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| **Gwele Primary School**  **EMIS Number:**  **School Reading Policy for 2024**  **(Please insert responses in the spaces provided)**   1. **The School Reading Policy**     1. The following are the languages taught at the School:   Language of Learning and teaching:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Home Languages:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  First Additional Languages:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Second Additional Languages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * 1. The ……………………………………… (name of School) School Reading Policy was developed by the following teachers from the school.  |  |  | | --- | --- | | Name | Subject/s taught | |  |  | |  |  | |  |  |   1.3 The School Reading Policy was presented to and discussed with all staff members and with the School Governing Body. ………….. (Yes / No)  1.4 The final approved School Reading Policy was sent to all school staff members and members of the SGB for their records and filing on ……………….……………………………(date)  1.5 The final signed …………………………..(name of the school) Reading Policy was sent to the Circuit Manager ………………………………………………(name of circuit manager) on …………………………………. (date).  1.6 The name of the School’s Reading Champion is ………………………………………………………(name)   1. **Parents’ role in reading**   2.1 The School’s Reading Policy will be communicated to parents and caregivers through …………………………………………………………………………………..(Whatsapp/ Letters / face-to-face meetings) before the end of October 2023.  2.2 The role of parents and caregivers in supporting the SRP is explained in the communication. Parents and caregivers have been asked to support their children’s reading by: ……………………………………………………………………………………………………………………………………………………  ……………………………………………………………………………………………………………………………………………………  ……………………………………………………………………………………………………………………………………………………   1. **Partners**   3.1 The following potential partners have been informed of the School’s Reading Policy ……………………………………………………………………………………………………..………………………………………...  …………………………………………………………………………………………………………………………..…………………….  (eg: Churches, faith-based organisations, ward councillor, Non-Governmental Organisations (NGOs), library, business, municipality etc.)  3.2 The role of partners in supporting the SRP is explained in the communication. Partners have been asked to support reading by:  ….………………………………………………………………………………………………………………………………………………  .…………………………………………………………………………………………………………………………………………………   1. **Teachers**   4.1 All teachers have been oriented to the School Reading Policy and encouraged to play a role in  the implementation of Policy and to ensure that reading is part of every lesson.  4.2 All Language HoDs will be trained on the latest reading methodologies to lead the improvement of reading in their phases. The names of the HoDs in Foundation Phase the Head Teacher of Languages in the Intermediate Phase are:   |  |  | | --- | --- | | Name | Position in the school | | 1. Name of Foundation Phase HoD |  | | 1. Name of the Head of Languages in IP |  |   4.3 The school will support learners who struggle to read in the following ways:  …………………………………………………………………………………………………………………………………………………..  ………………………………….………………………………………………………………………………………………………………..…………………………………………………………………………………………………………………………………………..  4.4 Teacher Assistants in 2024 will support the Reading School Policy in the following ways:  …….…………….……………………………………………………………………………………………………………………………..  ….………..…………………………………………………………………………………………………………………………………….  …….…………….……………………………………………………………………………………………………………………………..  ….………..…………………………………………………………………………………………………………………………………….  **5. Time**  5.1 The following times will be set aside for teaching reading:  HL………………………………………………………………..  FAL…………………………………………………………………  Other …………………………………………………………..  5.2. The following times will be set aside for silent reading or reading aloud.  ………………………………………………………………………………………………………………………………….   * 1. The dates on which the School will celebrate reading are: ………………………………………..   ………………………………………………………………………………………………………………………………………..   * 1. The School will implement the following motivational programmes to promote reading:   ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..(Spelling bees, readathons, writing competitions etc.)  **6. Texts**   * 1. All grade 1 to 9 learners will receive DBE 10 Workbooks for Languages and Mathematics in 2024 and beyond. These books will be handed out to learners at the beginning of each term and will be used not only for the subjects intended but for other reading activities including reading at home to parents and caregivers.   2. In June/ July 2024 the School will order ……………………(number) of readers / reading books for 2025.   3. Textbooks have been ordered for all learners for all subjects and will be issued in January 2024. …………. (yes/no)   4. **Tests**      1. The School will use the following assessment tools to determine and support the reading progress being made by learners in each grade. Tick those appropriate for the school. * Screening Identification, Assessment and Support (SIAS) tool to identify reading challenges. * The Early Grade Reading Assessment (EGRA) in Grades 1, 2 and 3. * Reading and comprehension questions in all subject tests and examinations. * Item banks with quality School Based Assessments for Languages. * Spelling Tests * Dictation * Other: ……………………………………………………………………………………………………………….   **This School Reading Policy will be reviewed in September 2024.**  **Signed:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Principal Chairperson of the SGB**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Date** |