

Montagu Academy

Foundation I (Nursery) **READING PROCEDURES**

READING PROVISION	DESCRIPTION	RESOURCES / PAPERWORK REQUIRED
Book Area	All children have access to the Book Area daily	Reading/Story/Picture Books
Whole group reading time	Children read a book every day at whole group times	Planning – linking to topic Books
Letters and sounds activities	Children have daily access to letter and sounds activities	Letters and sounds planning Phase appropriate resources Phoneme book
Nursery Rhyme/character talk-about cards	Once a week children have a nursery rhyme to learn.	Key vocab related to the nursery rhyme
Take home reading books	In summer 2 term FS1 children begin to take reading books home which will be changed weekly, when a comment has been made by parent. The books will initially contain no words. Adults do not hear the children read during sessions.	Lilac starter books
Library books	Children have access to the class library.	Library/story Books
Bedtime books	Daily access to story books	Story books

Foundation 2
READING PROCEDURES

READING PROVISION	DESCRIPTION	RESOURCES / PAPERWORK REQUIRED
Book Area	All children have access to the Book Area daily	Reading Books
Whole group reading time	Children read a book every day at whole group times	Planning – linking to topic Books
Letters and sounds activities	Children have daily access to letter and sounds activities	Letters and sounds planning
Individual Reading (Take home books)	Every child reads their take home book individually with an adult in school once a week. The expectation is that children will read at least 3 times per week at home and a comment will be made in their planner. Take home books are changed weekly.	Take home book School planner
Guided reading	Children are grouped by educational needs at the time. Children build up to two guided reading sessions each week. Progress is recorded on a guided reading form that has highlighted ELGs and the learning objective for the session. Adult makes comment on progress against learning objectives and any other EYFS evidence observed if appropriate.	Planning Guided Reading books Guided Reading recording form
Class library books	Children have weekly access to bedtime story books.	Class library/story books

Key Stage 1
READING PROCEDURES

READING PROVISION	DESCRIPTION	RESOURCES / PAPERWORK REQUIRED
Book Area	All children have access to the Book Area daily	Reading Books
Whole class reading time	Children are read a book every day at the end of the school day.	Planning – linking to area of learning Books
Letters and sounds activities	Children working from Phase 1 to 5 have daily access to letter and sounds activities. This will be in class and through additional intervention groups. Children who have completed Letters and Sounds will progress onto the Read Write Inc Spelling programme.	Letters and sounds planning Read Write Inc Spelling
Individual Reading (Take home books)	Every child reads their take home book with an adult in school once a fortnight. It is expected that children will read their take home book at least 3 times a week at home with a comment made in their planner following the read. Take home books (two a fortnight) are changed fortnightly. Children are responsible for bringing their take home reading book to school daily in order to be able to read. Children will be able to choose their own take home reading book with guidance from the teacher.	Take home book Planner
Guided reading	Children are grouped according to their ability. There will be a focus on one content domain per week with the objectives taken from the stage expectations linking to that domain. Children have at least one guided reading session each week. Progress is recorded on a guided reading form that has pre-set learning objectives for the session.	Guided Reading books Guided Reading recording Guided Reading Plans Reading Analysis
Reading Journals	Children will have a journal in school to complete during guided reading activities.	Reading Journals
Take home story/bedtime book (weekly)	Children to have a free choice story or non-fiction book to develop their pleasure for reading.	Library/story books

KEY STAGE 2
READING PROCEDURES

READING PROVISION	DESCRIPTION	RESOURCES / PAPERWORK REQUIRED
Individual Reading (take home books)	<p>Every child has a take home book which they read at home either to an adult or themselves.</p> <p>A signed comment is always made in their planner. This can be completed either by the adult or the child.</p> <p>Take home books are changed fortnightly, unless the book is of sufficient length which requires longer time to read.</p> <p>Children are responsible for bringing their take home reading book to school daily in order to be able to read.</p> <p>Children will be able to choose their own take home reading book with guidance from the teacher.</p>	<p>Take home book</p> <p>Planner</p>
Guided Reading	<p>Children are grouped according to their ability.</p> <p>There will be a focus on one content domain per week with the objectives taken from the stage expectations linking to that domain.</p> <p>Children have at least one guided reading session each week.</p> <p>Progress is recorded on a guided reading form that has pre-set learning objectives for the session.</p>	<p>Guided Reading books</p> <p>Guided Reading recording</p> <p>Guided Reading Plans</p> <p>Reading Analysis</p>
Reading Journals	<p>Children will have a journal in school to complete during guided reading activities.</p>	<p>Reading Journals</p>
Whole Class Reading Time	<p>Daily timetabled sessions are in place for each class to have a class novel read to them.</p>	<p>Class novels</p>
Take home story/bedtime book (weekly)	<p>Children to have a free choice story or non-fiction book to develop their pleasure for reading.</p>	<p>Library/story books</p>