**Overview to approach**

At XXXX we believe that literacy and communication are key life skills. In line with the aim of the national curriculum , we try to ensure that the curriculum we teach in school is aimed at teachers nurturing and developing a “love of reading” in all our pupils so that they develop the skills and knowledge, including acquisition of a wide vocabulary that will enable them to communicate effectively and creatively through spoken and written language, so that they have the right tools they need to become lifelong learners. Our structured and detailed learning journey attached at appendix 1, lays out the texts, focus and expectations for each year group across our school. (appendix 1 - could be the DGAT long term reading journey or your own learning journey )

**How we teach Reading at XXXX**

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| **EYFS** |
| In the Early Years, we provide high quality reading experiences that are essential in supporting our children in their journey to becoming competent readers. Each classroom has its own stimulating book area, which is accessible by children, as well as a wide range of resources and opportunities to apply reading skills, for example: name cards, alphabet mats, print in the environment, signs and labels, puppets and props to re-tell and act out stories. |
| **Phonics right from the very beginning.** |
| Insert your own arrangements but….At xxxx we believe that the systematic approach to the teaching of phonics, which is generally understood as 'synthetic' phonics, offers most young children the best and most direct route to becoming skilled readers.The school uses xxxx (name of phonics materials i.e. Letters and Sounds which is a 6 phase teaching programme )to teach phonics daily right from the very beginning of their time in school. A structured plan is in place with high expectations of all. This plan can be found at Appendix 2. (appendix of plan attached i.e. DGAT phonics milestones). As the children progress through this phase they will begin to orally blend and segment words. Orally segmenting involves the children being able to identify the individual sounds that are contained in words e.g. cat is made up of c-a-t. Oral blending is the children’s ability to ‘blend’ individual sounds together to form words. E.g. s-o-ck blended to give the word sock. In Reception, this work is reinforced, and the children will then progress onto learning the link between graphemes (written letters) and phonemes (the letter sounds). The children will use this knowledge to begin to blend to read and segment to spell using graphemes taught. Children are taught each letter and sound patterns (phoneme) alongside some actions and rhymes to help them remember the sound that this pattern makes.All children will bring home books that match the sounds that they have been taught, these include books from xxxx (name of books such as Big Cat, ORT, Floppy’s phonics etc). They will have practised these at least once in school. These will be changed ( how many times a week ). Children will also bring home books to share with you that help them develop their individual love of reading. All of teaching team have had high quality training to enable them to deliver this approach. It is regularly updated. In school all children will read individually with an adult, either the class teacher, the teaching partner and where also possible one of our fantastic reading volunteers x times per week. |
| **Guided Reading in EYFS.** |
| Children in Reception also take part in ? sessions of guided reading sessions each week. These small group /whole class sessions can focus on a range of reading skills, including vocabulary development, reinforcing letter sounds and high frequency words which have been previously taught in phonics sessions as well as developing children’s understanding of the text they are sharing. For these reading sessions we use a variety of books including….. (see our long-term plan at appendix 1 ). |
