



Whole School Reading Policy 2022-23

Reading is the gateway to learning. It is the key to students' future academic achievement and well-being. Pupils who struggle to read words accurately quickly fall behind their peers. They read less and do not accumulate the necessary background knowledge and vocabulary from reading. To fulfil the demands of the secondary school curriculum, pupils need to be able to read age-appropriate texts fluently. Pupils who cannot read well are not able to access the curriculum and are disadvantaged for life.

It is therefore essential that reading is a priority to prevent pupils from falling any further behind with their education.

Gill Jones, April 2022

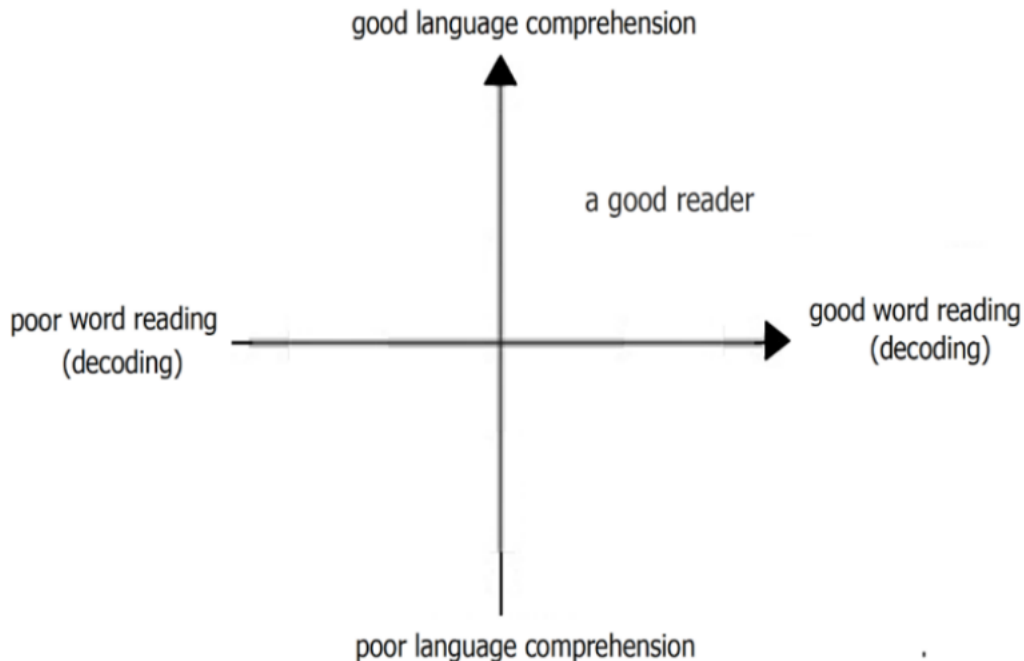
Lead Teacher/s Supporting Weaker Readers	John Colley, Paul McMahon
Lead Teachers/s Whole School Reading	Shetal Pancholi-Pepper
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Context

We use the DFE Reading Framework to underpin our in-school work on reading. We understand that in order for our learners to be good readers they need to have good decoding skills and good language comprehension skills. This is outlined in the model of reading within the Reading Framework:



Figure 1: The knowledge of a good reader



The analysis of primary intake data identifies children who will complete additional assessments and receive support during form time with reading.

When learners join our school at non-standard points, we consider the transition information shared with us in relation to their reading. Where appropriate additional assessments are completed. When we assess those children who are weaker readers, we take into account the following:

'It's important that assessment checks exactly which aspect(s) of reading that pupils are struggling with – whether weaker readers are having difficulty reading words accurately and/or automatically. This makes sure that you can target extra support effectively. For example, pupils who can't read unfamiliar words accurately will need phonics teaching.' Gill Jones

EAL Learners

Our whole school policy for EAL learners outlines the broad approach we take to supporting EAL learners. We are aware that for EAL learners who are in the initial stages of developing their knowledge of the English, exposure to rich use of English within the classroom is essential. EAL learners at the early stage of learning English are closely monitored by the EAL lead teacher, Mrs Cartwright. It may be appropriate for an EAL learner to access a synthetic phonics programme but the use of this would be considered on a child-by-child basis.

