#

**Reading**

**Policy**

# Reading Policy Principles:

**All children are literate. The ultimate goal of reading is comprehension.**

## Aims: All children

1. **are able to read independently**
2. **are developing understanding of what has been read**
3. **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 an adult 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 reading homework tasks
* have at least one reading session per week to read independently books of own choice
* in Y2-Y6 complete a comprehension activity at least fortnightly

## 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 Tom 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 letters and sounds 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 reading homework tasks
* 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

## Other adults working in class will: follow reading policy and guidance Additional guidance:

* phonics programme and resources including use of Tom
* guided reading assessment and record sheets
* Individual Reading records
* Reading volunteers additionally trained to support in class
* Reading training for all new staff
* All mobile pupils assessed on entry