



# Reading Policy

October 2018  
Review October 2020

### Why do we teach?

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

### What do we teach?

Reading is a key skill, and the aims of the Brook House reading curriculum is to ensure all pupils:

- Read easily, fluently and with good understanding (comprehension) both for an audience and for themselves.
- Develop the habit of reading widely and often, for both pleasure and information, and to be able to compare them.
- Displaying an ability to infer, deduct and predict, and understand author intent.
- Use a dictionary to understand word meanings and build vocabulary.
- Select an appropriate text for their reading ability and pleasure.

### How do we teach?

The programmes of study for reading at key stage 2 consists of two dimensions:

- word reading
- comprehension (both listening and reading).

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. We build on from previous strategies in synthetic phonics in key stage 1 ([read, write inc](#)). In KS2, when necessary, intervention groups still focus on phonics for example, dyslexic programmes like Accelleread and Project X (particularly engaging for boys).

Within daily reading lessons, children explore a wide range of reading skills through a structured programme called 'Read Aloud, Think Aloud', which is also used in our

Family of Schools. Whole class reading engages children – especially with lower reading abilities – where teachers model reading comprehension skills through a text.

Children are encouraged to read for pleasure at home and regularly use the library service to select age appropriate books. They use the '5 finger policy' to select books independently. Children who take part in home reading are rewarded with various incentives as individuals and as a class. Children who do not read regularly at home and have a low ability in this area are involved in 'Reading Buddy Club' where they sit with an older child and read to them or are read to.

Once a week, we have a class-based reading assembly where children can read for pleasure.

### How do we measure progress?

Children are assessed against the National Curriculum using our school tracking system. Reading comprehension assessments are completed at least three times a year across all year groups to ensure progress is monitored. As well as formal assessment, children are regularly given verbal feedback and praise in reading within lessons, reading assemblies and achievement assemblies.

### Roles and Responsibilities

The role and responsibilities of the subject leader

- To support and guide the classroom practice of teachers and support staff
- To ensure coverage, continuity and progression in planning
- To monitor and evaluate the effectiveness of English teaching and learning
- To update documentation where necessary
- To provide parents with information about English teaching and learning
- To produce action plans
- To liaise and consult with outside agencies where appropriate
- To review regularly the contribution made by English to a meaningful curriculum