

# TALBOT SPECIALIST SCHOOL



## Reading Policy

RATIFIED:

A handwritten signature in black ink, appearing to read 'M. Elton'.

Chair of Governors

DATE: 3<sup>rd</sup> March 2017

# **TALBOT SPECIALIST SCHOOL**

## **Reading Policy**

### **MISSION STATEMENT**

Opportunity and achievement through partnership

### **Aims of the school:**

At Talbot Specialist School we aim to provide:

- A dynamic, personalised curriculum
- Student centred learning
- Partnership with families
- Enrichment of learning through the wider community
- A celebration of our cultural diversity
- Multi-agency support
- Choices and opportunities on leaving school

### **RATIONALE**

At Talbot Specialist School we believe that every child has the right to high quality teaching and learning opportunities that help them develop essential reading skills which are functional, providing them with the opportunity to reach their potential whilst at school and after they leave.

Reading permeates throughout the entire curriculum and this is reflected through the timetabling and time spent on reading activities as well as the emphasis placed upon reading in all other curriculum areas. Our reading curriculum is text and phonics driven and students explore reading through activities derived from a broad and balanced range of texts. Throughout the school week students will engage in phonics and begin to use phonetic approaches in reading alongside a range of other reading and strategies such as Lexia our computer based reading scheme.

Our students also access learning through immersive interaction with texts through sensory stories and interactive technology which makes reading more accessible for high quality learning. For many of our students reading is an emergent skill and includes tracking, interaction with objects, recognition of shapes, contrasts, people and faces amongst many other things. As students develop their reading skills further it incorporates recognising Makaton signs, recognising Communication In Print symbols and common environmental print such as warning signs, information texts and timetables. Many of Talbot's students also read in the more traditional sense of the word and are able to decode text using picture books and indeed many students are able to read and comprehend books independently. Students at Talbot read to recognise words but also comprehend texts to explore and understand their surroundings especially through social sight vocabulary.

### **AIMS**

- 1) To promote functional transferable reading skills which empower our students in their daily lives.
- 2) To promote inclusivity and the full involvement of all students, through tracking, shared reading, guided reading, digital reading and independent reading opportunities.

3) To provide appropriate accredited learning.

3) To create a reading environment that is open accessible and welcoming to students, staff, parents /carers and all other stakeholders.

4) To promote a love of reading using Makaton and the home languages of our diverse school population.

5) To promote mutual respect, believing that we all (staff and students) learn from each other and that we are partners in learning. This is shown through teamwork, peer groupings, reading groups reflective practice, clear communication and the sharing of knowledge and new experiences.

## **OBJECTIVES**

**We will promote the development of reading through supporting students to –**

- Be able to read as easily and fluently as they are able.
- Develop a habit of reading or accessing text for both pleasure and information.
- Access a wide variety of texts which reflect a rich literary heritage, in a range of formats e.g. books, digital presentations and sensory stories.
- Use a range of strategies for word reading i.e. recognition of objects and pictures, sight vocabulary and decoding of words using phonic strategies.
- Develop comprehension and understanding through interaction with a wide range of texts and literacy activities.
- To ensure all reading aids such as spectacles, filters, magnifying sheets are used effectively.
- Stay safe by promoting environmental reading and enabling students to become increasingly independent.
- Develop their functional reading and their ability to make choices and determine their own futures through interaction with a range of texts.

## **RESPONSIBILITIES**

### **Governors**

It is the responsibility of governors to:

- Ratify and review policy documentation and monitor its' implementation through regular visits to school and meetings with staff and students
- Establish a process for developing and/or reviewing policies
- Produce written policy statements where appropriate.

### **SLT**

It is the responsibility of the Senior Leadership Team to:

Ensure that all students are able to learn in a safe environment where their achievements are valued and celebrated.

Ensure curriculum documentation is produced in line with curriculum policy.

Support the implementation of policy and curriculum plans across school.

Develop assessment, recording and reporting in line with school policy.  
Monitor overall progress in all areas.

### **Phase Leaders**

It is the responsibility of the Phase Leaders to:

Promote reading across the phase  
Ensure that students within their phase feel safe and are respected.  
Celebrate achievement and progress, along with SLT, parents / carers.  
Oversee the planning and delivery of the curriculum within their phase.

### **Teachers**

It is the responsibility of class teachers to:

Complete medium and short term planning for all subject areas.  
Plan learning activities which are appropriate for the needs of the students.  
Keep evidence of learning and progress and celebrate the achievements of each student  
Apply appropriate interventions for students not reaching their full potential  
Personalise learning to the individual needs of the students

### **PRACTICAL CONSIDERATIONS**

Reading is embedded in our curriculum throughout the school in the following ways:

Appropriate differentiation and intervention to support reading such as symbol support, font size and style, picture support, level of support, expectations and positioning.

Assistive digital technology such as talking books and displays, eye gaze technology, tablet computers will be used to enhance the reading experience as necessary.  
Skillful combination of 'bottom up phonics based learning with emphasis upon GPC (Grapheme Phoneme Correspondence) with top down immersive text based learning.

Records of reading are kept for all students who regularly access books.

Accurate assessment, evaluation and monitoring which informs future learning opportunities in a systematic way. This will also provide knowledge about the optimal conditions for 'reading' in all its forms for each student such as visual range, positioning of resources

A commitment to the identification and appropriate management of specific learning difficulties or impairments which affect reading such as dyslexia or visual impairment.

Ensuring 'reading' regularly takes place in all curriculum lessons at a level appropriate for students to access. Ensuring students use Lexia as appropriate.

Established links with multi-agency teams ensure the school is able to have significant input into future plans for students and place student voice and choice at the centre of planning texts and reading activities.

