

Reading Federation Principles

<p>1. Ensure that flexible teaching builds on what children already know:</p> 	<p>2. Develop practitioners' understanding of how children learn reading</p> 	<p>3. Dedicate time for children to learn to read and integrate reading throughout the curriculum</p> 	<p>4. Use high quality targeted support to help all children learn to read.</p> 	<p>5. Developing a reading for pleasure culture.</p> 
<p>It is important to assess what children do, and do not know in order to extend learning for all children. Information collected should be used to inform next steps for teaching. Developmental progressions can be useful in informing decisions around what areas of reading a child should learn next. A variety of methods should be used to assess children's reading understanding, and practitioners should check what children know and the reading skills they can demonstrate in a variety of contexts.</p>	<p>Professional development is used to raise the quality of practitioners' knowledge of reading. Federation and policy procedure which show developmental progressions will be followed by all practitioners.' Carefully listening to children's responses and considering the right questions to ask to reveal understanding</p>	<p>Dedicate time to focus on reading for pleasure each day for at least 10 minutes. Daily reading time for children to be read to by an adult to show adult's reading for pleasure minimum of 10 minutes. Small group reading to imbed phonics teaching within EYFS and KS1. The teaching of decoding, prosody and comprehension through small group reading sessions and whole class reading sessions. Adults provide a language rich environment where adults and children engage in conversations about books and vocabulary. Reading and Phonic sessions follow the same scheme within EYFS and KS1 and catch up programmes in KS2 to develop a secure understanding of phonics and reading.</p>	<p>Intervention selection should be guided by pupil assessment. Effective interventions are:</p> <ul style="list-style-type: none"> • children with the greatest needs are supported by the most experienced staff. • training, support and resources are provided for staff using targeted activities. • sessions are regular and over a specified intervention period. • explicit connections are made between targeted support and everyday activities or teaching. • Daily reading takes place to help those children who struggle with reading at home. 	<p>Inviting book nooks where children can sit and read. Net Reads and up to date class libraries and school library which offer children classic texts as well as new releases to engage them in a range of genres, themes and authors. Online author webinars and inhouse authors to promote and develop engagement in reading. Dedicated time for children to read for pleasure a book they wish in class. Class novels read to the children by an adult.</p>

