Reading in Year One

At Zetland Primary pupils develop reading in all subjects to support their acquisition of knowledge. Pupils are taught to read fluently, understand extended prose (both fiction and non-fiction) and encouraged to read for pleasure. Zetland Primary promotes wider reading through a range of activities and celebrations.

**Phonics**

Decoding words, developing language and acquisition of comprehension skills are taught simultaneously. Children in early years get off to a quick start and begin to learn phonics using the Little Wandle scheme. Click the following link for moire information about the programme - https://www.littlewandlelettersandsounds.org.uk

Teaching of phonics begins in Nursery and continues in Reception year at the child’s individual pace. Children are taught by trained adults in small groups. The intention is that all pupils are confident and competent with their phonic ability by the end of Year 1. In Reception and Year 1, children also begin to develop comprehension skills in small mixed ability groups.  They work on developing vocabulary, simple retrieval skills, sequencing and inference.

**High Expectations for All**

Pupils are taught phonics in groups based on individual ability. Reading lessons are taught in both small ability groups and whole class/ intervention groups and work is differentiated appropriately. We have high expectations for all and ensure that all pupils keep up and catch up through interventions. Continuous assessment is used to support and challenge.

## ****A Love of Reading and Parental Engagement****

Reading has high priority throughout school. Books, from a school book spine, are read to pupils by their teachers. Pupils are rewarded for their reading through incentives and end of term treats. Every child has a reading record and teachers praise pupils and inform parents of progress using a parental engagement app, parent meetings and regular data captures. We take every opportunity to celebrate reading through events such as: World Book Day and Story Swaps.

## ****Standards and Attainment****

Pupils make maximum progress in phonics and reading through a range of planned assessment opportunities. Regular ongoing assessment and more formal assessment informs teachers and leaders of pupil progress which is shared with parents and governors.  Groupings are closely monitored and children move groups based on their attainment.  Intervention groups are planned based on assessments.

## ****High Quality Teaching and Learning****

The English leader ensures that all staff have high quality training up to date training so that they are experts at teaching reading. Leaders, in school and across the trust, monitor and moderate to ensure high quality teaching and assessment.