

Reading Policy

Date Reviewed	February 2022
Reviewed By	Hannah Shaw, Deputy Head
Next Review Due	February 2023
Ratified by Governors	

Intent

This policy reflects Alderman Knight School's aims and objectives in relation to the teaching and learning of Reading. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching, and assessment of reading across all Key Stages.

Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching (Reading Framework July 2021). The vast majority of pupils at Alderman Knight School have been into mainstream school prior to joining and many pupils have struggled with learning to read in these environments. Therefore, it is vitally important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading. Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage pupils to use a variety of strategies in their pursuit of meaning. We strongly believe that success in reading has a direct impact on progress in all other areas of the Curriculum and it is crucial in building an individual's self-confidence and motivation. Language and Communication development is the key to success for our young people. The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often.

Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading (Reading Framework July 2021).

The teaching of reading is a high priority underpinned by the aims of the National Curriculum which sets out the rationale for teaching each area of the English (Reading) Curriculum and specifies the skills that will be developed for pupils in each year group. This policy should also be read in conjunction with the English Subject Policy which gives overall aims and information on the long and medium term plans for English across each key stage.

Alderman Knight's Reading Aims:

- Develop a love of books and reading
- Develop reading strategies and skills: fluency, accuracy and understanding
- Develop pupils' experiences through a variety of text including the use of libraries, ICT and other available media
- Develop the ability to use and manipulate a variety of texts, both fiction and non-fiction
- Create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment
- Deliver a structured and consistent whole school approach to reading
- Recognise the value of parents/carers as essential components in supporting and developing pupil's reading skills and love of reading
- Rigorously monitor and assess pupil's progress in reading and identify those who require extra support and intervene at an early stage

Implementation

Phonics

Alderman Knight School uses both Read, Write Inc Systematic Synthetic Phonics in Primary, and Read, Write, Inc Fresh Start in Secondary. Both programmes start with the systematic teaching of phonics, carefully matching the sounds that pupils have been taught with books that contain only those sounds. The programmes move on to improving reading fluency and comprehension.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting

Primary Phase:

At Alderman Knight, we appreciate that pupils all learn in different ways. We tailor the way we teach phonics and reading to meet the needs of the individual. All class teachers use the principals of the Read Write Inc. programme, where pupils are taught to recognise sounds and blend these together in order to read, spell and write. To encourage pupils to experience success and to gain confidence within reading, we make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. Re-reading these books, supports our pupils with their fluency of decoding and frequent book discussions, enable pupils to develop their comprehension of books, that they themselves, are reading. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have read, heard and discussed from the wide range of literature, that the teacher has shared with them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level. Pupils who have a reading comprehension age of greater than 6 years 3 months are able to access the Accelerated Reader programme to promote reading for pleasure.

When pupils join the school they are assessed for phonological knowledge using the Read Write Inc. Phonics Entry Assessment. Continued summative and formative assessment strategies are utilised, in line with the Read Write Inc. programme and school assessment periods.

Secondary Phase:

Key Stage 3 pupils follow a three year programme that follows the National Curriculum Framework. The pupils develop their speaking and listening, reading and writing skills, through a range of modern, Shakespearean and 19th century narrative, drama, poetry and non-fiction. The texts and skills studied by pupils throughout the academic year are linked to topics and themes. Pupils are assessed for phonological knowledge when they enter year 7 and any pupils who need additional phonics are provided with this as part of their English programme of study. Phonics is delivered through RWI Fresh Start which is a catch up programme for those pupils that are still learning to read at the end of primary and the start of secondary. The reading materials used in Fresh Start are age-appropriate.

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Tel: 01684 295639

Email: admin@aldermanknight.gloucs.sch.uk

Web: www.aldermanknight.gloucs.sch.uk

In addition to this, pupils have time allocated in their timetables dedicated to the Accelerated Reader programme. This rewarding and challenging experience develops comprehension skills and motivates reading for pleasure. Lessons include regular use of the school library, and the teaching of age appropriate texts is used to augment a rich literary experience for all pupils.

Appropriate baseline and continual assessments are interwoven and tailored each year to the needs of the groups and pupils within those groups. All groups build on their speaking and listening, reading and writing skills through the programme. Step Up To English reading and writing papers are used for baseline and regular assessment throughout the school year to track academic progression towards skills required for GCSE accreditations in KS4. Some English lessons will be skills based to ensure those pupils who are still finding difficulties with reading are supported to continue to develop these skills.

Similarly to KS3, pupils at KS4 are still exposed to a variety of modern, Shakespearean and 19th century fiction and non-fiction literature along with many opportunities to explore and enhance their speaking and listening skills.

Pupils follow a bespoke pathway to accreditations based on the levels they achieve at the end of Year 9. Some pupils work towards AQA Step Up to English Entry Level Certificates. Step up to English helps Entry Level students build basic and relevant literacy skills and is suitable for students of all ages. The specification is fully co-teachable with GCSE English Language. It offers two 'Steps': Silver Step (Entry Level 1 and 2) and Gold Step (Entry Level 3) so you can tailor the specification to the needs of your students. These theme based exam papers offer a wealth of opportunity to explore a wide range of fiction to accompany the learning of the pupils. The two step approach is ideal to build confidence and provide access to the new GCSEs. This offers Key Stage 4 pupils bite-sized qualifications covering the adult core curriculum to boost their confidence by enabling them to address their areas of weakness. Higher attaining pupils will work towards AQA Functional Skills at Level 1 and Level 2, our pupils also work towards GCSE accreditations in English Language and we also offer an option subject, Media.

