



Gulf British Academy

Reading Subject Policy

Reception / Primary

Creating confident readers

The primary years are vital years in a child's education, especially when it comes to reading. The foundations are made in the early stages of Reception and are slowly built upon during the next two years of Key Stage 1 and into Key Stage 2.

Children should develop a love of reading during this time and actively take part in discussions about the books they are reading. Towards the end of Year 2, children should begin to use more expression in their reading and vary the way sentences are said. This will be further built upon when moving into Key Stage 2.

Before children can become confident, expressive readers there are some prerequisites:

- Children must have a sound knowledge of phonics strategies
- Children should be able to read age-appropriate common exceptions words (non-phonetic)
- Children should understand what they are reading (comprehension)
- Children should be praised for their reading ability
- Children should be reading at the appropriate level for them

So, how do we ensure children at GBA meet these prerequisites?

Daily phonics lessons across Reception and Key Stage 1

At the beginning of each day, children take part in 20 minutes of phonics. They follow the Jolly Phonics programme of study. These lessons are fun, interactive and engaging. Children are not sat on the carpet for 20 minutes, but take part in differentiated activities based on the sound they are learning. In Year 2, phonics is streamed to ensure teachers focus on individual children's needs.

Daily Guided Reading throughout the school

After phonics/spelling, children take part in 20 minutes of Guided Reading. Guided Reading sessions follow a timetable, based on ability, to ensure that all children have the opportunity to read with a teacher and an assistant every week.

During these sessions, teachers focus on building children's phonics strategies, word recognition and comprehension through the use of excellent questioning. This is also an ideal time to focus on expression and modelling the use of voice when reading.

Reading intervention programme

TAs hear daily readers in KS1. These are children who struggle with reading and need extra support. TAs take them out of lessons and read with them everyday. TAs focus on phonics strategies and simple comprehension.

Alongside daily readers, teachers give up one free period a week to work with children who need extra support. In KS1, our dedicated literacy support teacher also takes the readers who need most support out of class daily to work on reading skills.

Promotion of reading throughout the year

Strategies include Book Week, Book Fair, author visits, reading competitions, book prizes, 'I've been caught' display, Literacy planning to include exciting books, etc.

Continuous monitoring of student levels

Teachers use Ros Wilson levelling criteria to assess children's reading 3 times a year. This information is used to support and push children on in their reading. Teachers look at gaps in knowledge and aim to fill them during the year.

The data received is used to improve reading across the key stages. Reception and Year 1 also undertake termly phonics gap analyses to ensure gaps are spotted and worked on during the year.

Continuous monitoring of teaching and learning

In order to ensure that the level of teaching and learning is constantly high, regular lesson observations and pop-ins take place throughout the year. Regular feedback is given to teachers to ensure they are aware of their strengths and areas for improvement.

We ensure that children in Key Stage 1 are able to move into Key Stage 2 with the required pre-requisites that will enable them to become confident and expressive readers. Once these foundations have been built, children will flourish, providing that reading is positively promoted and children are encouraged to build a love of literacy and reading.

Reviewed: September 2019
To be reviewed: Annually by September
Responsibility: KS1 / KS2 Coordinators