

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 and synthetic programme in place for Phonics teaching.
4. To ensure the children receive high-quality and expert teaching, that follows the carefully planned and tightly structured approach to teaching phonics and other essential reading skills.
5. To ensure summative and formative assessments, inform planning.

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 on Entry in Nursery.
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.
6. Children who are struggling, will receive daily one-to-one tutoring in order to support their reading.
7. KSI children will be able to attend Phonics club after school.

Curriculum

8. 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.
9. Well-structured resources will be used appropriately, either individually or in combination, to support the teaching programme.
10. Years 2 – 6 will employ a daily systematic approach to reading, to ensure the children are given the opportunity to predict, explore vocabulary, question, summarise and collaborate with their peers, before applying the skills that they have been taught independently.
11. The children will listen to stories read aloud every day.
12. Communication In Print (CIP) will be used in classes for EAL children.

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13. All classes will learn a poem of the week related to their English unit of work.
14. 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.
15. Writing lessons are centred around a high quality text that has been carefully chosen to ensure learning is maximised.
16. An online reading platform will be available for children to read more books at home.

Reading for pleasure

17. All classes will be expected to have a stimulating and attractive reading environment that contains a range of different materials.
18. 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.
19. There will be opportunities for children to read at breakfast club.
20. All classes will have the opportunity to read for pleasure regularly throughout the week
21. Staff will often engage in reading for pleasure, as good role models for children.

Assessment/ monitoring

22. The assessment of children's individual progress in reading and their phonic knowledge and skills will be every six weeks, to identify quickly the children who are in danger of failing and those who need challenging further.
23. 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.
24. Children who are struggling to read, will be given individual support which will be carefully attuned to overcoming barriers to their reading development.
25. 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

26. Parent helpers will be invited into school to support those children who are not reading at home.
27. Phonics/ Reading support workshops will be organised, to ensure that we can work in partnership with parents, so that children are reading regularly at home.
28. Phonics screening Check information evenings will be organised to ensure Year 1 parents are aware of the check and can support their child at home.

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.

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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:

| 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'. |

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

Revised and adopted by the Governing Body on: 30th November 2022

Signed: *P. Devine*

Date to be reviewed: 30th November 2024