



Goldsmith Primary Academy Reading Policy

Reviewed: March 2017

Next Review: March 2018

Reading Policy

Aims

- To develop enthusiastic and confident readers who can understand a wide range of texts.
- For children to read for interest, information and **enjoyment**.

This will be achieved through:

Shared Reading

In shared reading the teacher's role is to make overt what good readers do. During shared reading the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled; differentiated questioning and discussion should help children to deeper understanding of the text. In EYFS and KS1 the class teacher shares books with the class and regularly reads stories and rhymes.

Guided Reading

Guided reading should take place daily throughout KS1 and KS2.
For the Structure of a KS1 Guided Reading Session see appendix
For the Structure of the KS2 Guided Reading see appendix

Guided reading skills from Years 1 to 6 will be taught through the guided reading sessions and at the end of each half term children will be assessed using Rising Stars half termly tests. The teaching sequence of Reading skills which will be in place from September 2017 is:

Autumn 1: Fact Retrieval

Autumn 2: Inference

Spring 1: Sequencing

Spring 2: Predictions

Summer 1: Summarising and Inference

Summer 2: Authors Intent

Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience and enjoyment of a range of books and authors.

All children from Reception upwards will choose a reading book at an appropriate level to take home, together with a reading record. The books are colour coded according to level of difficulty and selecting their own choice of texts is an important part of motivating and developing independence.

Children's individual reading will be monitored by staff. Where children do not read regularly at home teachers will arrange for them to read individually at school to classroom assistants or older children.

Children will be provided with 10-20 minutes (according to their age) daily in class to read independently, for enjoyment.

All children will also be encouraged to take home a book from the school library.

Hearing Books Read Aloud

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of all age groups should find time to read aloud to their class on a daily basis.

Reading Environment

Classrooms and all school areas should provide a print rich environment. Reading displays will form a part of that environment – every class room will have a creative reading area, displaying favourite books, book reviews, author displays and collections of books on a similar theme will help to develop enthusiasm. Each class room will also display a “Word wall” whereby new vocabulary from all subject areas will be displayed and children will find out the definition of the words and display the definition next to the new vocabulary.

Extra Support

Where further support is needed programmes such as Rapid Reading will be used. Consultation with the SENCO is essential to ensure children are placed on programmes appropriate to their needs.

Goldsmith Development of Phonics

Aims

To deliver high quality, systematic teaching of phonics for accelerated progression in reading and spelling.

To establish a consistent approach to phonics that ensures progression and continuity throughout the school.

Organisation and Delivery

Early Years Foundation Stage

-When children are in their final year of Nursery they will develop their phonological awareness as recommended in **Phase 1** of the Letter and Sounds document. The seven aspects of **Phase 1** begin with general sound discrimination; moving on to rhythm and rhyme, voice sounds, and finally oral blending and segmenting.

-On entry to Reception children will spend their first 2 weeks revisiting and securing Phase 1 aspects. All children will then be taught their first set of sounds; **Phase 2 + j v w x y z qu ch sh th ng**.

- When the first 5 sounds are known, children will begin to blend and segment using word games, ORT Traditional Tales (decodable) reading books and Project X Phonics (decodable) reading books. When all of these sounds are secure children will also be able to read green, purple and the first 5 pink RWInc decodable books alongside non-decodable books (Rigby Star & Oxford Reading Tree) to develop sight vocabulary. Guided Reading will follow the key principles of the RWInc program.

Key Stage 1

-Children will be taught the RWI rhymes in the letters and sounds order and all phonemes/graphemes that have the same sound will be taught together to encourage rapid reading and recognition of phonic sounds.

-Children will participate in circle word reading, blending and segmenting games and basic sentence reading.

-When secure with **Phase 5**, children will continue with a daily phonic session to revise graphemes as spelling patterns. They will also develop their knowledge of technical terms such as **root**, **prefix** and **suffix** and will become more familiar with using these for spelling. Guided reading will become more independent in this transitional stage.

Lower Key Stage 2

-Children will have phonic support as part of a reading intervention if they still need the additional support.

