



Britannia CP School

Policy for Reading

See Phonics Policy for Read Write Inc. Phonics programme

## **Aims**

### **At Britannia we aim to:**

- Ensure progression of reading skills across the school.
- Inspire pupils to read through exciting shared experiences.
- Develop a clear understanding of the structure and language features associated with different text types.
- teach pupils to decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- teach pupils to read 'tricky' words on sight.
- teach pupils to understand what they read.
- teach pupils to read aloud with fluency and expression.
- teach pupils to spell quickly and easily by segmenting the sounds in words.
- develop a love for reading.
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### **Teaching and Learning**

- High quality texts are used to challenge, enthuse and engage children.
- There is a clear progression in the teaching of reading which includes the familiarisation of different text type, the identification of structure and language features, modelled reading, guided reading and independent reading.
- Progression of teaching reading includes giving children opportunities to work on fluency and expression within their reading.
- Use Lancashire National Curriculum Support Materials to provide wide selection of books.

### **Guided Reading**

Guided Reading sessions are whole class.

The structure is as follows although flexibility is imperative to meet the needs of the children:

Monday	The introduction of the weekly 'theme' using a video to create interest. A focus on vocabulary.
Tuesday	Paired reading. A real focus on the meaning of the text and additional work on vocabulary.
Wednesday	Comprehension questions linked to the text.
Thursday	Fluency
Friday	A short task related to the work covered during the week.

In Reception and Year 1 children follow the Read, Write Inc phonics and reading. Some children who need it will receive catch up phonics teaching in Year 2.

### **Planning**

Reception and Year 1 use RWI Phonics and Reading resources.

Key Stage 1 and 2 use The Lancashire National Curriculum Support Materials to inform weekly planning. The units provide the basis for objectives, text types and experiences that need to be provided. Teachers should use the objectives and units flexibly to plan engaging and challenging learning that provides meaningful opportunities to read and understand what they have read. The Lancashire National Curriculum Support Materials identify the Key Learning within each reading and writing unit to ensure effective progression across the primary phase resulting in challenging lessons for all children so that each child can reach their own potential.

### **Assessment**

Children are assessed in reading on a termly basis and teachers use Target Tracker to record their understanding. Termly progress meetings identify strategies addressing any concerns. On a weekly basis, teachers evaluate the progress of all children in order to challenge them further. Teachers are expected to use formative assessment strategies in all guided reading lessons in order to challenge children further.

Assessment of phonics takes place each term checking through the assessment sheets provided by Lancashire to gauge the phase of phonics each child is working at. Assessment information is then passed to subject leader and headteacher.

### **Equal opportunities and Special needs**

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children who need additional support are given this during lessons and during interventions which take place in the afternoons usually.

### **Resources**

Guided reading resources are stored in the library. Phonics resources are stored in classrooms and resource area.

### **Use of ICT**

ICT is used to support and enhance children's learning. Laptops and ipads are available to use for reading and the school has a subscription to Bug Club where children are able to read books online.

### **Home reading**

All children are provided with a home-school reading book which is changed at least weekly. The children are able to choose a book from a coloured book band. Children are challenged to read books which are at the correct difficulty so that they both enjoy their choices and are challenged too.

### **Library**

Children are given the opportunity to choose a book from the school library on a weekly basis.

Claire Nuttall

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