| **Key words** |
| Alongside learning phonics, there are some key words (tricky words ) that we need children to read without sounding out. These are broken down over the year and are included within out phonics milestone document. These may come home as flashcards, or as a separate list each week. Initially children will learn to recognise and read these by sight, later in the term we will support the children in using these key words in their writing therefore supporting their spelling as well. These key word cards can be used as flashcards to play games at home and support children with their progress in reading and writing . The word lists your children should know at the end of the year will have been shared with parents and carers at the start of the year and are to be found on the year group/ class page of our schools’ website. (insert own arrangement ) |
| **Daily story time** |
| At XXXX we expect all our children to have a daily session with their class teacher to listen to a wide range of books, including stories and poems. We expect our children to know at least 6 books very well at the end of the year and these books are included on our long-term plan found at appendix 1 . Some of this will be through their memory, and we encourage pupils to use this when they in turn role play “telling the story” to their friends and toys. Listening to adults “tell the story” using punctuation and voice to add to the delivery will support pupil’s comprehension skills later in their learning. Hearing a range of books also supports pupil’s oral development, which will also support their vocabulary and writing development over the course of this year**.**  |
| **Reading environment and culture in school.** |
| In the Early Years, we provide high quality reading experiences both inside and outside the classroom that are essential in supporting our children in their journey to becoming successful readers. Each classroom has its own stimulating book area, which is accessible by children, as well as a wide range of resources and opportunities to apply reading skills, for example: name cards, alphabet mats, print in the environment, signs and labels, puppets and props to re-tell and act out stories.Children also have access to ( insert own arrangements, visit to school library, local library, other story tellers, book week, trips to Stroud/Cheltenham festival, paired and shared reading opportunities with other pupils, DGAT readathon ) throughout the course of the year.  |
| **Support for parents with teaching their children to read.**  |
| At the beginning of the school year, in September, parents and carers of children in Reception are invited to attend the Reception Reading Meeting. This meeting is a crucial part of a child’s reading journey. It enables the Reception staff to share important information about reading at XXXX and the role parents have in ensuring that their child’s journey is a successful one, enabling their child to be the best they can be. Later, in the autumn term parents and carers are invited to a further meeting about how we teach Phonics. This is an excellent opportunity for parents to see, first-hand, the teaching of phonics and take part in some phonics activities that children engage in whilst at school, all of which promote the development of reading. (insert own arrangements) |
| **Catch up support for pupils** |
| All children develop at different times and pace. Whilst the goal is for every child to be at the expected level at the end of the academic year there will some children for whom this is a more challenging prospect. In XXXX additional support is given to theses pupils outside of the normal teaching sequence by providing additional catch up opportunities led by the teaching team to support them with the sounds, words etc that they are finding tricky. This may be through a small group approach or through individual support where appropriate. (insert own arrangements)  |

