



What Does Reading Look Like at Dial Park?

- Between 9.00-9.30 every day children have Phonics sessions (Reception upwards) until they are at a stage where discreet Phonics teaching is no longer necessary. A comprehension session will then take place at this time through to year 6. This consists of a photo, video or piece of writing with questions which the children complete themselves as they enter the classroom. A discussion of answers takes place towards the end of the session with the teacher/TA in either a group or with the whole class. Resources to be taken from Literacy Shed, Dial activities, Cracking Comprehension or from the teacher's own store of activities. This work is stored in the Comprehension book.
- In addition to this, comprehension takes place within topic work at least three times a week. Questions are to be asked using Leicester Inference training, VIPERS and the Reading Domains. This comprehension is stored in the appropriate topic book. Guided reading should take place on the other two days, again using the above question prompts.
- All classes should visit the library in their allocated time slot. The timetable is on the wall in the Reading Recovery room. Books borrowed during this time slot can be returned during the next class time slot. They are not to be returned at lunch time. Similarly, books borrowed at lunch time must only be returned to the library lunch time librarian.
- Each class has a book read to them for pleasure every day. The books read throughout the year in each class should be displayed in the classroom and be made available for children to read again if they wish to. Every key stage has a bag of the "100 Books" children should read before they leave each key stage. Children who have finished passport 30 can borrow from this bag but teachers must ensure they are returned, in the same way they check that reading books are returned.
- Children read from lilac level through to level 30, stopping before moving on to levels 21, 26 and free choice readers to complete passports. See attached sheet.
- All staff are aware of what each colour band/ reading level has to offer a child accessible through the book band descriptors (attached). Staff are aware of what emerging, expected and exceeding looks like in reading for their class.
- All staff know what reading looks like from Nursery through to year 6 (notes attached).
- A variety of reading interventions such as Reading Recovery, SERI, BRP and dyslexia support are in place for children from Nursery through to year 6. The appropriate intervention for a child is discussed at Pupil Progress meetings. Intervention training is regularly offered in school.

- Staff use reading tests, own knowledge and benchmarking to assess whether children should move up a level. If a child is making rapid progress they don't have to move up just one level.
- Reading Eggs provides children with games and e books to develop their reading at home and at school and can be used to set homework.