

All Saints Reading Information

<u>Phonics</u> Nursey – Y1 – Jolly Phonics programme (recapped – Y2 Autumn). Early and effective intervention as required. Jolly Phonics and reading books used as intervention further up the school. Invested heavily in books to support.	<u>Early Reading – School Priority</u> Daily phonics. 1:1 and guided reading sessions match the sounds that are being taught. Stories and rhymes shared daily. Early and effective intervention. Books sent home allow children to practise the sounds currently taught.	<u>Fluency</u> All children given regular opportunities to read (1:1, group, whole class). Ensure the books match the sounds being taught/pupil's ability. Use repetitive books. Revisit books. Early and effective intervention as required.
<u>Books Read in Class</u> Children read to every day. Quality texts. Progression – The Write Stuff, Power of Reading or LEA Units. Texts that link into other areas of the curriculum including non-fiction + poetry. Teachers “rehearse” books to ensure effective delivery. A comfortable reading environment.	<u>Group and 1:1 Reading</u> All children receive weekly group reading sessions. Additional sessions to meet specific needs. 1:1 reading for those that require it. Books used: Jolly Phonics (Nursery-Y1/2) Active Learn, Big Cat or quality texts linking to the curriculum (Y2-Y6). Objectives linked to the school's progression map. Beacon Alliance Book Club – linking children with other schools.	<u>Take Home Books</u> Nursery – Y2: 2 to 4 books a week that match the sounds being taught + books to share (Phonics Bug/ORT/Big Cat). Y3 – Y6: 2 books – A banded book to consolidate reading skills (Big Cat/ORT) + a book from the class library to share. All children have access to books on Active Learn.
<u>Assessment</u> Phonics – daily/weekly + before moving to a new sound. Reading – daily/weekly within sessions. Half termly – Salford Sentence Assessment and Rising Stars Assessment. Assessments are analysed so that early + effective intervention can be put into place.	<u>Parents</u> Open door policy to discuss any aspect of a child's reading. Parents welcome in to share stories with their child's class. Workshops to discuss ways in which parents can support their child at home. “Supporting Your Child to Read” leaflets distributed to all parents at the start of each academic year. Take home books and Active Learn offer advice and support to parents.	<u>Staff</u> Access to Write Stuff, Power of Reading and LEA units to support. Regular audits as a tool to support in terms of training/resources. In school and Beacon Alliance CPD and support.

Monitoring:

To keep an ongoing understanding of how reading is taught in school the subject lead regularly holds pupil interviews, listens to children read, observes reading sessions, carries out work scrutinies, analyses data and monitors the books that are being used in each classroom.