**Key Stage 1**

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| **Key Stage 1 - Years 1 and 2** |
| In Key Stage One, we build on the outstanding foundations for reading which the children experience in our Early Years. The children’s reading journey through key stage one is carefully planned to ensure that all children are given the opportunity to make accelerated progress and become confident, independent readers who are developing a love of books. All classrooms have their own reading areas which are filled with a variety of reading material including fiction, non-fiction, poetry as well as comics and books made by the class. |
| **Phonics**  |
| Pupils continue to build on their phonic knowledge from Reception with our structured phonics plan. (Appendix 2). All children will bring home books that match the sounds that they have been taught, these include books from xxxx (name of books such as Big Cat, ORT, Floppy’s phonics etc). They will have practised these at least once in school. These will be changed ( how many times a week ). Children will also bring home books to share with you that help them develop their individual love of reading. These are sorted using the xxxx system. (insert own arrangements) At the end of Year 1 all pupils will be tested for their knowledge and acquisition of phonics. This check takes place in the second week of June. It is led by their class teacher. Pupils who do not achieve the required standard will be expected to re-sit the check in the next academic year. To support the teachers understanding of individual pupils’ knowledge and gaps, they undertake some on going assessment throughout the year to check what they know. In Year 2, teaching of phonics continues for pupils who have gaps in their knowledge in recognising identified phonemes their reading and writing. Pupils who did not achieve the screening check at the end of Year 1, will be retested at the same point in Year 2 to ensure that they have caught up with their peers. All of teaching team have had high quality training to enable them to deliver this approach. It is regularly updated. In school all children will read individually with an adult, either the class teacher, the teaching partner and where also possible one of our fantastic reading volunteers x times per week. |
| **Guided Reading in Key Stage 1** |
| Guided reading is taught using a whole class/ small group approach . (insert own arrangements ) gives the children the opportunity to consolidate, improve and challenge their reading skills. In these daily session’s pupils work on specific areas of reading such as phonic application, literal retrieval skills, vocabulary and inference skills as well as talking about what they enjoy about the text and why it makes them feel like this. They might make links with other texts that they have read. During these taught and guided reading sessions the children will read a variety of different texts including fiction and non-fiction books, poetry, leaflets and web pages. For these reading sessions we use a variety of books including….. (see our long-term plan at appendix 1 ).In Key Stage 1, pupils are tested throughout their time in school through a range of formative and summative assessments. (include own arrangements, this could include Salford Reading Tests, etc) At the end of Key Stage 1, all pupils will be tested on their understanding of chosen texts in a timed assessment as well as a teacher assessment.  |
| **Key words** |
| As in EYFS there continue to be a range of 100 key words (tricky words ) that we need pupils to read without sounding out. These are broken down over the year and are included within out phonics milestone document. These may come home as flashcards, or as a separate list each week. Initially children will learn to recognise, read and spell these by sight. (insert own arrangements )The word lists pupils should know at the end of the year will have been shared with parents and carers at the start of the year and are to be found on the year group/ class page of our schools’ website. (insert own arrangement ) |
| **Daily story time** |
| At XXXX all our children continue to have a daily session with their class teacher to listen to a wide range of books, including stories and poems. We expect our children to know at least 6 books very well at the end of the year and these books are included on our long-term plan found at appendix 1 . Listening to adults “tell the story” using punctuation and voice to add to the delivery will support pupil’s comprehension skills later in their learning. Hearing a range of books and poems also supports pupil’s oral development, which will also support their vocabulary and writing development over the course of this year**.**  |
| **Reading environment in school.** |
| All classrooms have their own stimulating reading areas which are filled with a variety of reading material including fiction, non-fiction, poetry as well as comics and books made by the class. Each classroom also has a wide range of other resources and opportunities to apply reading skills, for example: phoneme tiles and games, print in the environment, signs and labels, puppets and props to re-tell and act out stories.Pupils also have access to ( insert own arrangements, Visit to school library, local library, other story tellers, book week, trips to Stroud/Cheltenham festival, paired and shared reading opportunities with other pupils, DGAT readathon ) throughout the course of the year. |
| **Support for parents with teaching their children to read.**  |
| Insert own arrangements Parents are invited in Year 1 to have meeting with the teacher explaining how their child will be assessed at the end of year in their knowledge and applications of phonics. Insert own arrangements Parents are invited in Year 2 to attend a meeting to explain what is expected of their child during the Key Stage 1 assessments. Both sessions provide an excellent opportunity for parents to see, first-hand, how the teaching and learning in school alongside the requirement for parents support with homework on a regular basis promote the development of reading. (insert own arrangements) |
| **Catch up support for pupils** |
| AS in EYFS, whilst we recognise that the goal is for every child to be at the expected level at the end of the academic year there will some children for whom this is a more challenging prospect. In XXXX additional support is given to these pupils outside of the normal teaching sequence by providing additional catch up opportunities led by the teaching team to support them with the sounds, words etc that they are finding tricky. This may be through a small group approach or through individual support where appropriate. (insert own arrangements)  |
| **Homework** |
| At XXXX Reading is the central part of our homework expectations. We expect (insert own arrangements ) every pupil to read X times per week the phonic book that they have brought home. They will also be expected to read and share their other book which has been chosen to develop their love of reading. This is not a book that they may be able to read independently in Year 1, but in Year 2, greater independence will be expected. Parents are asked to sign their child’s book and to make a simple comment if they wish.  |

