

Aims and Purposes:

English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.

Within The Newman Collegiate we expect every teacher to be an aspirational outstanding teacher of reading - no child deserves less.

By adopting a whole school approach to reading we aim:

- To provide consistently outstanding teaching of reading throughout our schools.
- To enable teachers to teach reading as effectively as possible.
- To enable pupils to learn to read as efficiently as possible.
- To give pupils the skills they require to become enthusiastic lifelong readers.
- To provide an inclusive education for all pupils.
- To learn from each other, through the adoption of a collaborative approach to the teaching of reading, where good practice is celebrated and shared.

Within the Newman Collegiate we believe pupils need the opportunity to:

- Experience exciting and enthralling books as soon as they enter our schools.
- Know how well they are achieving in reading and be supported towards their targets.
- Experience text through interactive challenging activities including the experience of theatre.
- Be challenged to develop their reading potential and aim high in the complexity of text and stamina of their reading.
- Read in a stimulating, happy and secure environment.

- Access high quality reading resources in classrooms, libraries and using ICT.
- Experience a variety of creative teaching methods and approaches to develop their comprehension of text.
- Be supported by proactive reading partnership of home, school and parish.

The Effective Teaching of Reading:

- EYFS Non-Negotiable Elements
- Children will be introduced to quality text straight away in whole class, group and individual sessions.
- Children will be introduced to their year group author (Nursery Mick Inkpen and Reception Giles Andreae) using a book display containing their personal response to text in picture or mark making form.
- There will be an attractive Reading area with comfortable seating and an attractive and quality selection of books available.
- There will be a letter join cursive alphabet display.
- An appropriate letters and Sounds display.
- Guided reading (text sharing) groups will occur once per week
- All early readers must be heard daily, either as a guided group or individually.
- Reading targets will be known by children, visible using a washing line, monitored and changed as needed.
- All children to have book bags and bring them into school daily- placed in a prominent place.
- Reading records to be checked daily, according to school policy, and books changed.
- Daily phonics input- grouped according to ability and HA pupils to be taught alongside FS2/Yr1
- Graphemes to be taught alongside, cursive script from FS1- sitting properly at a table where possible.
- The Continuous provision will be used to reinforce sounds being learnt each day.
- All reading books will be decodable to the children's appropriate phase up to a 1B.

- There will be a classroom library area with a choice of fiction and non-fiction books.
- Children will receive a daily experience of stories or sing songs daily.
- The teachers will develop a canon of rhymes and stories.
- Parents will receive the nursery rhyme of the week to sing and learn with their children.
- Wider reading opportunities will be created by use of: reading buddies including siblings, TA's or parent volunteers. Each child will receive one extra reading session per week.
- If parents require help, they are supported in teaching children how to read, through Reading Workshops for Parents at EYFS and by the development of support leaflets available from the Reception.
- Enunciation is to be considered, appraised and consistently taught within each school. Head teachers and SLT must ensure secure monitoring of speech.
- Any new pupils, who are EAL, must receive phonics daily irrespective of their year group.

- KS1 Non Negotiable Elements

- Children will be introduced to quality text straight away in whole class, group and individual sessions.
Children will be introduced to their year group author (Year 1 Jill Murphy and Year 2 Julia Donaldson) using a book display containing their personal response to text in picture or mark making form.
- There will be an attractive Reading area with comfortable seating or cushions and an attractive and quality selection of books available.
- There will be a letter join cursive alphabet display.
- An appropriate letters and Sounds display.
- Guided reading (text sharing) groups will occur once per day (In Year 1 this will be in place for January as children become acquainted with classroom routines)
- Guided Reading will be evidenced by children's response to text collated in their exercise books and responded to by the teacher in green ink.
- The teacher's response to reading will be to engage and develop a learning dialogue with children regarding their response to text.

- All early readers must be heard daily, either as a guided group or individually.
- Children not achieving expected progress will be heard by the class teacher.
- All Children to have book bags and bring them into school daily- placed in a prominent place.
- Reading comprehension activities will be practised on alternate Fridays developing children's skill at expressing their understanding of text.
- Reading diaries to be checked daily, according to school policy, and books changed. Diaries to be signed by class teacher or Teaching Assistant.
- Daily phonics input- grouped according to ability and HA pupils to be taught alongside Y2
- Reading targets will be displayed using a washing line, known by children, appraised and changed as needed.
- Graphemes to be taught alongside, cursive script from FS1- sitting properly at a table where possible with a correct pencil grip.
- All reading books will be decodable to the children's appropriate phase up to a 1B.
- When children achieve 1B they will be able to choose an extra reading book to take home which may be more challenging.
- There will be a classroom library area with a choice of fiction and non-fiction books which will be selected by children and changed each six weeks.
- Children will receive a daily experience of stories and poems daily with a class reader each day at 3pm.
- The teachers will develop a canon of stories and poems.
- Parents will receive the poem of the week to learn and recite with their children.
- Wider reading opportunities will be created by use of: reading buddies including siblings, TA's or parent volunteers. Each child will receive one extra reading session per week.
- If parents require help, they are supported in teaching children how to read, through Reading Workshops for Parents at KS1 and by the development of support leaflets available from the Reception.

- Enunciation is to be considered, appraised and consistently taught within each school. Head teachers and SLT must ensure secure monitoring of speech.
- Any new pupils, who are EAL, must receive phonics daily irrespective of their year group.

KS2 Non Negotiable Elements

- Guided Reading will be a daily occurrence for all children using real books supported by reading scheme books as required and appropriate.
- Guided Reading will be planned and recorded in reading journals. Reading journal activities will inform future sessions.
- Children will be introduced to their year group author using a book display.
Y3 Dick King Smith
Y4 Roald Dahl
Y5 Jacqueline Wilson
Y6 Michael Morpurgo
- There will be an attractive Reading area with an attractive and quality selection of books available.
- An appropriate letters and Sounds display to support the weaker readers in KS2.
- Daily phonics will be delivered to those children who are identified through assessment as having not secured phase 5.
- Support for Spelling will be taught over 5 sessions per fortnight using the spelling lists from the New Curriculum. Children will have a weekly spelling test.
- All early readers working below 2C and any children not making expected progress will be heard daily individually.
- All Children to bring reading book and diary to be placed in the classroom each day.
- Reading comprehension activities will be practised developing children's skill at expressing their understanding of text.
- Children have the opportunity to change their reading book daily. Class teachers will check at least once a week that children are changing reading books with a frequency appropriate to them.
- All reading books will be appropriate to the children's reading age.

- Children will take a home reader (scheme / free reader) and one other text from the library which interests them and may be more challenging.
- Class novels will be used each term to allow for an enjoyable experience with full text, this will also enable the children to develop their fluency and intonation.
- The KS2 teachers will develop a canon of fiction, non-fiction and poetry to develop complexity across the Key Stage.
- Parents will receive a poem every half term to learn and recite with their children. This will be form part of speaking and listening assessment.
- Classes will visit the school Library as a weekly Visit to engage in structured library sessions including the Dewey system and recommendations of their favourite text.
- Wider reading opportunities will be created by use of: reading buddies including siblings, TA's or parent volunteers. Each child will receive one extra reading session per week.
- If parents require help, they are supported in teaching children how to read, through Reading Workshops for Parents at KS2 and by the development of support leaflets available from the Reception.
- Enunciation is to be considered, appraised and consistently taught within each school. Head teacher and SLT must ensure secure monitoring of speech.
- Any new pupils, who are EAL, must receive phonics daily irrespective of their year group.