



## Policy for Teaching Reading

### OVERVIEW

The first stage in helping children to become confident readers and enjoy books is teaching them the key skills that they need. 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.

### OBJECTIVES

1. To achieve very high standards in reading
2. To apply a very rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling.
3. To have an 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 and expert teaching that follows the carefully planned and tightly structured approach to teaching phonic knowledge and 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 will make an important contribution to learning

### KEY STRATEGIES

1. We will use systematic phonics and other appropriate strategies.
2. Pupils will be given opportunities to apply what they have learnt through reading – including time to read aloud to adults to practise their decoding skills – writing and comprehension of what they are reading.
3. We will have a planned structure, fast pace, praise and reinforcement, perceptive responses, active participation by all children and evidence of progress
4. Teachers will be highly trained in the principles of phonics, so that they can identify the learning needs of young children and recognise and overcome the barriers that impede learning
5. The curriculum will give children rich opportunities to talk and listen in a wide range of contexts. This will contribute to developing their familiarity with books and stories and their knowledge of the meanings of words.
6. There will be a strong focus on developing the children's capacity to listen, concentrate and discriminate between sounds.
7. Well-structured resources will be used appropriately, either individually or in combination, to support the teaching programme.
8. Phonics and other teaching strategies will be monitored to ensure consistency and appropriate action will be taken if improvement is called for.
9. The assessment of individual pupils' progress in reading and their phonic knowledge and skills will be frequent and detailed to identify quickly the pupils who are failing, or in danger of failing, to keep up with their peers.
10. Effective provision for those who are struggling to keep up will be put in place early and there will be high expectations of what all pupils should achieve
11. Children will be involved in the assessment of their progress and receive regular supportive feedback on their work.
12. Children who are struggling to read will be given individual support which will be carefully attuned to overcoming barriers to their phonological development.
13. The monitoring of the implementation of the programme, especially the quality of the teaching, and the evaluation of the impact of the programme on pupils' decoding and spelling skills will be given priority within our school's strategy for self-evaluation.

### CONCLUSION

The development of speaking and listening reading and writing will be the top priority for our children. Teaching reading will be the central strategy in developing children's literacy. They will develop all the key elements of word recognition, decoding, recognising the link between letters and sounds that will leading to understanding of meaning and language comprehension. In this school children will be confident readers.

Revised and adopted by the Governing Body: 27 Sept 2016

Review Date: Sept 2017