Early Reading

We recognise that early reading is about **stage not age**. In our secondary schools we know that there may be children who do not yet have the secure word decoding skills needed to enable them to develop good language comprehension. These children will need to be taught through phonics to learn the alphabetic code.



How do pupils become accurate and automatic word readers?

Accuracy

Through phonics, pupils learn the alphabetic code. This allows them to decode any unfamiliar words they come across.

Automaticity

Once pupils can decode a word accurately, they need the right quality and quantity of practice so that they can read it automatically.

What is the Alphabetic Code?

The definition of the alphabetic principle in phonics is that the letters in printed words represent sounds in spoken language.

The alphabetic code (also known as the phonemic code) is the *relationship* between individual letters of the alphabet (or groups of letters) and the smallest units of sounds in spoken language. These relationships are sometimes called letter-sound correspondences.

The 26 letters of the alphabet and the thousands of words made up by them are actually a set of symbolic coded instructions about spoken language. When we read, our brains need to make sense of this visual coded information and convert it into something that represents spoken language.

The code is reversible, so when we spell, we are converting spoken sounds into the written symbols we call letters. [The Alphabetic Principle and Code - thereadingadvicehub](#)

Synthetic Phonics Teaching Approaches

Synthetic phonics scheme	We have two experienced teachers/teaching assistants trained in the Ruth Miskin Read and Write phonics programme.
Regularity of teaching (when does this happen/ how often/ how long are sessions)	Phonics for individual students is considered on a child-to-child basis.
How are children accessing the programme assessed and what do we do with the information from assessment?	At present, the SENDCo is carrying out a baseline assessment but so far no children have been identified as needing phonic instruction.
What training and support do staff teaching synthetic phonics receive?	Teachers supporting weaker readers have training from our two qualified teachers of phonics. All materials, books, posters are available for those teaching phonics should there be a need.



How do we support staff teaching other aspects of our curriculum to a child who does not have secure phonics knowledge?

Students who are not secure with phonics would be withdrawn from form time and would read with our weaker readers support team. This would help them improve in all areas of the curriculum, supporting staff across school. Our reading aloud strategy also supports staff with how to approach mispronunciation or how to differentiate for students who are struggling to read aloud. At request, they too can receive phonic training.

Those students who are accessing the phonics programme will have decodable reading books matched to the stage of the phonics programme they are following.

Decodable books are texts that contain specific knowledge which the students have been taught. This knowledge consists of phonics (letter-sound code), the blending strategy and eventually irregular, high frequency words often known as tricky words.

They are systematic and structured providing the students with a reading platform to practice and transfer the skills learned in their explicit phonics instruction.

Weaker Readers: Additional Approaches

We recognise that many students join our school who do not require direct phonics teaching but who do require additional support to help them to develop their **language comprehension**. These children may also require significant additional opportunities to practice reading to develop **automaticity** in their reading.

Students who require this additional support are identified primarily via the assessment approaches outlined on page 2 of this document. Staff who have a concern about the reading comprehension or automaticity of reading for any child should refer this concern to the SENCO as part of the whole school early identification approach for additional needs.

