**Reading expectations at Millfields CE Primary School**

Reading books

* All children who are at the early stages of reading should read a Little Wandle guided reading book pitched at the correct level, 3 times a week with a trained adult. The same book will then be sent home on a weekly basis.
* All children who are at the early stages of reading should be sent home with unseen weekly book at the appropriate phonics phase. Parents’/ carers will record children’s progress in their reading logs.
* Additionally all children in Foundation Stage and Key Stage 1 will take home a reading for enjoyment/shared reading book that is pitched at a higher level than their reading ability (bedtime story).
* For fluent readers (children who have completed the phonics programme), children will begin to work through the coloured book bands. Running records will be completed regularly to ensure that books are closely matched to improving reading ability. Parents/ carers will record progress in reading logs. In KS2 we recognise that books may be longer so they may not be changed as frequently however they need to be monitored regularly.

Reading lessons

* All children in EYFS and Year 1 should have a 30 minutes daily systematic synthetic phonics session that follows the Little Wandle Programme. Any children in Year 2 or KS2 who have not met the PSC and are not fluent readers to also have a daily phonics lesson.
* All children accessing phonics lessons will have reading sessions 3 times per week. Each session will have a different focus – decoding, prosody and comprehension. Guided reading should be groups of children of a similar ability reading with a trained adult. Teachers need to ensure that groups are rotated so that they read with every child in their class at least weekly.
* Year 2 will continue to structure reading lessons in the same way as Foundation and Year 1. Children in Year 2 may access colour bands or phonetically decodable books depending on their reading ability.
* In KS2 (if children are secure with phonics), there will be a half an hour reading lesson, 3 times per week. 1 sessions should focus on explicit comprehension skills and the second 2 sessions should focus on a text following the Ashley Booth approach. Evidence of this should be seen in reading journals.

Reading for pleasure

* All classes should have a high quality reading area that includes a variety of books and genres. Some of these books should be pitched at the children’s reading level and some should be solely for enjoyment.
* All year groups should be read to on a daily basis outside of the English lesson- this may include a class novel, picture books, audio books or short stories. Staff should use 100 books of Millfields to support their selection of books.
* All classes will have a timetabled library session, where teacher promote authors, themes and a wide variety of books. Staff should use this time to teach a different skill that children will need to use the library independently.

Assessment

* For children who are accessing the phonics programme, half termly Little Wandle assessments should be completed on Phonics Tracker and shared with subject lead.
* For children who are beyond the Little Wandle phonics programme, the Benchmarking kit should be used to assess reading levels and ensure books are pitched at the correct level. Benchmarking should be completed a minimum of half termly but could be completed earlier if children are reading books with a greater than 95% accuracy and have achieved a good level of comprehension.

Reading file

* Each class should have a reading file where evidence of guided reading, reading based interventions (Little Wandle or Orrets) and assessments are kept.
* Every class should keep a record of children who are falling into the bottom 20% along side with a record of how we are supporting those pupils to catch up using our tracking grid. This should be kept at the front of the file and updated on a half termly basis and shared with subject lead.