

Reading Policy

Date	Review Date	Coordinator	Nominated Governor
October 2019	October 2020 Yearly	Judyta Ruminska	Julian Vennis – Curriculum Committee

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Equality Act 2010
- Education Act 2011
- Education (National Curriculum) (Attainment Targets and Programmes of Study) (England) Order 2013
- Education (National Curriculum) (Attainment Targets and Programmes of Study) (England) (Amendment) Order 2014

The following documentation is also related to this policy:

- The Education Inspection Framework (Ofsted 2019)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe reading is a vital but complex skill that will support children's learning across the whole curriculum. We want children to become enthusiastic, independent and reflective readers who are able to read with fluency, accuracy and understanding.

We will ensure children are given opportunities to read good quality and interesting fiction and non-fiction texts in a stimulating learning environment where reading materials are attractively presented by enthusiastic teachers who keep up to date with current children's literature.

We believe it is essential to establish a consistent whole school approach to the teaching of reading by promoting a strong and systematic emphasis on the teaching of synthetic phonics during shared, guided and independent reading sessions.

We believe it is crucial to involve and engage with parents in order for children to fulfil their potential in reading as we realise parents have an important role to play in their children's education.

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We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We aim to be judged outstanding in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend. We believe we will achieve this by having in place a consistent whole school approach to the teaching of reading.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure pupils become enthusiastic, independent and reflective readers who are able to read with fluency, accuracy and understanding.
- To ensure pupils are given opportunities to read good quality and interesting fiction and non-fiction texts in a stimulating learning environment.
- To establish a consistent whole school approach to the teaching of reading by promoting the teaching of synthetic phonics.
- To engage with parents in order for pupils to fulfil their potential in reading.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

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- appointed a member of staff to be responsible for coordinating Literacy and the teaching of reading throughout the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - ☐ determining this policy with the Governing Body;
 - ☐ discussing improvements to this policy during the school year;
 - ☐ organising surveys to gauge the thoughts of all pupils;
 - ☐ reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - ☐ visit the school regularly;
 - ☐ work closely with the Headteacher and the coordinator;
 - ☐ ensure this policy and other linked policies are up to date;
 - ☐ ensure that everyone connected with the school is aware of this policy;
 - ☐ attend training related to this policy;
 - ☐ report to the Governing Body every term;
 - ☐ annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure good practice is shared throughout the school;
- be prepared for all types of school inspection;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
 - ☐ monitoring learning and teaching through observing lessons
 - ☐ monitoring planning and assessment

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□ speaking with pupils, school personnel, parents and governors

- annually report to the Governing Body on the success and development of this policy.

Role of the Curriculum Leader

The Curriculum Leader will:

- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

Role of the Coordinator

The coordinator will:

Annually undertake a subject evaluation that is based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum Intent)
- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum Implementation)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Curriculum Impact)
- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- establish a consistent whole school approach to the teaching of reading by promoting the teaching of synthetic phonics;
- ensure children are given opportunities to read good quality and interesting fiction and non-fiction texts in a stimulating learning environment;
- ensure teachers engage with parents in order for children to fulfil their potential in reading;
- be expected to become a member of the National Literacy Trust Network;
- ensure continuity of assessment;
- monitor reading throughout the school;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- make effective use of relevant research and information to improve this policy;

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- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Whole School Approach

We believe it is essential to establish a consistent whole school approach to the teaching of reading by:

Following the 3 Reading Maps Autumn, Spring and Summer linked to our reading scheme (see website www.olsjschool.net

Under Reading.

Phonics - all pupils will be taught phonics through dedicated and well organised phonics lessons.

Guided Reading - all pupils will have the opportunity to take part in a shared reading experience in small groups

Shared Reading - the whole class share a text with specific reading skills or features of differing genre being taught.

Individual Reading - pupils read materials from home or school which interests them.

Reading Aloud - pupils are encouraged to read aloud to a variety of audiences.

Story Time - the teacher reads aloud reading material that is age appropriate and of interest to the pupils.

Reading Buddies - pupils from different year groups are encouraged to read with another pupil from a different year group.

Home-School Reading - pupils choose books from school and parents are expected to hear their children read these several times a week.

Classroom Reading Corners - all classrooms must have a well resourced reading corner where pupils can sit and read.

Reading Resources - reading resources will be updated every year in order to provide a language rich environment.

Assessment - pupils are assessed daily and half termly. Assessment is also undertaken using the National standardised Phonics Assessment and the National Governments standardised Reading Tests

Role of School Personnel

School personnel will:

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- comply with all aspects of this policy;
- be aware of all other linked policies;
- create stimulating learning environments where reading materials are attractively presented;
- encourage pupils to become enthusiastic, independent and reflective readers who are able to read with fluency, accuracy and understanding;
- ensure pupils are given opportunities to read good quality and interesting fiction and non-fiction texts in a stimulating learning environment;
- teach of synthetic phonics;
- keep up to date with current children's literature and recommend books to pupils;
- assess pupil's reading;
- monitor pupil progress;
- engage with parents in order for pupils to fulfil their potential in reading;
- have expectations of their pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Teaching Assistants

Teaching assistants will:

- take an active role in supporting pupils with their reading;
- work with individual pupils or groups of pupils;
- run intervention reading programmes.

Role of Volunteers

Volunteers will:

- be allocated to a class and a class teacher;
- listen to selected pupils;
- receive support and guidance from the class teacher.

Role of Parents/Carers

Parents/carers will:

- work in partnership with the school;
- attend Phonics information evenings;
- listen to their child read several times a week;
- comply with this policy for the benefit of their children;
- be encouraged to take an active role in the life of the school by attending:

☐ parents and open evenings

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- ☐ parent-teacher consultations
- ☐ class assemblies
- ☐ school concerts
- ☐ fundraising and social events

- be encouraged to work in school as volunteers;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

Role of Pupils

Pupils will:

- be expected to read at home several times a week
- use their reading journals to record what they have read
- take part in reading challenges throughout the year
- be invited to take part in World Book Day and other events to celebrate reading.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - ☐ All aspects of this policy
 - ☐ Curriculum

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- ☐ Teaching and Learning
- ☐ English
- ☐ Assessment
- ☐ Differentiation
- ☐ SEN
- ☐ Academically More Able, Gifted and Talented Children
- ☐ Equal opportunities
- ☐ Inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies and Maps

- Curriculum
- Reading Maps website 2020
- Teaching and Learning
- English
- Assessment
- Differentiation
- SEN
- Academically More Able, Gifted and Talented Children

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

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Headteacher:	Sean Flood	Date:	October 2019
Chair of Governing Body:	Derek Vitali	Date:	October 2020