<p>Any specific programmes accessed by weaker readers to support comprehension and or automaticity of reading</p>	<p>We have created our own bespoke programme for weaker readers within our school context. Form time reading happens for all, whilst the weaker readers read in small groups led by reading experts, Paul McMahon and John Colley. Both intervention tutors model 'expert' reading to students who then get the opportunity to copy and practice what they have heard. This helps to build automaticity in reading and improve fluency. The books selected are dyslexia friendly, short reads that are a suitable reading level for these students.</p>
<p>What continual assessment of reading development takes place?</p>	<p>In class reading assessments within English, teacher assessment of reading in class/form time and a half-termly reading assessment on Microsoft's 'Reading Progress' all form part of the continual assessment of reading within St. Paul's. Those having intervention are tested on their WPM score (words per minute) which should be above 90 to show automaticity in their reading. If this score is not achieved, interventions continue.</p>



<p>What support and training do staff supporting weaker readers have? Specifically, those delivering additional programmes?</p>	<p>Staff have weaker readers identified for them and are supported with appropriate texts and materials to read. The short plays we use are particularly effective in being able to practice tone and expression.</p> <p>Paul McMahon is a primary specialist and has expertise in literacy especially using the scheme 'Success for All' and the module 'Wings'. Wings supports teachers in developing essential KS2 literacy skills such as inference, deduction, summarisation, prediction and questioning. This makes him well placed to be delivering our programmes on inference.</p> <p>John Colley receives support from Paul and our phonics specialist within the English department. John is an experienced secondary school English teacher.</p> <p>Our librarian supports weak readers in year 8 English lessons. Their set texts are taken from the literary canon, such as works from Shakespeare and Pre 1914 texts such as Sherlock Holmes; therefore, they are challenging. As reading support, our librarian reads with the teacher, rereads extracts to identified students, rereads students' work back to them and helps them access texts by explaining unfamiliar vocabulary reducing the need for students to spend long periods of time decoding when they can use lesson time to be understanding and inferring. Aisha has support and direction from the class teacher and the Head of Faculty, Mrs Upadhya.</p>
<p>How do we support staff teaching other aspects of our curriculum to a child who is a weaker reader?</p>	<p>We have agreed as a school a consistent approach for correcting mispronunciation. Teachers are also to differentiate reading by asking weaker readers to read for a shorter duration or read as much as they feel comfortable doing so. Teachers should supply glossaries for challenging tier 2 vocabulary that weaker readers may be unfamiliar with. Teachers can make referrals to the English department and these students will be added to the list of students to receive reading intervention if there is a clear need.</p>



Whole School Reading Approaches

Our English curriculum is carefully planned to meet national curriculum objectives for English. In addition to this we have planned opportunities for reading whole school. Our approach to this and rationale is outlined in the table below:

Approach and rationale	<p>We recognise that for all children to develop a life-long love of reading they need to have a range of opportunities to read and discuss high quality texts. In addition to reading within English lessons, we have allocated time within tutor sessions for tutor groups to read and discuss high quality texts together.</p> <p>We have decided that children should be able to see the text physically in the printed form. In her book 'Reader, Come Home' Maryanne Wolf looks at the importance of reading print-based materials and suggests we need to think carefully about making sure children get lots of opportunities to read print. Didau summarises this: 'Print literacy encourages 'deep reading, critical analysis and quality of attention'.</p> <p>The texts each your group reads have been carefully chosen with support from the English team. We have mapped the range of texts children read across the school, considering:</p> <ul style="list-style-type: none">• Date of publication• Context: where and when is the text set?• Are there opportunities for children to see themselves reflected in texts they read? <p><u>BAME Characters - Children's Books BooksForTopics</u></p> <ul style="list-style-type: none">• The need for a range of genres and forms• Books which are part of a series and so will help children to identify an author whose works they want to read more of• Enough current quality texts• A range of authors to reflect the equality objectives of our school <p>The texts for whole tutor time reading are predominantly novels at KS3. They are read aloud with children following the print version.</p> <p>Reading aloud is shared between staff and the learners in the tutor group, but our expectation is that 30% or more of the reading within year 7 and 8 will be by an adult in order to model high quality reading approaches. This is so that novice readers can have additional opportunities to hear how expert readers respond to printed text, including the use of punctuation for creative impact. Learners will physically track the printed text using a ruler during reading sessions. 60% of the time, students are the readers so that they are actively engaged in the reading process and not listening passively.</p>
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	Children in the upper school (including sixth form) are participating in The Weekly Read initiative, whereby tutor time is set aside (once a week) to read a variety of engaging non-fiction texts as a tutor group. These include articles, essays, speeches and blogs covering a broad variety of topical issues allowing for further valuable opportunities for discussion.
How often does this happen and for how long?	10 minutes twice a week.
How do we support staff so they can model expert reading?	Whilst we agree with the Ambition Institute core principle that 'every teacher is a teacher of English' we also acknowledge that some of our staff will be more novice in terms of approaches for reading aloud. We have provided CPD on the school's approach to reading with students, offering staff a variety of reading strategies such as summarising and inference, where students talk about their reading, encouraging class discussion. This will be followed up with further CPD showing videos of what this may look like in a classroom. Regular opportunities to provide staff voice and feedback on how the reading sessions have worked are planned into QA and changes made to support staff.

