



Toddington St. George C of E School

Reading Policy

Rationale: At Toddington St. George Church of England School we are committed to ensuring that all of our children **Let their Light Shine** (Matthew 5:15), and flourish. In order to support our children in **Lighting A Spark**. We whole-heartedly believe that reading is of vital importance to all children. We believe that it is our moral duty to ensure that all of the children in our care are taught how to read and how to understand what they have read and link it to their own lives and experiences.

We do this through teaching both word recognition and comprehension skills alongside each other.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and nonfiction.

Intent: At Toddington St George we are proud to offer the pupils a text rich learning environment where imagination and creativity can be fuelled. Through our rigorous phonics curriculum, we ensure pupils develop the skills and knowledge they need to develop as confident readers who have a love of books. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; only pupils who learn to speak, read and write fluently and confidently are able to effectively participate in wider society. By the end of Year 4 all children will be able to read fluently and with confidence in any subjects in their future education.

Aims:

English in the National Curriculum

We follow the national curriculum expectations in which the end points of the curriculum are clearly identified and believe all children will succeed as fluent, competent and keen readers. We use the Letters and Sounds phonics scheme and teach children each phase with matching decodable phonics books. Our reading scheme progresses throughout school and children are taught comprehension and fluency skills in whole class reading sessions (3 times a week in KS1 and weekly in KS2) and discreetly throughout the curriculum.

Assessment and reporting:

Assessment can take place at all appropriate stages of a phonics or reading session. We assess children against learning objectives and comment on their ability to remember these concepts. We closely monitor children's phonic and reading progression and report this to parents in end of year reports.

EYFS: There is an emphasis on phonics teaching in EYFS. The children follow letters and sounds and it is expected that the majority of children will complete phase 4 by the end of their reception year. It supports children's understanding that letters represent sounds in spoken words which will support their decoding of the printed word. 'Letters and sounds' is used as a basis for a daily phonics session. Phonics assessments are done continuously throughout the year. The children are given home reading books which match their phonic knowledge. These follow the colour bond band scheme from the school.

KS1: Teachers assess reading against the National Curriculum end of year objectives and teach reading and comprehension skills 3 times a week in whole class reading sessions. Phonics continues to be taught and assessed daily using Letters and Sounds and leads to the national phonics screening check which is reported at the end of Key Stage 1. Children select phonetically decodable books, matched to their ability, from a range of publishers and schemes that have been organised by colour book bands. Once children have completed turquoise level and have demonstrated that they are able to read a wide range of text confidentially with good comprehension, then they move to our Accelerated Reader scheme. Children then do a star assessment test termly to ensure they are reading at the correct level. All children use a reading record to share reading comments between parent/carers and school.

KS2: Children needing extra phonics support continue with this in Year 3. Reading skills are continued to be taught in whole class reading sessions which are now daily. Most children will now be following the Accelerated Reader, free reader Scheme. Children then do a star assessment test termly to ensure they are reading at the correct level. All children use a reading record to share reading comments between parent/carers and school.

Parents evenings are used to discuss reading assessments with parents and assessments are reported in the end of year reports.