

# St. Michael & All Angels Primary School



## Reading Policy

This policy was adopted on	<b>Date: 22.05.2012</b>
<b>By Name:</b>	<b>Rev A Rowlands</b>
<b>Position:</b>	<b>Chair of Governors</b>
<b>Signature:</b>	on behalf of St.Michael & All Angels Primary School

## **Overview**

Our philosophy will be driven by the determination that virtually every child in this school will learn to read regardless of social and economic circumstances, ethnicity, the language spoken at home and most special educational needs or disabilities. We will endeavour to ensure that in helping children to become confident readers and encourage enjoyment of reading, our teaching will provide them with key skills which will underpin all learning.

The key skills of word recognition, decoding, recognising the link between letters and sounds that lead to understanding of meaning and language comprehension will secure that in this school children become confident and happy readers.

## **Objectives**

1. To achieve very high standards in reading in all Key phases across the school.
2. To apply a very rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling together.
3. To have effective programmes for phonics teaching based on a high-quality synthetic phonics scheme.
4. To have in place diligent, concentrated and systematic teaching of phonics so that it is central to children's success in learning to read.
5. To use high-quality teaching that follows the carefully planned and tightly structured approach to teaching phonic knowledge and other essential reading skills.
6. To adopt a consistent approach and make every minute of every lesson count.
7. The quality of formative assessment and the interaction that stems from that will make an important contribution to learning.

## **How will we achieve this?**

1. The curriculum will give the children rich opportunities to talk and listen in a wide range of contexts. This will contribute to developing familiarity with books and stories and their knowledge of the meaning of words.
2. Synthetic phonics and other strategies will be used consistently.
3. Pupils will be given opportunities to apply what they have learnt through reading-including time to read aloud to adults to practice their decoding skills-writing and comprehension of what they are reading.
4. We will have a planned structure, fast pace, praise and reinforcement and active participation by all children and evidence of their progress.
5. Teachers will regularly participate in training of the teaching phonics, key reading skills and the recognition of barriers to reading progress so that they can demonstrate their promotion of high literacy skills.
6. Resources will be regularly reviewed to ensure that they support the teaching of reading.
7. Phonics and other strategies will be monitored to ensure consistency and action will be taken if improvement is called for.
8. Frequent and detailed assessment of individual pupils' progress in reading and their phonic knowledge and skills will identify quickly the children who are not reading at age related expectations.
9. Effective provision will be available for those who are struggling to keep up with their peers, along with high expectations that these children will catch up.
10. Children must be involved in their assessment so that they can be guided on their progress and emerging needs.
11. The school development plan will have reading development at its' core and will be monitored and evaluated termly by the Senior Leadership team and Governing Body.
12. We will provide a safe, stimulating and engaging environment that engages children's love of books and the adventures that they encapsulate.
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14. We will encourage and engage parents to work in partnership with the pupils and staff to support their child's reading progress with high quality support materials and courses to support pupil progress in reading.

## **Conclusion**

The Literacy skills of reading, speaking and listening along with writing are a top priority in our school ensuring that the children have the necessary skills to transfer to High School with life-long skills. Teaching reading is central to developing our children's literacy skills and love of books !