



# Royal Cross Primary School

Lancashire's school for deaf children

<b>Policy Title:</b>	Reading Policy
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<b>Author and Role:</b>	Linzi Harding, Subject Leader
<b>Ratified by:</b>	Governors Policy Committee
<b>Responsible Signatory:</b>	Clive Gregory
<b>Date of signature:</b>	
<b>Details:</b>	This Policy: details colleagues' responsibilities and reflects the school values and philosophy in relation to the teaching and learning of Reading. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.
<b>Cross reference:</b>	Assessment, Recording and Reporting Policy Feedback and Marking Policy Teaching and Learning Policy

## EQUALITY AND DIVERSITY STATEMENT

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

## POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

## **READING Policy**

### **Statement of intent**

Royal Cross School understands the importance of reading in the process of developing pupils into independent learners.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read 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.

### **Background**

**This policy has due regard to statutory framework including, but not limited to, the following:**

- DfE (2013) 'English programmes of study: key stages 1 and 2'

This policy should be used in conjunction with the following school policies:

- Complaints Procedures Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Primary School Library Policy
- Guided Reading Policy

### **Reading and Phonics**

At Royal Cross we are passionate about seeing every child develop an interest, enjoyment and a desire for reading. We believe that the development of reading skills plays an important role in children's language development. For this reason we place great importance on reading, telling and sharing stories as part of our curriculum and daily routines.

At Royal Cross School, children are introduced to a wide range and variety of books and stories in our nursery class and this continues throughout the school. Stories are read daily using both spoken language and BSL and a wide range of commercial reading schemes. Children develop reading skills in an individual way and at Royal Cross School each child is personally supported in their reading journey. We have a structured approach to the teaching of reading which includes visual memory strategies, the teaching of phonics to help children

decode words, an awareness of comprehension skills and a strong focus on exploring meaning. We use picture books, novels and factual texts to engage and stimulate learning. Phonic skills are introduced systematically using a programme called 'Letters and Sounds' and all teaching of reading and phonics is supported by a range of phonic strategies, including the use of 'Visual Phonics by Hand' cues.

### **Key roles and responsibilities**

The Headteacher is responsible for:

- The day-to-day implementation and management of the Primary Reading Policy, in collaboration with the SLT
- Handling complaints regarding this policy, ensuring that the procedure outlined in the school's Complaints Procedures Policy is followed.

The literacy subject leader is responsible for:

- Ensuring all teachers have familiarised themselves with the Reading Policy.
- Supporting colleagues with any aspect of the Reading Policy.
- When required, assist with the planning and selection of new resources.
- Inform staff of any updates to the Reading Policy.
- Accept responsibility for guided reading resources and keeping colleagues informed of available resources.
- Liaising with the Headteacher and literacy governor and report any developments to the curriculum committee.
- Review and scrutinise class and year group assessment data in order to track pupils' progress.
- Monitor reading planning, observing and offering feedback on the teaching of reading.

### **Each class will have a time each day where they focus on phonics / reading activities.**

These may be:

- Spelling Activities: based on the spelling patterns taught that week in class.
- Comprehension: reading a text and answering questions on it.
- 1:1 adult reading time: Individual support for reading and comprehension
- Group guided reading sessions: Working in small groups to share reading and discuss texts.
- Independent Reading: the children read books/comics/newspapers or stories/poems they have written themselves.
- Follow-up tasks: linked to a guided reading session.
- Buddy reading: where an older and younger child share reading books.

- Library time: a time to explore fiction and non-fiction books in our school library.
- 'Cliff Moon' activities: as part of our literacy curriculum.

Children are encouraged to read widely both in and outside school. Home reading is supported through regular reading workshops for families. On these days families are invited in to share reading with their children in class and find out how we teach reading and phonics in Royal Cross.

## **Whole school**

- At least once per academic year classes will visit their local library, in addition to this; the school will observe national events, such as World Book Day and Children's Book Week, in order to help instil a passion in reading.
- Extra activities linked to reading, such as school trips and talks from guest speakers, will be organised regularly throughout the academic year.
- All pupils will have access to books from the school library. Pupils will also be encouraged to join their local public libraries and become enthused by reading.
- During literacy sessions, pupils across the school will engage in group reading. This will be in groups or pairs pre-assigned by their teacher.
- Staff should provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
- Pupils will, in groups or as a whole class, read texts linked to their topic work.
- One Assembly per week is dedicated to sharing a story together.

## **EYFS and KS1**

- Pupils will take part in group reading, e.g. whole class, using a big book or an interactive whiteboard; pupils will also undertake guided reading of the same text in smaller groups.
- One-to-one reading sessions with the pupils' classroom teacher are held at least once a week.
- Pupils will participate in daily story time sessions.
- Pupils at times will be expected to take appropriate books home to read with their parents

## **KS2**

- Pupils in KS2 will have the opportunity to read for pleasure at least once per week.
- Attend a weekly lunchtime reading club.
- Have daily access to a reading / phonic monitored by a class teacher.
- Take home reading home work to share with families.

## **Parents and reading at home**

Royal Cross School believes that parental involvement and encouragement can play a crucial part in pupils' reading development and we promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through parent meetings, newsletters and Class Dojo
- Giving pupils a book to read at home each day to further the skills they have learned during guided reading.
- Encouraging parents to make notes in the pupils' diaries about reading progress made at home.
- Regular reading / phonic workshops for families held in school.

