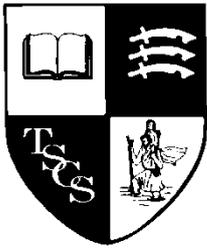


THE ST. CHRISTOPHER SCHOOL

SEN Trust Southend



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THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST READING POLICY

First Written: July 2013
Revisions: April 2018

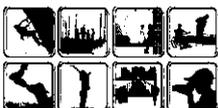
This policy should be read in conjunction with the English Policy and the Phonics Policy.

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is very important to foster a positive whole school approach to the teaching of reading. Reading should be a valuable and rewarding aspect of the children's learning and consequently should open the door to a world of knowledge and experience.

AIMS

We aim to ensure that:

- Children are able to recognise and interpret photographs/pictures/signs and symbols
- Children are encouraged to share books and 'read' for enjoyment
- Children experience handling a variety of books
- Children are taught to value books and reading materials, including computer-based programs and the internet
- Children develop as readers in a stimulating environment
- Children are involved in choosing from a selection of reading materials
- Children are encouraged to develop their reading skills through speaking and listening with a focus on developing understanding
- Children are encouraged to develop their reading skills through development of phonic skills
- ICT is used as a means of enabling children to access the curriculum and to reinforce and extend their skills and learning
- There is access to a wide range of high quality reading resources
- Individual reading objectives are used to inform the daily teaching of literacy at individual and group levels
- Children have experience of a range and balance of teaching approaches
- Children's reading skills develop alongside writing and may be used to support the development of writing
- Opportunities are provided for children to functionally apply their reading in a variety of contexts
- The children's level of need is assessed regularly both formally and informally.



LOtC Mark (Gold)

Learning Outside the Classroom



Southend-on-Sea

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PRINCIPLES FOR THE TEACHING AND LEARNING OF READING

In order to deliver the above we take guidance from the new National Curriculum to ensure that all children are given opportunities to study a range of good quality fiction and non-fiction texts. Pupils will have the opportunity to read books and newspapers, big books, posters, ICT based texts, on individual computers and interactive whiteboards, large texts, information booklets, banded guided reading materials and reading schemes.

READING OPPORTUNITIES

Shared Reading

The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills at word, sentence and text level.

Guided Reading

Where appropriate, guided reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the school's guided reading schemes or using 'real' books. Guided reading for lower ability pupils uses a combination of the series of Letters and Sounds resources (to promote children's blending and decoding skills) and other strategies relative to the needs of the pupils.

Independent Reading

Where appropriate and where able, independent reading is encouraged. Pupils read independently or with encouragement and assistance on a 1:1 basis. Pupils are encouraged to answer questions about what they have read to ensure that their comprehension level is being monitored.

Reading at Home

As a school we support and encourage reading at home. At this time most children do not take school books home with them but teachers discuss appropriate reading material with parents during parents' evenings, via the home/school book or telephone call if a parent requests further support or guidance on reading at home.

Where appropriate, some children take an appropriately levelled reading book and a reading log home. The reading log allows parents and carers and/or teachers to record comments pertinent to hearing their child read.

PHONICS

For details please refer to Phonics Policy. Children work through phases of DfES Letters and Sounds, based on a multi-sensory approach.

ENVIRONMENT

Pupils should be encouraged to note print around them. Each primary classroom should have a reading area/book area which are organised and supported by attractive displays as appropriate. All secondary classrooms have a selection of free reading books and can access the secondary school library near Room 28.

ASSESSMENT

Pupils are assessed both formally and informally.

Pupils' reading ages are assessed annually using the TOWRE Single Word Reading Subtest. Informal assessment by the teacher should be done on a daily basis through observation/assessment of pupils' reading and reading related tasks. Pupils should be given the opportunity to discuss and reflect on their learning and progress. They should be taught how to comment on their own and others' work. Each teacher will be able to gauge their child's strengths, areas for development and the progress made, and use this to plan future provision.

The class teacher has overall responsibility for the teaching of reading within his/her classroom but this work can and should be supported across the school by other teachers, support staff, senior management and parents/carers. A team approach is essential when creating and establishing a reading culture around the school.

Name: **Jodie Swanson**
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Date: **April 2018**