

### Aspire, Perform, Succeed

#### 1. Planning

The wider curriculum, at Alexandra Primary School is 'text led', using children's literature to support and develop high quality learning and a whole school love of reading. These books are specified on the long term plans.

1.1 Shared reading opportunities are specifically planned for, in English lessons and the wider curriculum where teachers model reading and children are encouraged to read aloud therefore, developing speaking and listening skills.

1.2 Children have regular experiences of being read to aloud / or sharing a class novel (where possible linked to the genre / subject matter of the current English lesson).

#### 2. Phonic teaching

2.1 The letters and sounds phonic programme is used from Nursery to Year 2. There is a daily phonic lesson for class groups. Intervention group provide extra support for catch up and new arrivals. Interventions are also used in Key Stage 2 for those children who require the support.

2.2 From Year 3 children's phonological awareness is applied to spelling strategies to develop writing.

2.3 School expects Nursery children to become secure in phase 1 and be working on phase 2 of the phonics programme. By the end of Reception children should be secure in phase 3 and exposed to phase 4. By the end of Year 1 children should be secure at phase 5.

#### 3. The 8 reading Strategies

Children develop the skills for reading through the teaching of the '8 reading strategies'. This includes the application of phonic knowledge and skills and how the strategies are used to achieve reading for meaning.

3.1 Every child must be familiar with all 8 reading strategies and be provided with regular opportunities to apply them. The strategies must be taught in order (1 per week and then collectively *e.g. week 1= strategy 1, week 8= strategies 1-8*)

3.2 Guided and oral comprehension must take place daily (through both English and the wider curriculum). There must be regular teacher modelling of how the 8 strategies are applied to reading for meaning, for example using questioning and thinking aloud.

#### 4. Hearing children read

4.1 Every child must be heard reading by the teacher and TA at least once a week (teachers and TA to hear 3 children each per day) and this recorded in children's planners.

4.2 Extra sessions are led by a TA or an Alexandra - trained volunteer / parent for groups working below age expectations.

4.3 Children to be heard reading at home by parents, preferably daily and this to be recorded in the children's planners.

4.4 Children's planners checked and initialled / responded to weekly.

## 5. Assessment

5.1 Assessment of reading is formally recorded on Scholar Pack once a term. However, teachers record evidence of reading over the term as stated above to make informed judgements of reading at the assessment point.

## 6. Organisation of books

Year groups should have an inviting reading area, stocked with high quality books that enable children to access a range of authors and genres.

6.1 All books are banded and arranged into categories that support children's choices. Books are banded by TAs, following training from MC and BML.

6.2 Individual reading is self-selected at an appropriate level, checked by an adult (KS2) with specific reading books given at KS1 and EYFS. This is the book to be read 1:1 with the teacher and subsequently, taken home.

6.3 Frequent and regular opportunities for free choice in a book to take home (in addition to that set out in 4.2)

6.4 Bug Club texts selected by the teacher, at the correct level provided for reading at home.

6.5 Reading Plus allows children to read from a catalogue of books appropriate for their Lexile range.

6.6 Junior Book Award scheme used in Y5 and Y6 helps challenge more able readers and further promote the love of reading and reading for pleasure.

## 7. Recording of evidence

Evidence for achieving reading objectives can be collected through small group work, independent set tasks and responses to questions in shared reading sessions.

7.1 Formal written comprehension to be completed once a week and recorded in the APS book.

## 8. Interventions

8.1 One to one reading opportunities provided for children who are significantly behind.

Interventions include:

- Reading recovery at KS1,
- Word Wasp
- Lexia at KS2 for mechanical reading
- Reading Plus is used from Year 3 onwards to increase children's reading speed. Reading Plus is a web-based program designed to bridge the gap between functional literacy skills and reading for meaning.