



Reading at Home Policy



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Introduction

“There are worse crimes than burning books. One of them is not reading them.”

– Joseph Brodsky

The Reading Curriculum at Cann Bridge forms a core part of our learning and development. It is an intrinsic part of developing towards independence and as such is treated as a core and vital focus in our curriculum offer. Specifics of our overall reading curriculum is covered in a separate Reading Curriculum Policy. However, we recognise that to develop reading and a love of reading, our learners also need support and exposure to books and reading experiences across multiple settings, specifically through experiencing the love of reading with core carers at home.

Definition

Reading is recognised as the process of looking at a series of written symbols, such as letters of the alphabet, punctuation and spaces and understanding meaning from these. At Cann Bridge, we recognise that the definition of symbols can be expanded to include all forms of communication and information found in our world, including, but not limited to, signs, pictorial representations and reading the expressions of others. If we can see, touch or receive the symbolic representation of meaning from others and can understand meaning from it, then it is reading.

Statement of intent

At Cann Bridge School we believe that successful approaches to teaching reading should not be limited to experiences based purely in school. Research shows that reading progress and a love of books is significantly improved if books are regularly explored in multiple settings.

Our school home reading aims are to:

- Develop a deeper love of reading and books.
- Provide extra opportunities for reading.
- To ensure that reading does not become an “only at school” mindset.
- Provide an opportunity for parents/carers to share books with their children.
- To support parents/carers to understand the process of learning to read.
- Form a positive link between home and school, supporting learners to know the two settings are linked.
- To promote a form of learning as well as relaxation.
- To provide a chance for learners to develop good habits that we hope will remain with them across their lives.

Implementation

Support

A relaxed parent/carer workshop/chat is offered every year to support both an understanding of reading and phonics within Cann Bridge School, but also to discuss home learning, good practice, and allow parents/carers to view resources and ask questions.

Expectations for reading at home

Reading is essential to the learning that occurs across our learner's experiences wherever they are. It is also a way to offer relaxation and leisure, as well as explore a wider world of knowledge, imagination, and experiences. At Cann Bridge School we hope to see reading at home supported effectively by:

- Learners being encouraged to read at home twice a week, and more frequently if able.
- (Learners who can decode sounds) to be read with at home every day where possible.
- The home reading record is at least ticked to show reading but ideally has a note to show any challenges, interests, or feelings the learner had about their reading that day.

Expectations of learners

- Work towards taking care of books.
- Work towards independence in remembering to bring reading book bags, books and record to school each day.
- Where possible, work towards recording their own progress and opinions on the books they read.

Expectations of teaching staff

- To maintain a reading culture and promote reading for pleasure.
- To support parents and learners who are experiencing challenges.
- To celebrate the reading achievements of learners.
- To ensure that once learners are within Stage 1 or above of Monster Phonics, that at least every other book home is from the approved Phonics book list appropriate to their level.
- To offer parents/carers support and guidance and keep them informed of progress.
- To record in school reading within the child's reading record.

Impact

The Reading at Home Policy is intended to create a significant positive impact on learners' opportunities for further reading, their development of literacy skills and overall academic progress. Through regular engagement with reading materials outside the classroom, learners can demonstrate improved comprehension, vocabulary acquisition, and a greater enthusiasm for

learning. This will not only foster a love for reading but also cultivate lifelong learning habits, empowering learners to thrive academically and beyond, actively involving carers in their learning and assessment. Reading is assessed formatively through observations and identifying progress in Personalised Learning Goals and BSquared assessment points with overall learning and outcomes assessed through summative assessments in December, March and June. Phonics skills are assessed primarily through PhonicsTracker, Core Phonics tracking and an inhouse phonics monitoring system which are all customised to follow our Monster Phonics SSP.

Reading is assessed and evidence of learning may be recorded in a range of ways, not limited to:

- Reading records
- Evisense (online journal)
- Writing Journals
- Diaries
- Work folders
- Phonics assessment tracker documents

Parents are informed about student progress through, parents' evenings, annual reviews, through home school link books and reading records.

Links

This Policy should be read in conjunction with the following Cann Bridge policies:

- Child Protection & Safeguarding Policy
- Pathway to Independence Curriculum Policy
- Planning, Assessment, Marking, Recording and Reporting Policy
- English Policy
- Reading Policy
- Writing Policy
- Total Communication Policy
- See Key Stage long term plans on the school website for the rolling English programme