

OVERVIEW

The first stage in helping children to become confident readers and enjoy books is teaching them the key skills that they need. Our philosophy will be driven by the determination that virtually every child in this school will learn to read regardless of social and economic circumstances, ethnicity, the language spoken at home and most special educational needs or disabilities.

OBJECTIVES

1. To achieve very high standards in reading
2. To apply a very rigorous and sequential approach to developing speaking and listening and reading.
3. To have in place diligent, concentrated and systematic teaching of phonics so that it is central to children's success in learning to read.
4. To use high-quality and expert teaching that follows the carefully planned and tightly structured approach to teaching phonic knowledge and other reading searchlights.
5. To have high quality and effective teaching of the structure, language and vocabulary in different text types, ensuring children are able to infer knowledge and predict.
6. The quality of formative assessment and the interaction that stems from it will make an important contribution to learning.
7. To ensure children are aware of their own progress and development as a reader
8. To create a positive reading culture where children enjoy reading, want to read regularly and discuss their reading.
9. To encourage reading outside the classroom through forging strong links with home.
10. To develop children's experiences through a variety of texts including use of libraries, ICT and other available media.
11. To teach children to apply the skills they learn in reading across the curriculum.

KEY STRATEGIES

1. We will use systematic, consistent, well-structured, fast paced and multi-sensory phonics, as outlined in the Read Write Inc. scheme along with other appropriate strategies / searchlights following the completion of the scheme.
2. Pupils will be given opportunities to apply what they have learnt through reading – including time to read aloud to adults to practise their decoding skills – writing and comprehension of what they are reading.
3. Teachers will be highly trained in the principles of phonics, so that they can identify the learning needs of young children and recognise and overcome the barriers that impede learning
4. The curriculum will give children rich opportunities to talk and listen in a wide range of contexts. This will contribute to developing their familiarity with books and stories and their knowledge of the meanings of words.
5. There will be a strong and early focus on developing the children's capacity to listen, concentrate and discriminate between sounds.
6. Well-structured resources from Read Write Inc. and the Literacy Company will be used appropriately to support the teaching programme.
7. Phonics and other teaching strategies will be monitored to ensure consistency.
8. The assessment of individual pupils' progress in reading and their phonic knowledge and skills will be frequent and detailed to identify quickly the pupils who are failing, or in danger of failing, to keep up with their peers.
9. Effective provision for those who are struggling to keep up will be put in place early and there will be high expectations of what all pupils should achieve
10. Children will be involved in the assessment of their progress and receive regular supportive feedback on their work.
11. Children who are struggling to read will be given individual support which will be carefully attuned to overcoming barriers to their phonological development.
12. The monitoring of the implementation of the programme, especially the quality of the teaching, and the evaluation of the impact of the programme on pupils' decoding and spelling skills will be given priority within our school's strategy for self-evaluation.

CONCLUSION

The development of speaking and listening reading and writing will be the top priority for our children. Teaching reading will be the central strategy in developing children's literacy. In this school children will be confident readers.