

IRIS SCHOOL

Reading Policy

OVERVIEW

At IRIS School we teach pupils 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.

OBJECTIVES

To achieve high standards in reading.

To apply a rigorous and sequential approach to developing speaking and listening and teaching reading.

To have an effective programme for phonics teaching based on a high-quality synthetic phonics scheme.

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

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.

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

STRATEGIES

We will use systematic phonics teaching and other appropriate strategies.

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 – and comprehension of what they are reading.

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

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.

There will be a strong focus on developing the children's capacity to listen, concentrate and discriminate between sounds.

Well-structured resources will be used appropriately, either individually or in combination, to support the teaching programme.

Phonics and other teaching strategies will be monitored to ensure consistency and appropriate action will be taken if improvement is called for.

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.

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.

Children who are struggling to read will be given individual support which will be carefully attuned to overcoming barriers to their phonological development.

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.

Guided reading will be taught through group sessions and whole class sessions on a daily basis.

CONCLUSION

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.