



INSPIRE MULTI ACADEMY TRUST READING POLICY

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SIGNATURES:

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INSPIRE MULTI ACADEMY TRUST

READING POLICY

1 Introduction

- 1.1 Reading is an important life skill and at Inspire Multi Academy Trust we aim to enable children to become enthusiastic and confident readers. Reading skills are developed progressively through literacy sessions. Children are given daily opportunities to read throughout the Trust. These opportunities take the form of group and individual reading, shared and independent reading. We value parental involvement highly and work in partnerships with partnership with parents to create positive attitude towards reading, sharing responsibility for supporting children's progress in this area.

2. Aims and objectives

- Read accurately and fluently, with understanding and enjoyment using a variety of reading strategies
- Use reading skills to develop an appreciation of fiction, poetry and drama
- Use organisational features of non-fiction texts to find information
- To encourage the use of reading as a tool to access other areas of the curriculum and gain greater knowledge and understanding in these areas

3. Equal opportunities

- 3.1 Inspire Multi Academy Trust is committed to developing all children's skills, confidence and enjoyment of reading. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups, but there be occasions where children with additional needs are given extra support. This applies to those children at both ends of the additional needs spectrum, targeted support in this area can ensure that children are stretched and challenged appropriately to their individual need.

4. Cross- curricular links

- 4.1 Reading can be used to access all areas of the curriculum for example, as way of finding information. Teachers make good use of available resources to link subjects wherever possible. This may include books relating to a theme or topic. Regular use is also made of ICT resources to support reading.

Organisation

5 Early reading

- 5.1 Greater emphasis on the teaching of phonics which will follow the letters and sounds programme and guidance from 'The Rose Report'. Attainment will be tracked using the phonics tracker and will detail phase progress for individual children.
- 5.2 KS2 – For children under achieving, intervention using letters and sounds will ensure all children meet phase 6.

6. Hearing home readers

- 6.1** Children will be heard to read their home reading books by an adult in Trust once a week. Children will read at home 3 times a week and have their reading journal signed each time. This may be the same book if a longer text or children need to re read for more practise, so they might not necessarily have 3 different books a week. This is to ensure communication between parent and teacher regarding children's progress in this area. The Trust has invested £10k on a new reading scheme 'Oxford Reading Tree'. Each book offers guidance on how to support children with their reading. There will be a charge of £3 for lost books and £1 for reading journals.

7 Choice books

- 7.1** All children will have access to choose a banded book according to children's ability once a week to take home. Parents are asked to sign when they have read it.

8 Guided reading

- 8.1** Guided reading will take place once a week for all children. This will involve working in small groups, matched according to their reading ability. Guided reading provides teaching staff with opportunities for direct teaching and assessment of reading. Children will read a range of fiction and non-fiction texts appropriate to their ability. During this time children who are not reading with the teacher will access a reading workshop where independent skills in reading will be practised.

9 Library

- 9.1** Classes are encouraged to access the library on a regular basis to be taught skills and library classification of fiction and non-fiction books. Children will have the opportunity to choose a book from the library every fortnight to independently read in Trust.

10 Reading environment

- 10.1** The Trust will promote reading through stimulating library areas, quiet reading areas, book corners in class, book days and inviting authors to discuss their work.

11 Resources

- 11.1** Books are organised into ability levels and ensure progression in reading skills. Care must be taken in the selection of books to be made available to the children, to ensure that they reach high standards of quality, balance, variety of format, acceptable attitudes and appeal.

12 Assessment

- 12.1** Assessment will be based on Assessing Pupil Progress (APP) guidelines and assessed through guided reading, shared reading and independent reading. Records will detail ability attainment and tracked to ensure progression and pace.

13 Monitoring and evaluation

- 13.1** The development of the teaching of reading is monitored by the Literacy co-ordinator through discussions with colleagues, team planning, observations of lessons and by appraisal of the children's reading progress. This appraisal highlights the specific reading skills the child has acquired and areas which need to be targeted. Each child's reading profile forms of teachers' formative assessment.

14 CPD for staff

- 14.1** Regular INSET/CPD training is given to teachers to enhance teaching strategies for reading and regular updates on resources and environment.