



Summary Document of our Reading Policy

Phonics

In Foundation Stage and Year One, children take part in daily 30-minute phonics lessons. Through an approach within lessons of review, teach, practise, apply and review, children will learn all phonemes represented within the English language across both year groups with the opportunity to review the learning and consolidate sounds taught.

The Essential Letters and Sounds phonics programme covers five different phases. Initially, this has a focus on the inclusion of environmental sounds, body percussion and rhythm and rhyme. This will progress onto the introduction of initial sounds at Phase Two and Three and then develops onto the learning of digraphs and trigraphs. As children move into Year One, they will recap the phonemes learnt in Foundation Stage and then progress onto the sounds within Phase Five of the programme. From then on, the learning of all the alternative sounds and pronunciations that are part of our language are introduced and taught to children as part of their Year One reading curriculum.

As children learn how to read, they are provided with appropriately pitched books that match their current reading level. This provides further opportunities to orally blend for word reading and recognition of the grapheme phoneme correspondence. From this, reading fluency will develop and children can begin to comprehend a text in more detail.

Reading Comprehension

When children have demonstrated their understanding of learning to read through the systematic, synthetic phonics programme (ELS), they can then move on to develop their comprehension skills. At Duston Eldean, we use the teaching approach of 'Book Talk' in Year One, progressing onto Talk for Reading in Year Two and Key Stage Two learners.

The stages of developing and understanding of a text are introduced in three phases through our Talk for Reading approach. These are:

- Introduction (where the text is read several times and analysed together as a class)
- Investigation (where the 'dig deep' approach including the use of drama or a writing activity to support the relationship between the reader and the text).
- Independent (where the child demonstrates understanding independently. This may be through answering in depth questions or writing about a text).

Throughout each reading unit, the necessary reading skills are interwoven in the learning using the following key comprehension features: vocabulary, inference, prediction, explanation, retrieval and summarising. The sequence of the teaching of the key comprehension features are outlined in our Reading Comprehension Progression document.

Assessment

The policy includes a section on the assessment of reading at Duston Eldean. Assessment in our school takes many forms for reading including:

- Phonics Baseline Assessment (for children entering our Foundation Stage and for children moving into Year One).
- Half-termly Assessment (including the use of the ELS tracker, phonics screening and further diagnostic assessments to assess new starters or for children who need to continue to learn to read through a phonics programme).
- For Year Two onwards and until the end of Year Five, in order to measure our levels of understanding of a text, we use the National Foundation for Educational Research assessments and analysis tools to measure progress and attainment on a large termly basis. For Year Six, carefully selected SATs assessment materials are used, to add the final touches, in preparation for the Year Six statutory assessments in May.
- Additional assessments including the York Assessment for Reading Comprehension, fluency assessments and literacy assessments can be used for children who experience specific reading difficulties.
- Simple View of Reading grids are completed termly to identify the lower attaining readers in every class who require additional support.
- After termly assessments are completed, teachers will make accurate judgements regarding children's academic levels and these are loaded onto our school data logging system, O Track and the online N.F.E.R. results tool.

Reading Culture for Learning and Pleasure

Award winning books are carefully collated together for each year group to promote our whole school reading spine and poetry spine. These books are regularly updated accordingly as new books are released. This collection of books will include classic texts from award winning authors and collaborate with our key school threads of oracy, diversity and exploration.

To assist in developing children's engagement in their love of learning and with the support of our school Reading Ambassadors, we promote opportunities for reading in a variety of ways including parent workshops, weekly school library visits and yearly local library visits for our younger children, whole school Drop Everything and Read sessions, book clubs, author visits and daily classroom reading sessions.

We have high expectations of reading in our school. At home we expect our children to read at least four times a week and in Year Six, this increases to an hour a week. Our extensive range of fiction books in Key Stage Two classrooms promotes our strong culture for reading with our 'mini libraries' allowing children to change their reading books regularly.

Our investment in non-fiction books in our school library promotes the love of learning through reading information in our books.

Many opportunities are created across our school day for children to learn when reading. This includes the children and our classroom teachers reading aloud. Teachers work hard to promote those long-lasting memories for our children, reading books with an element of performance and enjoyment.