practise, apply*
- Lessons enhanced by a multi-sensory approach
- Pupils follow *Letters and Sounds* progression; they may take words home to practise
- Phonics-based reading scheme includes books from Songbirds Phonics, Comics for Phonics, Oxford Reading Tree, Project X

Expectations

- YR secure in phase 4 of Letters and Sounds
- Y1 secure in phase 5 of Letters and Sounds and pass phonics check
- Y2 – Y6 meet or exceed age related expectations for reading

Early Reading

Year R

- Children take part in daily 1:1 or small group book talk e.g. a picture book or a suitable worded book.
- As they start to read independently, they choose from allocated colour banded books and progress through the bands.
- They have the opportunity to borrow books of their choice from the class library

Key Stage 1

- As they start to read independently, they choose from allocated colour banded books and progress through the bands.
- They have the opportunity to borrow books of their choice from the class library
- Children in Year 1 read 1:1 with an adult at least 3 times weekly
- Children in Year 2 read 1:1 with an adult at least once weekly
- Children not meeting age related expectations read 1:1 with an adult daily

Key Stage 2

- As they start to read independently, they choose from allocated colour banded books and progress through the bands.
- They have the opportunity to borrow books of their choice from the class library
- They develop reading comprehension skills using Reading Vipers
- Children not meeting age related expectations are provided with additional support according to their needs including Dyslexia Gold

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