



Principles:

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

Aims: All children

- a) are able to read independently
- b) are developing understanding of what has been read
- c) 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 such as Serial Mash)
- 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
- develop the key comprehension techniques of predicting, clarifying, questioning and summarising

Children will:

- have access to high quality and range of texts (*in classroom, guided reading, whole class lessons and library*)
- be assessed in all areas of reading competence each half term Y1-Y6 (decoding and comprehension)
- read with their teacher at least weekly
- understand how to improve their reading
- engage and share their opinions about texts in a range of ways
- have at least one reading session per week to read independently books of own choice
- in Y2-Y6 complete a written comprehension 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, recognition of sight words, word shape, grammatical cues, picture cues, contextual cues, predicting, questioning, clarifying and summarising to develop comprehension etc*
- use the reciprocal reading model of teaching to develop comprehension skills. Pre read session, Reciprocal Reading session, Recording session.

- 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 phonics and high frequency words at least half termly until children decoding efficiently
- assess and record pupil reading at least half termly (using Target Tracker objectives)
- 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 a range of texts to the class during reading enrichment sessions which are at a higher level than the children can access independently (see Key Texts for each year group document)
- Review the organisation and make up of reading groups at least half termly.