



# Reading at High Ash



## AIMS

- To create fluent, confident readers
- For children to develop a love of reading that goes beyond the classroom
- To develop skilled readers who are able to decode and comprehend different texts
- Increase vocabulary awareness through exposure to a wide range of texts and the explicit teaching of vocabulary

## NON - NEGOTIABLES

### Planning and Organisation

*Whole school reading scheme and that pupils will stay on the scheme into KS2 until they are secure in all 75 sounds (graphemes) and are able to read a Comprehension passage at 80-90 wpm with intonation*

### EYFS and KS1

Children will be taught from a validated Systematic Synthetic Phonics teaching program.

Phonics is for children in Reception, Y1 and Y2 who are learning to read.

Phonics is also for children in KS2 who haven't met the KS1 reading expectations.

Children will be organised into small groups, determined by their ability, led by frequently trained tutors

### Year 3 & 4

Planning of weekly lessons to be completed by teachers on HA format

Lessons should be around 30 mins and include a focus on vocabulary

Fluency reading/Extended reading/Fluency reading/Extended reading/Close reading

### Year 5&6

Planning of weekly lessons to be completed by teachers on HA format

Lessons should be around 30 mins and include a focus on vocabulary

Fluency reading/Extended reading/Close reading  
/Extended reading/Close reading

### Resources

Class reader books to be available 1 between 2

Library with regularly updated texts for all ages and demographics

All Staff will have access to the RWI portal

## EXPECTATIONS

- Class reading will take place once a day, whereby teacher is modeling good practice
- A reading lesson occurs every day (according to timetable)
- All staff will be aware of the importance of fluent reading and will receive frequent updates/coaching
- Children to be familiar with how to use the library and encouraged to use it
- All children to have at least one reading book at any time

### First 20%

- Suitable adaptations made in lessons
- Ensuring that all children have access to books at home
- Bespoke and precise interventions to keep up where necessary
- Provide newsletters to guide parents towards suitable texts and expectations

### Assessment - what impact is it having?

- Regular Key Stage and Year Group Monitoring.
- Book looks across the curriculum to ensure consistency.
- Phonics half-termly assessments
- Termly reading assessments

