



# Reading Policy

## OVERVIEW

This Policy is set within the context of the School Mission Statement:

**“ I come that they may have life and have life to the full”**

John 10:10

At Holy Rosary, we teach children to read a range of text types fluently and accurately in order to aid their understanding of the world. We aim to develop a love of reading.

This policy is a statement of the aims, principles and strategies for implementing Reading throughout the whole of Holy Rosary School. Through this we will nurture children’s spiritual, moral and social development within our Catholic ethos. The policy will be reviewed in line with the priorities set in the school development plan.

## OBJECTIVES

1. To achieve high standards in reading.
2. To apply a rigorous and sequential approach to developing speaking and listening and teaching reading.
3. To have an effective programme 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 other essential reading skills.
6. The quality of formative assessment and the interaction that stems from it, will make an important contribution to learning.

## STRATEGIES

### **Early reading**

1. EYFS will provide daily opportunities for the children to engage in speaking, listening and singing activities.
2. There will be a strong focus on developing the children’s capacity to listen, concentrate and discriminate between sounds.
3. We will use systematic phonics teaching programme.
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 reading lead will coach phonics teachers on a weekly basis, to ensure consistency across all of the groups and to offer support where needed.

# Reading Policy



## Curriculum

6. 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.
7. Well-structured resources will be used appropriately, either individually or in combination, to support the teaching programme.
8. Reciprocal reading will be taught in Year 1 on a weekly basis.
9. Years 2 – 6 will employ a daily systematic approach to reading, to ensure the children are given the opportunity to predict, explore vocabulary, question and collaborate with their peers, before applying the skills that they have been taught independently.
10. The children will listen to stories read aloud on a regular basis.
11. Communication In Print (CIP) will be used in classes for EAL children.
12. The children will be given opportunities to apply what they have learnt through reading – including time to read aloud to adults to practise their decoding skills – and comprehension of what they are reading.

## Reading for pleasure

13. All classes will be expected to have a stimulating and attractive reading environment that contains a range of different materials.
14. Throughout the year, events are planned to promote reading for pleasure in school. These include world book day, visits to the library and Author days.
15. There will be opportunities for children to read at breakfast club and at lunchtime.
16. All classes will have the opportunity to read for pleasure on a daily basis.
17. Staff will often engage in reading for pleasure, as good role models for children.

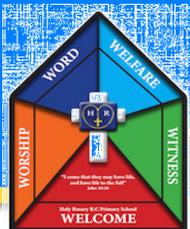
## Assessment/ monitoring

18. The assessment of children's individual progress in reading and their phonic knowledge and skills will be frequent and detailed to identify quickly the children who are failing, or in danger of failing, to keep up with their peers.
19. 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 children should achieve.
20. Children who are struggling to read will be given individual support which will be carefully attuned to overcoming barriers to their phonological development.
21. The monitoring of the implementation of the programme, especially the quality of the teaching, and the evaluation of the impact of the programme on children's decoding and spelling skills will be given priority within our school's strategy for self-evaluation.

## Parental involvement

22. Parent helpers will be invited into school to support those children who are not reading at home.
23. Phonics workshops are organised, to ensure that we can work in partnership with parents, so that children are reading regularly at home.

# Reading Policy



## OUTCOMES

The development of reading will be a high 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 lead to understanding of meaning and language comprehension.

Holy Rosary Governing Body will determine, support, monitor and review the school policies on Reading. In particular they will monitor the effectiveness of the school's policy through the school self-review processes and assess its impact.

## DATA PROTECTION STATEMENT

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Registration Admission Staff records	Name D.O.B. Telephone Details	Details for contacting parents and staff to indicate staff closure	SLT and Administration staff	Recorded electronically on SIMS and school App	Held on file throughout the child's time at the school.  Computer retains copy of records in 'archive'.

Revised and adopted by the Governing Body on: 2<sup>nd</sup> Dec 2020

Signed : P.Devine (Chair)

Date to be reviewed : Dec 2022