## **Pupils are encouraged to read at home through the following methods:**

- Family learning sessions in school.
- Annual EHCP Review meetings with parents
- Home visits to discuss reading.
- Notifications for parents informing them of their child's progress

## **Equal opportunities**

Royal Cross School actively encourages all pupils to read books that are suitable for their reading ability, and this is reflected in the reading materials which it uses. The school is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following:

- Ethnicity
- National origin
- Culture
- Religion/beliefs
- Gender
- Disability
- Sexual orientation

Any instance of discrimination, harassment or bullying is dealt with promptly, in-keeping with the school's Equal Opportunities Policy and Anti-Bullying Policy.

Pupils with special educational needs and disabilities (SEND) will receive additional support from teaching assistant to enable them to develop a passion for reading.

The special educational needs coordinator (SENCO) will monitor reading for pleasure part of the individual learning plans for pupils.

Academically more able pupils are provided with reading materials suited to their abilities, in order to challenge them and keep them interested in reading.

### **Reading area**

The school's reading area is found in the library (with some classrooms having a quiet reading area as part of their provision.)

Pupils will use the school library on a weekly basis and have the option to attend the school library club each week.

### **Assessment and record keeping**

Teachers will record progress using B Squared on a termly basis. This will provide assessment information for each pupil for the subject lead to monitor. The subject lead will work with individual class teachers to monitor progress and discuss any barriers to pupil progress across reading /phonics.

### **Teaching and learning**

Royal Cross School follows the six phases of the 'Letters and sounds' framework for teaching pupils how to read. Teachers will adapt their planning in order to meet the specific needs of the deaf / HI / SLCN pupils in their group.

All pupils move through the programme of letters and sounds at their own pace, depending upon their level of hearing; language development and ability to process sounds.

All pupils within Royal Cross have a hearing impairment, deafness or SLC needs which impacts upon their ability to hear sounds, process sound and develop language – all impacting upon their access to phonic cues for reading.

Pupils working below age related expectations, e.g. pupils with English as an additional language and pupils with SEND, will receive additional phonics / reading support.

### **Approaches to Teaching Reading & Phonics**

Phonics is recognised as a key tool in the acquisition of literacy skills for most children and is used when teaching most children to read and write. Phonics is the ability to hear, identify, and manipulate sounds and understand the link between the sound (phoneme) and the way it is written (grapheme). This auditory approach to the teaching of reading causes difficulties for most deaf / HI pupils.

At Royal Cross School we follow the Letters and Sounds programme, a phonics programme in which individual letters or letter sounds are 'blended' to form groups of letters or sounds, and those groups are then blended to form complete words. However, the way we approach the teaching of reading and phonics differs from mainstream schools in that we use a variety of approaches.

As a result of deafness / hearing impairment / SLCN pupils at Royal Cross need access to a range of differing specialist approaches to the teaching of phonics and reading.

The teaching of reading at Royal Cross incorporates a range of strategies which may include: -

### **Synthetic Phonics**

Children are taught to read letters/groups of letters by learning the sounds they represent.

Children can then start to read words by blending (synthesising) the sounds together to read a word. This is the most common method of teaching reading, and the method taught in mainstream school, but can sometimes be difficult for those deaf children with limited access to speech sounds. We therefore teach Phonics in conjunction with Visual Phonics.

### **Visual Phonics by Hand**

‘Visual Phonics by Hand’ uses hand cues and strategies to ensure that phonics teaching is made accessible to all deaf children.

Developing an understanding of phonics will support some pupil’s reading and writing skills along with developing their lip reading and spoken language skills.

In ‘Visual Phonics by Hand’ sessions, as the sound is said, a particular hand shape or movement accompanies the sound. The combination of hearing the sound and seeing the hand shape, the hand position and lip shape clarifies the sound being taught and also in some cases, the link between the sound and its letter (grapheme). All 44 sounds (phonemes) of English can be clarified or reinforced in this way. This technique enables children to ‘see the sound’ and so are helped to discriminate between sounds.

### **The Whole Word Approach**

The Whole Word method of literacy instruction instructs learners to recognise words as whole units without breaking them down into sounds or letter groupings. It focuses on the word as the minimum unit of meaning and therefore the essential base element of reading.

The focus is on supporting pupils to understand how to recognise words in relation to other words, in their context, and as a representation of what the word means. Whole Word approaches always emphasise learning to read through the act of reading.

It teaches reading at the word level. Pupils are not sounding out words but rather learning to say the word by recognising its written form. Context is important and providing images helps. Familiar words may initially be presented on their own, then in short sentences and eventually in longer sentences. As their vocabulary grows, children begin to extract rules and patterns that they can use to read new words.

Support may include the following strategies: -

- sight-memorisation techniques
- reading aloud
- prioritising finding engaging reading material

- comprehension exercises

The key to the teaching of reading and phonics at Royal Cross is flexibility and the selection of the correct approach to meet the specific needs of deaf / HI / SLC needs of our pupils. Alongside this is the knowledge and skills of our staff to understand the different available approaches and the ability to select, adapt and change approaches as the pupil's needs change.

### **Monitoring and review**

The effectiveness of this policy will be monitored continually by the Headteacher. Any necessary amendments may be made immediately.

This policy is reviewed every year by the literacy subject leader and the Headteacher.