



READING POLICY

POLICY NAME	READING POLICY						
APPROVAL AUTHORITY	PRINCIPAL	ADOPTED	APRIL 2023	REVIEWED	JANUARY 2024	NEXT REVIEW	JANUARY 2025
RESPONSIBLE EXECUTIVE	LIBRARIAN						
RESPONSIBLE OFFICE	LEARNING RESOURCE CENTRE	AVAILABLE	In the Library , Website				

RATIONALE

The reading policy outlines the institution's commitment to promoting literacy and developing a culture of reading among students. It serves as a framework to ensure consistent and effective practices in teaching reading skills across all grade levels. The rationale for a reading policy includes:

- **Improving Literacy Rates:** To enhance students' reading abilities, comprehension, and overall literacy levels.
- **Fostering a Love for Reading:** To cultivate an intrinsic motivation to read for pleasure and information.
- **Supporting Academic Success:** To recognize the critical role of reading in academic achievement and lifelong learning.
- **Encouraging Critical Thinking:** To develop students' critical thinking and analytical skills through exposure to diverse texts.
- **Creating Inclusive Environments:** To ensure that all students, regardless of their background or ability, have access to quality reading materials and support.

2. AIMS

The aims of the reading policy are broad goals that the institution seeks to achieve through its reading initiatives. These aims include:

- **Promoting Literacy Across the Curriculum:** To integrate reading skills into all subject areas, ensuring that literacy is a foundational element of all learning.
- **Encouraging Independent Reading:** To inspire students to become independent readers who read for enjoyment and personal growth.

- **Enhancing Comprehension Skills:** To improve students' ability to understand and interpret texts, thereby boosting their overall academic performance.
- **Providing Access to Diverse Materials:** To offer a wide range of reading materials that reflect various cultures, perspectives, and genres.
- **Supporting Struggling Readers:** To identify and provide targeted support for students who face challenges in reading.
- Ensure our children have sound phonic awareness and use a phonics first approach to reading.
- Develop error free reading.

3. OBJECTIVES

The objectives are specific, measurable steps that the institution will take to achieve its aims. These objectives should be clear and actionable. Examples include:

- **Developing a School-Wide Reading Program:** Implement a structured reading program that includes daily reading time, book clubs, and reading challenges.
- **Training Teachers in Literacy Strategies:** Provide professional development for teachers on effective literacy instruction and intervention strategies.
- **Implementing Assessment Tools:** Use standardized and formative assessments to monitor students' reading progress and identify areas for improvement.
- **Creating a Rich Reading Environment:** Establish well-resourced libraries and reading corners in classrooms to encourage reading.
- **Engaging Parents and the Community:** Involve parents and community members in reading activities, such as family reading nights and community book fairs.
- **Incorporating Technology:** Use digital tools and resources to enhance reading instruction and provide students with access to e-books and audiobooks.

Implementation Plan

1. **Assessment and Baseline Data:** Collect baseline data on students' reading levels and establish targets for improvement.
2. **Resource Allocation:** Ensure that adequate resources (books, digital materials, staffing) are available to support the reading policy.
3. **Teacher Training:** Conduct regular professional development sessions on best practices in reading instruction.

4. **Monitoring and Evaluation:** Continuously monitor the implementation of the policy and evaluate its effectiveness through regular assessments and feedback.
5. **Parental and Community Involvement:** Develop strategies to engage parents and the community in supporting reading initiatives.

Teaching Students to Read Fluently:

- Fluent reading refers to the ability to read orally with speed, accuracy and proper expression.
- Adopting strategies that increase fluency and that have a positive impact on reading and particularly on reading comprehension, such as reading and rereading of familiar texts.
- Providing opportunities to read aloud, with guidance from teachers, peers or parents, are also associated with the development of fluent reading.
- **Assessment and Monitoring** In selecting an appropriate intervention for a student, teachers need to be aware of the student's key areas of deficit and select an intervention accordingly.
- Motivating and engaging students are recommended.
- Making literacy experience relevant to students' interests, everyday life and to current environmental events.
- Providing a positive learning environment that promotes student autonomy in learning.
- Allowing choice and empowering students to make decisions.
- Computer Assisted Learning has considerable potential, particularly word processing approaches, as reading and writing activities can be integrated.
- Reading information on the internet.

Review and Updates

- **Annual Review:** The reading policy should be reviewed annually to assess its impact and make necessary adjustments based on feedback and assessment data.
- **Stakeholder Input:** Involve teachers, students, parents, and community members in the review process to ensure the policy remains relevant and effective.

Date of Review : January 2024
Next Review : January 2025



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