



## Reading policy

### 1. Definition

We seek to ensure that **all** children have the strategies to read for learning purposes but also to have the enthusiasm to make independent choices to read for enjoyment and relaxation.

### 2. Aspects of reading

- **Phonics** (teaching letter sounds) is taught in years FU, 1-3 for 15 minutes daily. In these sessions children are taught to spell and read a range of words through phonetically decoding skills. In year FU, 1 & 2 these phonics sessions are taught through the letters and sounds program and the Bug Club phonics scheme.
- **Shared reading** - within daily literacy lessons and cross curricular topic sessions (where possible), children have the opportunity for a teacher to teach them reading skills through modelling and demonstration.
- **Guided reading** - children in KS1 and 2 participate in 30 minute guided reading sessions daily. Children work in differentiated groups based on their learning needs. This means that every child is heard reading by the class teacher weekly (some children with specific needs are heard more regularly) by an adult. Within these sessions the guided group will work upon a specific leaning whilst the other groups carry out comprehension style activities linked to the class storytelling topic as well as independent reading and other specific reading tasks. We have volunteers from Oxford University who work with groups to support in this process. Teachers refer to the reading Assessment Foci during guided reading sessions.
- **Home school reading books.** Children are encouraged to read at home regularly. All children will be given a reading guide crib sheet which will be stuck into their homework books.
  - 1) Each week children will take home a reading book from their class book corner (in KS1 these books are banded to their ability). They will be expected to read these books each week. Books will be signed in and out by the class teaching assistant on a Thursday. Children will be encouraged to send the books to and from school in a book bag.
  - 2) In addition to this children can also read a book from their Bug-club (electronic account). The Bug-club books are also set by class teachers at the child's specific ability level.
  - 3) Parents and carers should also encourage children to make their own choices on books and visit the school or local library regularly. The school library is open twice a week after school for 1 hour.

**After any type of reading takes place with a parent/carer, the child's reading log/diary should be filled in by the parent/carer and returned to the class teacher with their child's homework on a Wednesday. Teachers will use this to keep informed of child's learning needs.**

### Frequency of reading at home

KS1 & Y3	KS2 Y4, 5 & 6
<ul style="list-style-type: none"> <li>• It is expected that children read at home 4 times a week to an adult, for at least 15 minutes each session. Parents are also encouraged to read to their children on top of these 4 sessions.</li> </ul>	<p>It is expected that children read at home at least 3 times a week for 20 minutes. Children must read to an adult in at least 1 of these sessions.</p>

- **Library** – each class has an allocated library slot. Teachers should use the library within their lessons to teach reading skills when applicable.
- **Reading Quest** – we have a specific program which targets those children who are going to gain a level 2c (below the expected 2b) at the end of year 2. This is a very specific intervention session which seeks to ensure that these children develop the skills to be a level 4 reader at the end of year 6.

**Monitoring and Evaluation**

- Teachers and TAs are regularly trained on how to deliver guided reading through staff training, demonstration sessions etc.
- Literacy coordinator will monitor a sample of reading diaries regularly and will use the Bug-club e-book tracking to monitor percentages of children reading at home.
- Teachers will be regularly trained to use shared reading and phonics within cross curricular sessions and will receive refresher training based on individual needs.
- The teaching of phonics, guided reading and shared reading will be evaluated regularly through learning walks, observations, teacher feedback and analysis of data.

Review September 2018

**Signed.....(Chair of Governors)**

**Signed.....(Headteacher)**