



Teaching reading at Queensway School

At Queensway, we are committed to promoting reading for pleasure. To encourage this, we take part in World Book Day, organise class visits to the local library, plan author visits, and have systems set up across the school to reward children who read books at home. To encourage parents' involvement in reading we have reading advice booklets, parent workshops and phonics information on the Foundation Stage and Key Stage One class pages.

All children will have a variety of reading experiences; this includes weekly, small group guided reading lessons (which has Queensway planning formats), 1:1 reading (with individual bookmarks for the children's targets), children reading independently, reading to research across the curriculum, hearing stories in class or in the story assembly. Children may also read with Arch reading volunteers or parent volunteers.

In the early stages of reading, the focus of teaching is the systematic development of phonic knowledge and the application of this in reading. Learning and application of phonics are inseparable and linked together through reading and writing. Children's knowledge of the alphabetic code (how letters or groups of letters represent the sounds of the language) supports their reading and writing.

EYFS

Literacy is one of the seven specific areas of learning which is made up of early learning goals in reading and writing. Early reading skills are explicitly taught with daily phonics sessions, where we follow the Letters and Sounds programme which is used alongside Jolly Phonics interactive resources.

Nursery

In Nursery Children are introduced to systematic, synthetic phonics through Phase 1 of the letters and sounds programme. This phase concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Reception

As children progress into reception classes, the emphasis of phonics teaching will support 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. In year R children consolidate phase 1 and then begin phase 2. By the end of the Year R most children will be confident in phase 3 and will be beginning to consolidate phase 2 and phase 3 through learning phase 4. Children are grouped depending on their phonemic ability and work through the phases progressively at a differentiated rate. These groupings are based upon regular assessments that assess the children's phonemic understanding at their current phase.

Children who have met the **Early Learning Goal** for reading at the end of Reception year will be able to:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

KS1

In year 1 Children continue to work through the phonic phases of 'Letters and Sounds' with a daily differentiated phonics lesson. As children progress into Year 2, phonics teaching continues to ensure children's fluent decoding of new words to support their reading.

For the children in Foundation Stage and KS1, as well as for those children in KS2 who are learning the alphabetic code through phonics lessons, teachers carefully select decodable books for the children to read during guided reading, 1:1 reading sessions in school and for reading at home. These texts are closely matched to their developing phonic knowledge so that they can apply their learning, read independently, and feel like successful readers.

At Queensway, we provide a language rich environment where adults engage with high quality back and forth dialogue with the children. This forms the foundations for language and cognitive development. Children's understanding of what they are reading is essential for deeper learning to take place. For planning and teaching, teachers focus on the content domains (as set out in the National Curriculum) for each key stage. Our progression of skills document and Integrus are linked with these domains. In Key stage 2 the domains are taught through the "VIPERS" questioning strategy.

Children at Queensway are provided with wide experiences of stories, poetry, songs and rhymes, non-fiction texts and discussion which all provide opportunities for vocabulary development as well as for word reading and comprehension skills to develop.

For the teaching of reading in KS2, teachers use a variety of books and texts, this could include books from a reading scheme, magazines, newspaper articles, web pages, fiction and non-fiction books. We do not follow a particular reading scheme but use a variety of books from different sources, selecting the most suitable. Guided Reading texts are linked to the genre that the children are writing, differentiated and chosen carefully to fulfil the learning outcomes.

Every year group has a recommended list of books to read at home that are for children who are less confident, children who are confident and children who are very confident. These can be found on the class pages on the school website and are given to parents at each parents evening.

Every child has a Blue Reading Record Book in which teachers and teaching assistants record any reading session. The session will be recorded with next steps written that are linked to the learning objectives of the session.

The Reading Leader at Queensway School is responsible for monitoring the quality of teaching and learning for reading in line with school policy. This includes lesson observations, monitoring of planning and assessment data and staff training and CPD. The Leader will carry out moderation of children's reading to ratify teacher assessment, monitor the standards of progress in reading across the school and monitor the quality of teaching and learning. They will secure improvement where needed by providing support to staff as required. The Leader will liaise with the other Key Stage and Subject Leaders to ensure continuity and progression across the Key Stages. Monitor progress across the school and ensure appropriate action plans are in place where issues are identified and ensure interventions and support are in place for pupils requiring extra support. This may include planning and delivering booster lessons to groups of identified pupils. The Reading Leader will monitor planning and recording in children's reading records to ensure individual needs are being met in reading. They will collect and interpret assessment data and report to governors on strengths, areas of development and impact and effectiveness of provision. They will analyse and evaluate strengths and weaknesses in the subject and manage rapid improvement. They will share and sign post teachers to high quality resources.