

Reading Policy

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Philosophy and Purpose

This policy reflects the school values of courage, ambition, everyone a learner and mutual respect in relation to the teaching and learning of reading. It sets out a framework within which teachers, Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (Tas) can operate, and provides guidance on planning, teaching and assessment.

The policy should be read in conjunction with the English/Literacy Policy and the Schemes of Work for English, which set out in detail what pupils in different Key Stages will be taught.

By embedding these values, we foster courage when pupils tackle new and unfamiliar texts, promote ambition to develop fluent and independent reading, recognise that everyone is a learner at their own pace, and model mutual respect when working collaboratively.

Aims

The aims of reading are:

- To enhance pupils' understanding in both oral and written forms.
- To develop comprehension and expression through experiencing a wide variety of texts at an individual level.
- To develop imagination, inventiveness and critical awareness through reading.
- To encourage pupils to mature socially through shared reading experience.
- To support students to become as independent as possible in everyday life, both at Pear Tree and beyond.
- To foster enjoyment from reading.

Rationale for Teaching and Learning of Reading

To become successful and independent readers, pupils require a broad range of skills and knowledge, including:

- Familiarity with English syntax and sentence structure.
- Understanding of story structure and ability to link stories with illustrations.
- Good comprehension and a rich vocabulary.
- Strong visual and auditory memory.
- Recognition of letters and knowledge of grapheme-phoneme correspondence.
- The ability to blend and segment sounds to decode and spell words.
- Awareness of word length and patterns, supporting later phonic work.

Early Years

Reading is planned and delivered as part of the Early Years Foundation Stage (EYFS) curriculum. There is a strong emphasis on developing communication and language, listening skills and enjoyment of stories. Pupils engage with:

- Rhymes and songs.
- Shared story sessions with adults.
- Choosing and handling books with care.
- Exploring environmental print and familiar signs.
- Developing visual and auditory tracking skills.

Key Stages 1-3

Reading is taught using a combination of phonics, sight vocabulary and whole-text strategies, integrated into meaningful, practical contexts. Planning is differentiated to meet individual needs and ensure progression.

- Pupils may access programmes such as Teach Your Monster to Read and adapted Read Write Inc. resources.
- Daily opportunities to practise reading skills are built into lessons and across the curriculum.
- Reading books are tailored to each pupils' level and are shared at home with parental support.
- High-frequency words and personal vocabulary are taught explicitly.

Key Stage 4 and 6th Form

In Key Stage 4 and 6th Form, the emphasis is on functional reading skills to support independence beyond school. Students learn to read and interpret text for everyday life – menus, instructions, safety signs, timetables, application forms and digital information.

Reading Skills and Strategies

- Word recognition – recognising personal and high-frequency words, environmental print and subject specific vocabulary.
- Phonological awareness and phonics – using sound discrimination, rhyme, alliteration, blending and segmenting to decode unfamiliar words.
- Context and grammatical knowledge – predicting and making sense of text, using sentence structure and meaning cues.

Assessment, Recording and Reporting

Recording Achievement:

Progress is recorded through Evidence for Learning. Reading records log home reading, and special achievements are recognised with certificates, promoting mutual respect and celebration of success.

Assessing Achievement:

Pupils are assessed termly using PIVATS, the engagement model and Routes for Learning. Adapted Read Write Inc. and Letters and Sounds assessments are used for those working within phonic phases. This enables personalised planning and supports everyone a learner.

Reporting Achievement:

Teachers report progress through annual reports and regular updates via Evidence for Learning.

Monitoring and Evaluating Reading

Monitoring and evaluation ensure high standards and balanced coverage. The subject leader works with staff across all Key Stages to review provision, evaluate teaching and learning, and inform future planning.

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Reviewed by: Elizabeth Harrison

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