

‘Building Resilience for Future Success’

**Reading Policy**

At Ancora House School, we recognise the importance of fostering a love for reading and developing strong literacy skills among our young people. Our reading policy is intended to outline how we create a supportive and engaging reading environment that nurtures confidence in reading and provides young people with the opportunity to access books and literature to foster a lifelong love of reading and learning. This policy outlines the expectation we have of our staff and young people, our aims and approach to reading and the resources used and provided.

Ofsted, May 2023:

‘Reading is a priority in school. A wide range of books are available, alongside quiet spaces for pupils to relax and enjoy reading. Teachers link stories, poetry and art to deepen pupils’ love for literature and the arts. Any pupils who need additional support with reading get the help that they need to become confident, fluent readers.’

**Our expectation:**

Our expectation at Ancora House School is that every member of staff sees embedding literacy into learning as their responsibility, and seeks opportunities to provide exciting and interesting ways to entice young people to engage with reading and support them in developing skills and confidence in reading.

**Our Aims for Reading:**



* To develop a love of books and reading that lasts a lifetime
* To identify and support young people who need extra intervention with reading and build confidence in their reading
* To continue to embed a strong reading culture both in classrooms and the wider school environment
* To develop reading literacy through a range of literary genres and types of text
* To develop digital literacy skills to navigate information on the web

**Teaching Approaches:**

At Ancora House School, we recognise that all our young people have experienced different levels of literacy both in the home and school environment. Some of our young people are avid readers and others have never experienced being read to or have limited access to reading materials. Upon admission, young people are informally assessed for reading ability within the ward or classroom setting, and materials and expectations are adapted to meet the needs and level of the learner. Reading is a focus of every lesson and young people have access to a range of fiction and non-fiction texts. Teachers create safe learning environments where young people, irrespective of their levels of reading and literacy are encouraged to engage with the written word and read either aloud or independently without judgement. Understanding is judged through questioning and discussion. Planned opportunities to read include reading about scientists and discoveries, plays and scripts in English, following a set of instructions to plan a challenge in STEAM and solving everyday puzzles in Maths.

**Resources and the reading environment:**

At Ancora House School, we have developed a reading environment designed to expose young people to reading in a low pressure, high expectation, safe environment. Resources include:

* Word of the week
* Mobile library: offering young people a choice of genres, contemporary and classic authors and fiction and non- fiction text
* ICT in the classroom (iPads and interactive whiteboards to access digitally written materials)
* World book day activities
* a bank of resources for tutor time activities including front page newspaper articles, research challenges, internet research and reading for pleasure
* Poetry
* Quiet spaces to relax and read
* Reading aloud
* Reading displays
* Displays of student’s written work

