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**Reading Policy**

1. **Principles**

The ultimate goal of reading is comprehension.

All children should be able to read independently, and be engaged and motivated to read.

**2.0 Practice**

**Effective teaching of reading must:**

* consistently promote the goal of comprehension
* use meaningful contexts and high quality texts (fiction, non-fiction, ICT sources)
* 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

**Children will:**

* have access to range of high quality texts *(classroom, guided reading, whole class lessons)*
* be assessed in all areas of reading competence (decoding and comprehension)
* read with their teacher at least weekly
* understand how to improve their reading and know their reading targets
* share their opinions about texts in a range of ways
* complete a reading homework task weekly
* 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
* have regular opportunity to read with children from another year group

**Teachers will:**

* promote enjoyment and progress through matching reading tasks to abilities and interests
* teach a range of strategies – *use of phonics and Fred talk, recognition of sight words, word shape, grammatical cues, picture cues, contextual cues to develop comprehension etc*
* 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 year group objectives/DM/ELGs)
* Set half termly individual reading targets
* Share targets in reading record book and assessment sheets
* Set weekly reading homework task
* write a comment in reading record at least fortnightly
* encourage parental involvement (contributing to reading records; clarifying expectations)
* read range of texts to the class during reading enrichment sessions which are at a higher level than the children can access independently (at least twice a week Y1-6; daily in EY)
* Review the organisation and make up of reading groups at least half termly
* Ensure class has a paired class for reading link up with older/younger pupils

**Cover supervisors will:**

* follow reading policy and guidance
* use a stamper in reading record books

**Please refer to additional guidance in Year Group English Folder.**