



## Blue Sky Federation Reading Policy

### Reading across both schools

At Blue Sky Federation we aim to promote and nurture a love of reading in all our pupils. We provide all children with access to a range of different texts, genres and authors, through literacy teaching, topic teaching, library sessions, quiet reading times, shared reading and guided reading. Books, stories, poems and rhymes are regularly used as a basis for learning and children are able to explore these through a range of different activities including drama, small world play, story mapping and music.

ICT is used to support and encourage reading on a regular basis (Espresso, Nessy, Ebooks, Phonics Play, Wordshark).

Adults in school model enjoyment of reading to pupils in their school, possibly through the sharing of something they have enjoyed reading, allowing children to see them reading, whole school reading events such as World Book Day.

### Individual Readers

All children will be heard to read at least once a week by an adult in school, this may be through guided reading sessions or individual reading. Younger children in the school may have more individual reading sessions rather than guided reading sessions as this is often more appropriate to their learning needs. Reading will be monitored and recorded in class reading folders and pupil's reading records. Adults will date and comment in the folder and record each time they hear a pupil read.

At Blue Sky Federation we have a combination of Oxford Reading Tree Books and phonics based reading books. Class Teacher's assess children's reading book levels and ensure that school reading books are changed on a regular basis.

All adults hearing children read must read the class reading guidelines to ensure they are modelling good reading skills and extending pupil's learning and comprehension skills.



### Guided Reading

Class teachers will plan guided reading sessions to meet the needs of pupils in their class. A range of texts and genres should be explored during guided reading. Pupils will have opportunities to engage with vocabulary questions, questions which discuss literal meaning and inference based questions.

### Shared Reading

All pupil's should have an opportunity for shared reading (hearing an adult read out loud to them possibly focussing on one or more aspects of reading, for example, comprehension, prediction, repetitive phrases to join in with) on a daily basis. Pupils are expected to express their own opinions and observations about the texts they are sharing with an adult.

### Phonics

During pre-school –

Children are given opportunities to experience and become familiar with the single graphemes and the corresponding sounds through the continuous provision available. Children are encouraged to participate in speaking and listening activities, rhyming activities and blending and segmenting games. Practitioners use EYFS Development Matters to plan reading opportunities for individual children. During transition times opportunities are made for children to experience formal phonics sessions if and when they are ready.

During Reception and KS1 –

At EPS children follow the Letters and Sounds programme for Phonics.

Children have 4 discrete phonic sessions per week.

At NPS children follow Floppy's Phonics. Children have 4 discrete phonics sessions a week.

### Assessment and monitoring

A pupil's reading is assessed through class teacher observations, individual and group reading sessions, reading comprehension activities, termly reading age assessments and termly NFER tests.



Teacher assessments are recorded termly on Pupil Asset in order to track and monitor progress.

Additional Support

At times children may require additional support with their reading. This need maybe identified by a member of staff, or a parent or carer. The class teacher will plan appropriate support on an individual basis with support from the SENCO.

Reading support programmes

Read Write Inc One to One Phonics Tutoring

Toe by Toe

Sound Discovery

Nessy

Word Shark

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Agreed by Staff

Signed

Date

Signed

Date

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