At KS5 students continue to build their literacy and life skills during their study of Functional Skills and GCSE English Language. Pupils at this level still access a range of narrative and non-fiction. Specialist Post 16 and GCSE teachers work with students to develop their functional skills in speaking and listening, reading, writing and spelling. Students at KS5 are encouraged to take part in reading for pleasure with whole school reading competitions. Post 16 have their own library area and are encouraged to access local library facilities at Tewkesbury School and in Tewkesbury Town Centre.

Reading for Pleasure

We aim to develop a love for reading so pupils have regular sessions in the school library and have access to additional experiences such as reading to a Pet as Therapy dog, regular whole school competitions and reading initiatives (including 'readathons' and World Book Day). Pupils have access to a wide range of decodable books at different stages. Early or emergent readers, gain comprehension through discussions with teaching staff about stories they are reading or have listened to. Once more confident readers they will move on to the Accelerated Reader Programme which encourages the development of reading comprehension by pupils taking a short quiz after reading their book. Reading for pleasure is promoted through regular in-school tutor group competitions using the Accelerated Reader programme such as the Christmas Reading Challenge and Pizza Challenge. We encourage children to read widely and often. Reading for pleasure is scheduled into tutor time at least twice a week.

Reading Aloud

All tutor groups will have a text that is shared for the purpose of reading aloud and will be a book that is for enjoyment to be read during tutor time. All tutor rooms will display the book that they are currently reading on the outside of their classroom door.

The Reading Environment

Every class in the primary phase and English classrooms in the secondary phase will have access to a reading area that invites pupils to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race. Every primary classroom will have a range of books available to pupils that reflect their current class topic.

ICT in the classroom through classroom computers, laptops, iPads and interactive whiteboards will be available for children to access digitally written materials to support their learning in all curriculum areas.

The school library is well stocked and is available for all groups to utilise via the school booking system. All pupils are entitled to borrow library books and each pupil has their own barcode and account for the library system. Library books are changed at the teacher's discretion and by choice of the pupil. There are additional library spaces in the Post 16 and Knight View buildings. Pupils in Secondary and Post 16 are given leadership opportunities to work as school librarians. A respect for books will be fostered and modelled by all staff, pupils and students.

Working in partnership with parents

The teaching of reading is greatly enhanced if there is strong communication and support from parents. The importance of regular reading at home is discussed at the first Parents Evening of the school year in October. All pupils in KS2 and KS3 will have a reading record where communication about reading progress is facilitated. Parent workshops on Guided Reading and Phonics also take place throughout the year for KS2 and KS3.

Reading success is promoted through the school communication App- Weduc and celebration of success is promoted through the weekly celebration news and termly celebration assemblies.

Leadership and Management

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The headteacher works with all the staff to ensure that this happens. In particular, she works closely with the Reading Leader, Subject Leader for English and Primary Lead Teacher to monitor the quality of teaching and to provide coaching for teachers and teaching assistants. The role of the reading leader is critical.

Alongside the headteacher, the Reading Leader drives the teaching of phonics, comprehension and Reading for Pleasure across the school. The Reading Leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all pupils make progress
- meets with staff organising interventions for the pupils who need extra support with reading
- providing further training (through masterclasses, coaching/ observation and face-to- face feedback)
- meets with the reading team regularly to provide feedback and discuss progress
- teachers alert the Reading Leader to any pupil whose progress is a cause for concern
- organisation of reading competitions and events such as World Book Day
- management of the RWI portal for staff training and reading software such as Accelerated Reader

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Email: **admin@aldermanknight.gloucs.sch.uk**

Web: **www.aldermanknight.gloucs.sch.uk**

Impact

Assessment and Recording

Pupils are assessed in reading in line with the school's assessment policy. Phonological knowledge and progress throughout the phases is also regularly monitored by the class teacher.

In KS2 progress in phonics is monitored by the class teacher and recorded on the RWI tracker. When pupils join the school they are assessed for phonological knowledge using the Read Write Inc. Phonics Entry Assessment.

When all pupils enter KS3 a new baseline phonics assessment is used to plan further phonics requirements if needed. This will be conducted by the English Teacher. The phonics screening test and SATs papers may be completed for some pupils dependent on age and level of need.

Pupils' reading and comprehension ages are assessed at each assessment point using the Star Reading Test or Star Early Literacy through Accelerated Reader. Further standardised tests (Single Word Reading Test and Vernon Spelling test) are used at the October and June Assessment periods as these should only be completed once every 6 months.

Progress in reading is discussed at with parents at their EHCP Annual Review and results of standardised assessment is provided in the paperwork.

Specific intervention strategies are put into place to support pupils who have not made the expected progress after each assessment point. Baseline assessments are conducted at the start and end of the intervention and RWI Fresh Start is often used (other assessment/schemes can be used dependent on the specific intervention required).

Equal Opportunities

Provision is made for all pupil regardless of ability, disability, additional needs, medical conditions, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All pupils have a right to be treated equally and the school will take measures against those who do not abide by this ethos.

Monitoring and Evaluation

Policy and practice is monitored and evaluated on a regular basis. Monitoring may take the form of lesson observations, planning and book scrutiny, questionnaires, discussions with pupils and/or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning.

The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to the school advocates on the effectiveness of the policy.

Links with other policies

Learning to read is an integral part of teaching and learning therefore this policy should be read in conjunction with the following school documents:

- Curriculum policy
- Teaching and learning policy
- Planning policy
- Marking policy
- Examination policies
- Statement of how Alderman Knight is working to reduce any difference in progress between recognised groups of pupils

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Timetable for Review	Annually	2 Years	3 Years	4 Years
Status	Statutory	Gloucestershire CC	School	
Circulation	Website	Weduc	SAM	School Office

Table of Review and Modifications

Date Reviewed	Page Number of Changes		Summary of Changes Made