



Aims

- Children see themselves as readers from an early age, readily expressing their ideas and opinions about books.
- Children use a wide range of strategies for decoding texts- picture, meaning, reading to the end of a sentence, grammar, phonological and phonic cues.
- Children use their reading skills to find information quickly and efficiently in reference texts.
- Children evaluate fiction, non fiction and poems as whole texts and at sentence and word level.
- Children read aloud with appropriate expression.
- Children achieve appropriate levels in reading and make expected progress, with the majority achieving at and above national expected levels as measured by teacher assessment and end of year SAT results.
- All children have equal access to the curriculum, regardless of gender, race or disability.

To achieve these aims:

- Teachers plan daily phonics lessons for children in Class 1, using the Jolly Phonics software. This enables children to quickly learn the 42 phonemes of the English language, including alternatives, in an interesting and engaging way.*
- Teachers ensure that children cover fiction, non fiction and poetry in every term. (see attached long term curriculum maps.)*
- Teachers develop detailed learning objectives in medium term and weekly planning for each class and these are cross referenced with the National Curriculum.*
- Special events promoting reading are organised every year e.g. Storyteller visits and World Book Day.*
- Short term targets are shared with children and parents.*
- Teachers read a range of texts to children, modelling effective intonation and expression.*
- Children have a variety of reading experiences from those outlined below:*

Individual reading

- Children have daily sessions for reading their individual books; this should be a silent session by the time the children are in year 2.
- Teaching assistants read with individuals, discussing both their decoding and their comprehension, on a regular basis. This work is also done by other adult helpers who are instructed in methods by the class teacher. The reading

session and a comment are recorded in the child's reading diary.

- Children take their books home daily to read for homework with their parents who are also asked to make brief comments in the child's reading record.
- All children have access to e books through Active Learn, which they can access at home and at school.

Guided reading

- Groups of children read a text with an adult at least once a week. This session is systematically taught by the class teacher using learning objectives based on the whole text, sentence and word level work in the National Curriculum.
- During this session the rest of the class is working on individual or group tasks which may include some follow up work from the group session and may also include further reading, word activities and spelling; these tasks are differentiated and demanding.

Shared reading

- Children have opportunities to share the reading and discussing of books with another child in shared reading sessions.

Reading in English and other curriculum areas.

- Children have frequent opportunities weekly to read texts as part of their work in class. This may be as part of their work in English, science or one of the foundation subjects but should include specific literacy teaching using learning objectives based on the whole text, sentence and word level work in the National Curriculum.

Resources

- Each class has a set of guided reading resources which include a range of levelled texts in different genres.
- Class collections are supplemented by fiction and non fiction books borrowed from the Schools Library Service.
- The school library is stocked with non fiction books. Children are given the chance to borrow books from the library. Junior librarians are trained to organise and run the library.
- Story sacks are available in Class 1 for children to use in school.
- Listening centres are available in the classrooms for children to use.
- There is a range of e books available to support cross- curricular work.
- We have a range of e books to support the phonics teaching in both classes.
- We have Jolly Phonics software, which is used daily in Class 1 for the systematic teaching of phonics.

Assessment

- Teachers use ongoing formative assessment to keep an informal check on children's progress when reading with them as individuals and during guided reading.
- Reading targets are set and sent out to parents each term. Appropriate texts are used in guided reading sessions to help children meet their targets.
- Children's National Curriculum level is assessed and recorded by teachers in November and March of each year. Baseline level is assessed during the child's first half term in school.
- In class 1 there is termly tracking of high frequency words. Target words are practised daily in class. The words are also sent home to parents.
- Children in years 2 and 6 take a reading SAT test in May.
- Children in years 3,4 and 5 take an optional SAT reading test in May.
- Year 1 children do a phonics screening check.
- There is a Spelling, punctuation and grammar test in Years 1 and 6.
- The recorded assessments are checked by class teachers and by the English co-ordinator at staff meetings so that children's progress is monitored and any causes for concern highlighted.

Success criteria

- Children are enthusiastic readers of a wide range of books.
- Children understand that there are and use a range of strategies for decoding texts-picture, meaning, reading to the end of the sentence, grammar, phonological and phonic cues.
- Children are able to use their reading skills to find information quickly and efficiently in reference texts.
- Children understand and are able to evaluate fiction, non fiction and poems as whole texts and at sentence and word level.
- Children are able to read aloud with appropriate expression.
- Children achieve appropriate levels in reading and make expected progress, with the majority achieving at and above national expected levels as measured by teacher assessment and end of year SAT results.

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