-Phonics will also be covered through colourful semantics in the SEN/LA ability groups.

-Guided reading will have a more formal and independent approach and all children will participate in daily spag lessons.

Home Readers

Our aim is for all children at Goldsmiths Primary Academy to read regularly, for enjoyment. With this in mind children must be able to choose their own books to take home. Book banding has made this much easier – the child will only need to be given a colour band matched to their curriculum level and they can choose any book within that band. This will allow them to read a variety of texts from different publishers.

Guidance

Pre-readers

Lilac banded books are available for children to share at home – these have no words. Children can tell the story themselves through the pictures if they are not ready for print.

Early readers

Book bands Pink, Red and Yellow

As soon as children are ready for print they can take home an appropriately banded book. Ideally at this stage children should not be changing the book too frequently as they are decoding and need repeated reading for vocabulary to be recognised on sight. (Once or twice a week)

Developing fluency

Book bands Blue, Green and Orange

Again, ideally at this stage children should not be changing the book too frequently as they need repeated reading for new vocabulary to be recognised on sight. (Once or twice a week) Decoding should be at a faster pace by now.

Independent, fluent readers

Children who are reading more independently can change books as often as they like. However, as they reach book band Lime it is expected that they will be taking home longer books with chapters.

Appendix
Phonic Development
Including spelling and handwriting

Phase 2

Set 1: s a p t

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f/ff l/l ss

Phase 3

Set 6: j v w x

Set 7: y z/zz qu

ch sh th ng

ai ee igh oa oo

ar or ur ow

oi ear air ure er

Phase 5

ay ou ie ea

oy ir ue aw

wh ph ew oe au

a-e e-e i-e o-e u-e

Phase 4

Reading and spelling CCVC (eg. slip) and CVCC (eg. tentnt) words

Phase 6

Past tense words

Suffixes: ing s ed er est ful ly y

Spelling rules will need to be taught during phase 6.



ASPIRE curriculum overview



		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	'I'	Book focus	Historical detectives	What a wonderful world	Keeping healthy, keeping safe	Enterprise	'We'
Subject focus	PSHE	Art Music Drama	History Art	Geography Science: Plants	Science: Animals including humans PE/ Maths/ DT	Maths DT Science: Materials and their properties	PSHE
PSHE theme	Change and resilience		Power	Living in the wider world Identity Diversity and equality	Health and well-being A healthy, balanced lifestyle Managing risk Rights, responsibilities and consent	Career (including enterprise and economic understanding).	Relationships Diversity and equality
ASPIRE focus							
Nursery		All about me Titch; I don't like peas	People who help us Growing and changing	Stories and celebrations			
Reception		All about	People who	Stories and			

		me Dirty Bertie, Tiger who came to tea	help us Growing and changing	celebrations			
Year 1		Fairy tales	Three generations: History of my family back to grandparents' era	Who am I? Me, my class, my school School grounds: plants	Looking after myself: keeping safe at home and school Identify and compare animals: Name basic body parts	What's it made of? Everyday materials	
How does your garden grow? : Light / seasonal changes / plants							
Year 2		George's marvellous medicine The Twits	Life in the 20th Century	Around my school:	It's good to be me! Basic needs of plants and animals	Uses of everyday materials	
Round and round the garden: Plants and habitats							
Year 3		The BFG Light Rocks	Walsall's story	Walsall and Halesowen Plants	Keeping fit Keeping healthy Animals: Food and nutrition Skeletons	Forces and Magnets	
Year 4		Charlotte's Web Sound	British history From Stone Age to 1066	Me in my world: European study Living things: classification	Keeping healthy Digestive system and teeth States of matter	Electricity	
Year 5		Charlie and the chocolate factory Forces	What the Greeks did for us! Ancient Greece	Natural disasters All living things Earth and space	Growing up.. How humans develop into old age: Puberty	Properties and changes of materials	
Year 6		Harry Potter Light	Egyptians Evolution and inheritance: fossils,	Vanishing rainforest The story of the Amazon All living things	Fit for the future Sexual health, drugs education Animals including humans: Diet Circulation reproduction	Forces and electricity	
NOTES							