Key Stage 2

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| **Key Stage 2 - Years 3 ,4 5 and 6** |
| In Key Stage Two, we continue to build on the outstanding foundations for reading which the children experience in our earlier years though a consistent approach to the teaching of reading so that at the end of their time in XXXX school they are ready for their transition to their next stage in learning with a wide experience of a range of high quality texts. Pupils reading journey continues to be carefully planned to ensure that all are given the opportunity to make accelerated progress and become confident, independent readers developing a love of books. All classrooms have their own reading areas which are filled with a variety of reading material including fiction, non-fiction, poetry as well as comics and books made by the class. |
| **Phonics**  |
| Pupils who arrive in Year 3 or beyond with identified gaps in their phonetic knowledge will be supported in making up these gaps though bespoke and focussed teaching. (insert own arrangements could be precision monitoring, Better reading partners or small group sessions). |
| **Teaching of Reading in Key Stage 2** |
| Reading is taught daily using a whole class/ small group approach . (insert own arrangements ) gives the children the opportunity to consolidate, improve and challenge their reading skills. In these daily session’s pupils work on specific areas of reading such as exploring vocabulary in context, Infering what is meant by the author, Predicting what might happen next as well as what the authors intention was, Explaining what they think is happening and why and retrieving key information from the text to support their understanding. They will also have an opportunity to talk about what they enjoy about the text and why it makes them feel like this. They might make links with other texts that they have read. Use of approaches such as “Book Talk” helps pupils to orally understand this. Written comprehension tasks ensures that pupils have an opportunity to formally respond and demonstrate their understanding of reading. During these taught and guided reading sessions the children will read a variety of different texts including fiction and non-fiction books, poetry, leaflets and web pages. For these reading sessions we use a variety of books including….. (see our long-term plan at appendix 1 ).As in Key Stage 1, pupils are tested throughout their time in school through a range of formative and summative assessments. (include own arrangements, this could include Salford Reading Tests, etc )At the end of Key Stage 2, all pupils will be tested on their understanding of chosen texts in a timed assessment.  |
| **Key words** |
| In Key stage 2, there continue to be a range of key words (tricky words ) that we need pupils in each year group to read, understand and spell. These are shared by (insert own arrangements )The word lists pupils should know at the end of the year will have been shared with parents and carers at the start of the year and are to be found on the year group/ class page of our schools’ website. (insert own arrangement ) |
| **Daily story time** |
| At XXXX all our children continue to have a daily session with their class teacher to listen to a wide range of books, including stories and poems. These books are included on our long-term plan found at appendix 1 . Listening to adults “tell the story” using punctuation and voice to add to the delivery will support pupil’s comprehension skills later in their learning. Hearing a range of books and poems also supports pupil’s oral development, which will also support their vocabulary and writing development over the course of this year**.**  |
| **Reading environment in school.** |
| All classrooms have their own stimulating reading areas which are filled with a variety of reading material including fiction, non-fiction, poetry as well as comics and books made by the class. Each classroom also has a wide range of other resources and opportunities to apply reading skills, for example: phoneme tiles and games, print in the environment, signs and labels, puppets and props to re-tell and act out stories.Pupils also have access to ( insert own arrangements, Visit to school library, local library, other story tellers, book week, trips to Stroud/Cheltenham festival, paired and shared reading opportunities with other pupils, DGAT readathon ) throughout the course of the year. |
| **Support for parents with teaching their children to read.**  |
| Insert own arrangements Parents are invited to have meeting with their class teacher explaining what the expectations are for the teaching of reading across the academic year. Insert own arrangements Parents are invited in Year 6 to attend a meeting to explain what is expected of their child during the Key Stage 2 assessments. These sessions provide an excellent opportunity for parents to see, first-hand, how the teaching and learning in school alongside the requirement for parents support with homework on a regular basis promote the development of reading. (insert own arrangements) |
| **Catch up support for pupils** |
| AS in Key Stage 1, whilst we recognise that the goal is for every child to be at the expected level at the end of the academic year there will some children for whom this is a more challenging prospect. In XXXX additional support is given to these pupils outside of the normal teaching sequence by providing additional catch up opportunities led by the teaching team to support them with the sounds, words etc that they are finding tricky. This may be through a small group approach or through individual support where appropriate. (insert own arrangements)  |
| **Homework** |
| At XXXX Reading is the central part of our homework expectations. We expect (insert own arrangements ) every pupil to read X times per week the book that they have brought home. This will be a book that is taken from our banded system or a free book. It is still important for pupils to read with their parents and to talk about their understanding of the text they are reading, their thoughts about what might happen next, understanding about characters and choices that they are making as well as choice of vocabulary by the author and the impact that this has on them individually as a reader. Parents are asked to sign their child’s book and to make a simple comment if they wish. At XXXX, we try to ensure that pupils read widely, so that they build up a wide understanding of the different genres available to them as a reader.  |