Reading aims and intentions

**Name of school** understands the importance of reading in the process of developing pupils into independent learners.

Reading (including pre reading skills) is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read, are read to, or engage with texts on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

The aims of this policy are:

To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.

To set out the school’s intentions and approach to reading, in order to enrich and support the curriculum.

To develop skills at individual levels to help pupils make sense of their environment.

By the time they leave this school:

All pupils will…..

Some pupils will….

A few pupils will….

Strategies used to teach reading, guided reading and phonics across the school.

*Phonics / whole word reading – maybe add an explanation about the different approaches to reading in your context*

Reading is understood here as a combination of word reading (decoding the sounds in individual words, sentences and paragraphs) and comprehension (understanding the meaning of words, sentences and paragraphs). Strategies used to teach reading, as listed below, form the foundations for teaching pupils how to spell. Guided reading is an additional intervention strategy used by teaching staff to support pupils in smaller groups of up to three pupils.

Teachers are expected to differentiate learning that is tailored to the specific needs of individual learners. Strategies for differentiation should take into account the cognitive and chronological age of the learner.

**Strategies for teaching decoding:**

* Manipulating phonemes
* Phonics ‘sound of the week’ focusing on a specific sound per week
* Increasing vocabulary
* Use letters and sounds
* Accelerated reader
* Rhyming, whole word recognition
* Phonological awareness
* Auditory discrimination
* SLD/complex needs/PMLD/ASD - Visual and auditory Tracking – body awareness/sitting/holding a book/posture/fine and gross motor skills
* Using explicit phonic games i.e. use of role play, ICT
* Learning sight words (HFW, Common Exception Words)
* Letters and sounds (systematic phonetic)

**Strategies for teaching reading comprehension:**

* Colourful semantics
* Objects of reference
* Precision teaching (flash cards used on a strict timely basis)

Use of visuals – communication in print/symbols

* All pupils are exposed to books that will stretch and challenge in order to promote reading for pleasure.
* Peer reading/reading partners – pairing older pupils with younger pupils to encourage reading for purpose and increase pleasure for reading.
* Structured reading times across the whole school – 15 minutes afternoon reading session
* Teaching specific reading comprehension strategies, e.g. inference, prediction, sequencing, summarising, making connections to text, retrieval, visualisation and text structure analysis.
* Reading is cross curricular- embedded across the whole curriculum.
* Linking it to a wider context –role play –
* Precision teaching (flash cards used on a strict timely basis)
* Multi-sensory resources to suit all learners
* Use of Makaton/sign language/communication in print to reinforce understanding
* Accelerator reading programme – use of quizzes to assess and track comprehension

How reading is planned

Reading is planned around pupil’s individual levels and is differentiated accordingly. This would be taught as discreet lessons as well as embedded within daily routines.

Reading is planned using the four strands:

1. Phonics – including the pathway to phonics
2. Reading comprehension
3. Reading for pleasure
4. Functional reading skills

Some pupils access synthetic phonics and for others a greater emphasis is placed on teaching reading for meaning and the development of functional literacy; that is the recognition of high frequency words and phrases and environmental phrases and signs that enable greater independence and functionality in society

How teachers assess reading ability

*Maybe add more about assessing complex needs, if this is relevant to your context*

|  |  |
| --- | --- |
| Formal | Informal |
| * Baselining reading tests - Multiple choice activities for complex learners- 2x annually
* READING WISE -Zip (DfE letters and sounds) and Decoding or other tracking programmes
* Other phonics assessments
* Core word assessments (high frequency words) Word mats (used as a tick chart for each child)
* Reading comprehension formal test
 | * Engagement – independently reading- use of library- home reading- student responses- attitude
* Home school reading record
* Ability to engage with word wall
* Reading Comprehension- teacher assessments/ group tasks oral or written test
* Guided Reading teacher assessment
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Nb some students may need to use assistive and augmentative communication AAC to enable them to access the above methods

How pupils with complex needs receive extra support

We aim to provide opportunities for our learners to experience a rich variety of texts and language, poetry, fiction and non-fiction. All books are accessible and adapted for all learners through the use of touch screens, switches, iPads, audible narration, eye gaze, Makaton signs, sensory materials, photos and symbols. We have a culture of high expectation regardless of needs or ability. We will enable learners to develop shared attention, anticipation, responsiveness and initiation skills. We will empower teachers to plan and teach immersive shared topics, that carry across all subjects to provide a rich cross curricular reading experience.

This will be achieved through a high level of staffing to include:

* Reading volunteers
* One to one support
* Use of TAs to help enrich the learners reading skills and experience
* Full staff understanding of ethos and importance of ‘reading’ and all that it encompasses
* Training of all staff to aid teaching
* Therapy reading dogs

*Training – maybe add what training there is in your school*

Resources need to reflect the complexity of the learners and their needs. These will include:

* Objects of reference
* Story sacks
* Tacpac
* Sensory stories
* Photos
* Symbols
* Whole word reading
* Eye gaze technology
* Bucket time
* Storytellers
* Visits from authors
* Activities linked to World Book Day
* Play in a day
* Scholastic book club
* Story sacks
* Whole school immersive days

It is important to involve, where possible, the parents and guardians in sharing reading experiences within the home. This will be achieved through:

* Parents and guardians being provided with support and training
* Specific tailored packs of reading materials and work for pupils to use at home