**St Mary of the Angels Catholic Primary School** 

**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 every child in this school will learn to read regardless of social and economic circumstances, ethnicity, the language spoken at home or special educational needs or disabilities

**OBJECTIVES**

1. To achieve very high standards in reading.

2. To apply a rigorous and sequential approach to the teaching of reading.

3. To have in place diligent, concentrated and systematic teaching of phonics so that it is central to children’s success in learning to read.

4. To use high-quality and expert teaching that follows the carefully planned and tightly structured approach to teaching phonic knowledge and other reading searchlights.

5. To have high quality and effective teaching of the structure, language, and vocabulary in different text types, ensuring children can infer knowledge and predict.

6. The quality of formative assessment and the interaction that stems from it will make an important contribution to learning.

7. To ensure children are aware of their own progress and development as a reader.

8. To create a positive reading culture where children enjoy reading, want to read regularly, and discuss their reading.

9. To encourage reading outside the classroom through forging strong links with home and the wider community.

10. To develop children’s experiences through a variety of texts including use of libraries, digital reading and other available media.

11. To teach children to apply the skills they learn in reading across the curriculum.

**KEY STRATEGIES**

1. We will use a systematic, consistent, well-structured, fast paced and multi-sensory approach to teaching reading.
2. Teaching of phonics is primarily based on Twinkl Phonics. In KS2, teaching of spelling is based on Babcock. Pathways to Write structures the foundations of the English planning across the school and wider resources including those from The Literacy Shed, Literacy Counts and others are used to enhance the teaching of reading within the wider curriculum.
3. Fluency is encouraged through carefully matching books to current phonic knowledge.
4. 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.
5. 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
6. The curriculum will give children rich opportunities to talk and listen in a wide range of contexts. Strong cross-curricular links are made with reading across the wider curriculum, e.g. topic book baskets in every classroom using ELS resources
7. This will contribute to developing their familiarity with books and stories and their knowledge of the meaning of words.
8. There will be a strong and early focus on developing the children’s capacity to listen, concentrate and discriminate between sounds.
9. Well-structured resources will be used appropriately, either individually or in combination, to support the teaching programme.
10. Phonics and other teaching strategies will be monitored to ensure consistency. Monitoring will be led by the SLT and Subject Leaders with governor support.
11. The assessment of individual pupils’ progress in reading and their phonic knowledge and skills will be frequent and detailed to quickly identify the pupils who are failing, or in danger of failing, to keep up with their peers.
12. 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.
13. Children will be involved in the assessment of their progress and receive regular supportive feedback on their work. This will include at least weekly notes recorded in the school planners.
14. Children who are struggling to read will be given individual support which will be carefully attuned to overcoming barriers to their phonological development. This may include access to the Reading Recovery programme, individualised supports in class, spelling cards and other resources.
15. Every classroom will have an attractive and accessible reading area where resources are organised and available for children to regularly use. Every class with encourage and celebrate reading through personalised strategies, e.g. book of the week, recommendations, reading walls, etc

**CONCLUSION**

The development of speaking and listening, reading, and writing will be a key priority for our children. Teaching reading will be the central strategy in developing children’s literacy skills.