



St Gilbert's R.C. Primary School

Policy: Reading 2016-17

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 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. 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 the systematic phonics programme of Read, Write, Inc. 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. A wide range of schemes will be used, mainly Oxford Reading Tree, Collins Big Cat and Pearson Bug Club. When children complete the reading schemes they will choose books from the library.
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.



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READING AT HOME

1. Children should read with a parent at home every night. Parents should then sign the reading diary to indicate they have heard the child read. The school recommends 20 minutes.
2. If a child has not read at home the previous night the teacher may ask the child to stay in to catch up with their reading. If this is a regular occurrence the teacher will speak to the parent.
3. Although the school subscribes to certain reading schemes, we encourage parents to read a wider range of books with their children at home.
4. Parents will be aware of colour tabs on the books to indicate levels of reading. If they require more information about book levels they must see the class teacher.

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.