**Reading:**

Children are given daily opportunities to develop their reading skills in two dimensions – word reading and comprehension. From year 1 - using the Local Authority model - these dimensions are further broken down into ‘Themes and Conventions’, ‘Comprehension’, ‘Inference’ and ‘Language for Effect’.

Through reading across the curriculum: independently, in guided, shared and paired reading, children learn to read with confidence, fluency and understanding. Reading takes place with a variety of adults, peers and same/mixed ability groups. Home/school reading is an important part of children’s reading development and we ask people at home to encourage children to read daily and make comments in their child’s diary weekly. At Ashley Primary School we aim to inspire a love of Reading through: a range of engaging home reading books for all year groups and abilities; two well-resourced libraries; special events; themed days; book fairs; clubs and we aim to develop this even further. If parents/guardians or friends of the school have a particular passion for reading or writing we would love to know – we encourage parents/guardians and the local community to contact the school so this can be shared!

Key Stages 1 and 2

From year 1 we are unable to hear children read their home reading book individually on a regular basis. In developing children’s reading at this stage we ask they aim to complete one reading book each week . In order for children to change their reading books they must have their planner signed by someone at home and in Key Stage 2 must also complete a Reading Journal task.

From year 1, each child is timetabled for one 30 minute Guided Reading session weekly lead by their teacher and often will work with classroom support for another session.

In Guided Reading, texts and tasks aim to link with the current genre/context being studied. Children may work with an adult or be asked to complete a task to develop/assess their reading comprehension in their Reading Journal.

A range of work – independent, shared and guided – is used to inform teachers each half term of children’s progress. From this, gaps in learning are identified and teachers plan the next steps in learning for the class and individuals accordingly. Reciprocal reading in Guided Reading will be phased through the school from September 2017 to improve attainment for all children and especially groups. We have begun to purchase Scholastic Connectors as a tool to achieve this.

Year 6 are also timetabled for one hour of Comprehension weekly.

At the end of Key Stages 1 and 2, children complete a SAT test in Reading. They are given a booklet of texts to read in a given time frame and a separate booklet of questions to answer using the texts. Where available (due to the new curriculum and changes in assessment), experience of this will also take place informally at the end of each year group.

This independent writing, as well as writing from a range of subjects and contexts, is used to inform children’s progress in five areas of writing: Sentence Structure and Punctuation; Text Structure and Organisation; Vocabulary; Planning and Drafting; and Evaluating and Editing.

Each half-term teachers identify gaps in children’s learning and plan next steps in learning into future planning and interventions.

Writing is not summatively assessed at primary school, instead, Teacher Assessments are submitted at the end of Key Stages 1 and 2 based on the above assessment model.

*This policy will be reviewed in full by the Governing Body on a yearly basis.*

This policy was reviewed and updated: July 2017 by J.McCormick.