READING POLICY

Title	:	**Reading Policy**
File Name	:	**TRAC/ADMIN-RP/009**
Date of Issue	:	**1st April 2024**
Next review date	:	**31st March 2025**

This reading policy sets the foundation for The Royal Academy to develop confident, enthusiastic readers who see reading as a key to both learning and enjoyment. The school has seen that success in reading has a direct effect upon progress in all areas of the curriculum.

1. Purpose

The purpose of this reading policy is to promote a love for reading, improve literacy standards, and foster a positive reading culture within The Royal Academy. This policy aims to provide clear guidance to staff, students, and parents on how to support and develop effective reading practices across all year groups.

2. Aims

- To instill a lifelong love of reading in all students.
- To ensure that all students, regardless of their background, develop strong reading skills.
- To provide structured and varied reading opportunities.
- To integrate reading across the curriculum to support learning in all subjects.
- To engage parents in supporting their children's reading development at home.

3. Reading Curriculum

- **Phase 1- KG:** Phonics-based instruction using systematic phonics programs. Regular story time sessions to foster a love for books.
- **Phase 2, 3 & 4:** Focus on comprehension, fluency, and vocabulary expansion through diverse reading materials, including fiction, non-fiction, poetry, and digital texts. Reading skills such as inference, summarizing, and analysis will be developed.
- **Cross-Curricular Reading:** Students are encouraged to read texts related to Arabic, English, Second Languages and other subjects like Social Studies, Science, and Mathematics to build content-specific literacy.

4. Reading Environment

- **Classroom Libraries:** Every classroom will maintain a reading corner stocked with age-appropriate books and other reading materials.
- **School Library:** The Royal Academy's library provides access to a wide variety of books, including digital resources, ensuring that students have access to diverse reading materials.
- **Reading Displays:** Each classroom and shared spaces will have reading displays that highlight current reading topics, books, and student recommendations.

5. Reading Strategies

- **Guided Reading:** Teachers will conduct small-group guided reading sessions during the lessons to target specific reading skills and provide individualized support.

- **Independent Reading:** Students will be given time daily for silent, independent reading, with books chosen based on their interests and reading levels.
- **Shared Reading:** Teachers will read aloud to the class regularly, exposing students to more complex texts and promoting discussions around themes, characters, and vocabulary.
- **Reading Challenges and Book Clubs:** The school will organize reading challenges, author visits, and book clubs to encourage reading for pleasure.

6. Assessment and Monitoring

- **Phonics Assessments:** Regular phonics checks will be conducted in the early years to ensure students are on track with their decoding skills.
- **Reading Records:** Teachers will maintain reading records to track student progress. Parents will also contribute by maintaining home reading logs.
- **Reading Comprehension Tests:** Regular comprehension assessments will be used to monitor understanding and progress, identifying students who require additional support.
- **Data Analysis:** Reading progress will be reviewed periodically to inform interventions and teaching strategies.

7. Parental Engagement

- **Reading at Home:** Parents are encouraged to read with their children daily and discuss books to enhance comprehension and enjoyment.
- **Workshops and Resources:** The school will provide workshops and resources for parents on how to support reading at home, including strategies for reluctant readers and choosing appropriate texts.
- **Home-School Reading Records:** Parents and students will work together to keep reading records, fostering accountability and shared responsibility for literacy development.

8. Support for Struggling Readers

- **Intervention Programs:** Identified students will receive targeted intervention, such as 1:1 reading support or small-group phonics sessions, to accelerate their progress particularly in Phase 1 and 2.
- **Use of Technology:** E-books, audiobooks, and assistive technologies will be used to support readers with specific needs, such as dyslexia.
- **Collaboration with Specialists:** The SEN (Special Educational Needs) department will work with teachers to provide personalized reading plans for students with learning difficulties.

9. Promotion of a Reading Culture

- **Reading Celebrations:** The Royal Academy will host events like World Book Day, reading weeks, and author visits to celebrate and promote reading.
- **Reading Buddies:** Older students will partner with younger ones as "reading buddies" to model positive reading habits and provide peer support.
- **Teacher Role Models:** Teachers and staff will actively share their own reading experiences and book recommendations with students.

10. Review and Evaluation This policy will be reviewed annually by the senior leadership team in consultation with staff, parents, and students to ensure its effectiveness and continued alignment with the needs of the school.

Approved By
Principal