Reading for Pleasure

All students have access to our school library. The Librarian works closely with the English Department to support students to access and understand how to use our library.

At the heart of our approach to reading for pleasure across the school is our understanding that there is a difference between reading as a process and reading for meaning. Children who read for meaning don't see reading as something to 'get done', instead they read for meaning, can self-correct and understand the point of punctuation. Children who read for meaning are more likely to read for pleasure in a meaningful way within a secondary setting.

Our school approach reflects our trust value that we should aspire to offer reading opportunities for children in key stage 3 and key stage 4 which will allow them to access texts which may unlock reading.

'Magic Books' and Reading for Pleasure

True 'free readers' have felt that magic moment when they realise what it means to become immersed in a text. Many adults who love reading can still remember the first book they read when they realised that they really wanted to keep reading- reading stops being a process to 'complete' at this point.

We need to find texts which will help readers have this 'moment'. Too many children between years 4 and 8 in school continue to read only those texts they have a sense of familiarity with. These texts do not have the rich narratives which allow children to become immersed in reading. Instead, they create a false familiarity. Children keep selecting these books in our libraries because they know them, they can open them and read them.

Our school Librarian works collaboratively with other librarians, including in our CMAT, to identify a wide range of texts to inspire our students. We also provide students with reading lists during library lessons to expose them to new texts within their favourite genres, continuing to provide them with pleasure in reading what they enjoy but with new stories by new authors.



Academic Reading



As appropriate to subject and curriculum plans, within lessons teachers will follow and model our whole school approaches for reading. This means that teachers will model reading text aloud, as the expert but mix this with students reading the text too so that they are actively involved in the reading process and not listening passively. Teachers are to use students' names to direct students to read aloud in an unpredictable fashion so that all students must be engaged and ready for when their name is called. Weaker readers will physically track printed text using a ruler. Support for staff is outlined on page 7 of this policy.

The expectation is that students will be stretched and challenged so staff are encouraged to give articles and periodicals to read as either homework or enrichment. Students in KS4 also read articles on current affairs within form time providing further challenge from non-fiction texts. The Word of the Week continues to be a successful initiative, where students are exposed to ambitious, academic, tier 2 vocabulary and are encouraged to use the vocabulary during tutor-time and in their lessons; students awarded positive points for their usage. Exposure to authors both in person and remotely is part of our strategy to engage our students in reading as are regular events in the library. Carnegie Awards and appointing student librarians, with well-advertised opening times, allows students lots of opportunities to borrow books. Our library and reading area also has a section on the school website with our recommended reads.

All students in year 7 and 8 have an allocated form time to visit the library and select a book. Year 9 students have a fortnightly library lesson, in which they are introduced to a new genre and provided with booklists that encourage them to seek out tales told from different voices and perspectives each visit. Class teachers are able to have valuable conversations about reading with students- a life-skill we want our students to develop- the ability to discuss literature confidently and form thoughts and opinions on what they have read.

With regular visits to the library and making reading a habit in this way, students will become independent, thoughtful readers and seek out new texts to challenge and engage them.