

Reading Policy

“Pupils read widely and often, as is clear from their reading logs and library use. The teaching of reading and phonics provides the children with the skills needed for the future.”

Our Aims:

- to teach essential reading skills to every child in the academy and develop their reading to a high standard
- to promote a culture of reading for learning and reading for pleasure and enjoyment
- to facilitate reading to support learning across the whole curriculum
- to prepare pupils for the next stage in their learning, by being confident readers and communicators
- to teach the skills needed for children to read fluently and for meaning through a combination of whole class activities, guided reading sessions and individual reading time.

Through reading our children will:

- be exposed to a rich and varied vocabulary
- explore real-life issues and stimulate conversation from their reading
- become inspirational and motivated writers
- develop their awareness of other people, places and cultures
- build confidence to write by looking at language patterns and sentence structures

At Ormiston Herman Academy, every pupil will:

- be taught phonics to support their reading and writing
- access a daily phonics session or spelling for reading session
- read with an adult a minimum of once a week
- experience a guided reading session once a week
- have a reading book appropriate to their reading age and ability
- have their reading performance regularly assessed

- have access to the library to read books for pleasure
- receive a reading record as a link between home and school
- have access to a range of high quality texts, through big books and online texts
- have regular opportunities to share, enjoy and discuss stories and texts through assemblies, class story-time and visits from authors
- have opportunities to take part in paired reading, across the key stages
- take part in reading across a creative curriculum
- taught skills to decode, blend, self-correct, retrieve and infer from a range of text types

Reading in the Early Years:

We teach Literacy in the EYFS as an integral part of the school's work. We relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Foundation Stage Curriculum Guidance, alongside the Primary Framework. We give all children the opportunity:

- to talk and communicate in a widening range of situations
- to respond to adults and to each other
- to listen carefully
- to practise and extend their vocabulary and communication skills.
- to explore words and texts
- to encourage application of phonics skills

Assessment of Literacy

'Effective assessment drives progression in learning. It is an on going process through which teaching teams are expected to use professional judgement and expertise to continuously identify assessment opportunities. Each teacher is responsible for collating and maintaining formative assessment material. Records of assessments are to be recorded daily for Literacy on the school assessment sheets, and weekly on the short term planning sheets. Termly assessments will be collated for APP on the appropriate criteria sheets.'

Assessment Policy September 2016 (see policy for more details)

Literacy and Inclusion

At our school we teach Literacy to all children, whatever their ability. It is part of the school Curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning

difficulties and those learning Literacy as an additional language, as well as providing appropriate, challenging planned work for those children who are Gifted and Talented.

Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ormiston Herman Academy is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

October 2016