

ST. LAWRENCE RC PRIMARY SCHOOL READING POLICY



The following policy outlines the teaching of reading in school. Improving progress and attainment in reading was the school's main priority for the academic year 2016/17.

We are seeking to improve further by getting more children to a 'Greater Depth' level in 2017/18 by increasing challenge further.

PHONICS SCHEME

The phonics scheme that we follow in school is called 'Jolly Phonics.'

READING IN RECEPTION

In Class

- Daily phonics sessions using Jolly Phonics songs stories and actions alongside Letters and Sounds.
- Tricky Words taken from Phase 2 and 3 of Letters and Sounds practiced daily.
- A love of books and stories developed through daily story sessions.
- Guided Reading begins towards end of first half term to develop general book skills alongside the more specific phonic and sight vocabulary e.g. looking at the title; using the pictures; identifying page numbers; identifying known Tricky Words and or phonemes; pointing to the words; turning pages etc.

At home

Children take home a Reading Folder each week. Folder contains:

1. An envelope of 'Tricky Words'
2. A phoneme book (with new phonemes focused on that week stuck in)
3. A Reading Diary for parents and teachers to note successes and challenges in
4. A Reading book. This may include a book with no words to encourage storytelling language; the book used in Guided Reading; a book designed to focus on developing blending skills. As the year progresses 2 books will be sent each week.
5. A Library book. Each week child chooses a book from the class library to take home to share with their parents or family.
6. When folder is returned to school each week then Tricky words are checked and new words added (2 at a time) if child confident with original words.

READING IN KEY STAGE 1

At KS 1 we are committed to following the 5-3-1 reading programme implemented in school using a variety of reading activities detailed below.

Reading at KS 1 will involve

Phonics

- Daily phonic session with children working within their own phase, each session will be carefully planned to meet the needs of the children and involving blending, segmenting, reading and writing.
- Half Termly monitoring of children's phonic progress using the phonic screening test and then reorganising of phonic groups where necessary to ensure all children make at least expected progress.

Guided Reading

- Children will be grouped into guided reading groups based on the outcome of baseline assessments.
- Guided Reading will be planned so that each guided group will read with an adult at least once every week and this must be detailed into weekly planning.
- The KS 1 teachers will ensure that the books used in guided reading are from the NC level at which the children are currently working and that the targets for each session will be based on the next sub level to ensure progress and the session will be based on the Reciprocal Reading Approach.
- The children will be assessed every half term and the guided reading groups adjusted accordingly to ensure progress. Any children not making expected progress will be highlighted and then involved in an intervention programme.

Sight vocabulary/Flashcards

- Flashcard activities in small groups to develop a sight vocabulary for children who are below level 2.
- Daily Phonic Phase word recognition in daily phonic session using Phonics Play games e.g. Trucks.

Home School Reading Programme

- The children will all have a reading book which is at their own National Curriculum level using the book band system which we have in school.
- The children all have a reading diary which is a dialogue between parents and teachers.
- Children will read in school at least twice per week on a one to one with either the class teacher or teaching assistant. Children who we know are not reading at all at home or children who we have highlighted as not making expected progress reading daily.
- It is the responsibility of the class teacher to monitor each child's progress and ensure that the book which they are reading is at the appropriate level.

Daily Story Time

- At KS 1 there will be a designated session for story time daily where the Reciprocal Reading Approach will be used.
- Stories will come from a variety of genres and often link into the Literacy work planned for that week.

- There will be opportunities during some story times towards the end of KS1 for the children to have their own copies of texts, to follow the story and take part in reading the story.

READING IN KEY STAGE 2

At KS 2 we are committed to following the 5-3-1 reading programme implemented in school using a variety of reading activities detailed below.

READING IN KEY STAGE 2 WILL INVOLVE:

Phonics

- Daily phonic session with children working within their own phase, each session will be carefully planned to meet the needs of the children and involving reading and writing.
- The groups consist of children at Phase 5 taken by Mrs. Dowling and Phase 4 taken by Mr. Jeffrey. There are two children at Phase 6.
- Half Termly monitoring of children's phonic progress using the phonic screening test and then reorganising of phonic groups where necessary to ensure all children make at least expected progress.

Guided Reading

- Children will be grouped into guided reading groups based on the outcome of baseline assessments.
- Guided Reading will be planned so that each guided group will read with an adult at least once every week and this must be detailed into weekly planning.
- The KS2 teachers will ensure that the books used in guided reading are from the National Curriculum level at which the children are currently working and that the targets for each session will be based on the next sub level to ensure progress and the session will be based on the Reciprocal Reading Approach.
- The children will be assessed every half term and the guided reading groups adjusted accordingly to ensure progress. Any children not making expected progress will be highlighted and then involved in an intervention programme.

Intervention

- Additional regular guided reading for target groups.
- Additional regular comprehension activities for target groups.
- Promotion of reading for enjoyment as a vehicle to enhance success

Home School Reading Programme

- The children will all have a reading book which is at their own NC level using the book band system which we have in school.
- The children all have a reading diary which is a dialogue between parents and teachers.

- Children will read in school at least twice per week on a one to one with either the class teacher or teaching assistant. Children who we know are not reading at all at home or children who we have highlighted as not making expected progress reading daily.
- It is the responsibility of the class teacher to monitor each child's progress and ensure that the book which they are reading is at the appropriate level.

Daily shared reading of class novels

- At KS 2 there will be a designated session for story time daily where the Reciprocal Reading Approach will be used.
- Novels are to be read during the last 15 minutes of the day and each class should read at least one or two novels per term. The school has recently
- The children will have their own copies of the text in order to follow and join in with the reading.

Policy Renewed: December 2017

Next Renewal : December 2018