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<b>Date:</b>	11.04.2023

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<b>Date:</b>	

<b>Next review date:</b>	
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## 1. Reading Intent

The ability to read is a fundamental life skill. Evidence shows that adults with low literacy are likely to have a lower income and fewer job opportunities. Providing students with secure reading and literacy skills, alongside the confidence to apply them, will support them to flourish in later life. At Howard House School, our aim is to equip all our students with the skills, attributes and knowledge to thrive throughout their time in secondary school and beyond. To do this, it is essential that teachers and pupils recognise the fundamental importance of literacy and its place in the curriculum. It is the responsibility of all teachers to promote and develop reading, writing, talking and listening skills throughout each area of the curriculum.

The importance of literacy is shared and promoted by all staff. This takes place through regular CPD training opportunities and a shared vision to implement an empowered literacy vision throughout each area of the curriculum. A Literacy Group regularly meets to discuss and review strategies across schools within Young Foundations to ensure the intent, implementation and impact of the policy are robust across organisations.

## 2. Reading Implementation

Every day, students attend a 30 minute Reading lesson as part of their morning curriculum, which promotes reading for pleasure and emphasises the importance of developing strong reading and comprehension skills. This takes place in the Creative Studio (a calm and non-threatening classroom setting), to encourage a positive reading experience for pupils. There are opportunities for students to receive in-lesson and termly rewards based upon their engagement and progress within these lessons.

Accelerated Reader is used in Reading lessons to help students recognise their achievements, discover new interests and perform better academically, through regular reading and quizzing sessions. Students choose a book based upon their Zone of Proximal Development (ZPD) range, matching them to the correct level of challenge. When they have completed the book, they complete a short quiz to test their understanding of what they have read and enhance their comprehension skills. Through consistent practise, students are able to develop their fluency in reading and comprehension, with termly assessments recording the progress they make.

Students are aware of the importance of reading across the curriculum and are encouraged to read in every lesson, where they will receive 5 'reading points' per lesson on Classcharts. These points can contribute to students' choice of enrichment activity and end of term rewards – by giving reading a high profile within the school, we communicate its value to students and encourage them to practise, apply and reflect on their literacy skills whenever the opportunity arises.

Upon enrolment to Howard House, students will be baselined in literacy skills using Online Literacy reading and spelling assessments. If a pupil scores a reading age of 7 or below, their decoding and phonetic knowledge will be assessed using the National Curriculum Phonics Screening Check. Students who do not pass the Phonics Screening Test will be immediately enrolled onto a phonics intervention scheme in order to improve their decoding skills with immediate effect.

Students who do not require phonics intervention but are identified as struggling readers will use the Accelerated Reader programme to increase their reading ability. Sessions will use the data from Accelerated Reader assessments, which highlight the specific needs and learning points for each pupil to make progress, to deliver individualised instruction to each learner. Through attending regular daily sessions, pupils who are struggling with reading will be supported to develop their vocabulary, fluency and comprehension, to make progress towards reading at an age-appropriate level.

### **3. Reading Impact**

We hope for all our students at Howard House to confidently develop and secure reading skills. We ought to maintain a culture where regularly engaging with texts, as well as reading for pleasure, is a part of our reading curriculum. Through implementation and reflection upon strategies used within this whole-school policy, we can raise student attainment and help our pupils to become life-long readers.

### **4. Parents/Carers**

We encourage parents and carers to play a role in our students learning of reading. This is encouraged through accessing Accelerated Reader from home, where parents are able to view the books available within school for their child to access and select texts they wish to share with their child. Parents/carers can encourage students to access MyON eBooks from home. This enables students to practise reading beyond the classroom and for parents and carers to be a learning part of this experience.

### **5. Teachers**

In order to support pupils in developing their reading skills, it is essential that every teacher in each area of the curriculum presents regular opportunities to do so. These may include:

- Engaging with a variety of texts (in print as well as on screen)
- Practising sifting and selecting information relating to the task
- Read texts which vary in length and following up any interests
- Using questioning effectively and challenging views and information within the text

- Researching and investigating through reading

Reading activities can be used throughout the lesson which require students to:

- Research a subject area by reading
- Support the learning of a subject through the use of ICT
- Use as much independence as possible to learn through reading
- Read for pleasure
- Read a range of non-fiction texts
- Present texts using different media, e.g. web pages
- Read narratives of events
- Retrieve and locate information
- Select information and make notes from a text
- Use skills such as skimming, scanning and reading for meaning
- Read fiction texts to support learning within a subject area

Teachers will aim to:

- Assist in the development of reading through their subject
- Present reading tasks which are at a suitable level for learners
- Draw attention to the structure, layout, format, or other signposts within a text
- Help pupils to scan, skim or read intensively in relation to the task
- Support pupils in selecting or noting only what is relevant
- Question, challenge and recognise bias across a range of texts and help pupils to do the same
- Support pupils who are at the early stages of reading
- Highlight identified subject vocabulary which pupils should read

Pupils will be provided with the necessary materials, which may include:

- A variety of reading materials to support the subject topic
- Texts which are at an appropriate reading level and cater to the range of pupils' reading needs
- Materials that provide a balance of culture and gender
- Up-to-date and attractive materials
- Resources which allow as much as independence as possible

Lessons will provide:

- Informal reading assessment opportunities
- Reading activities (including focusing on reading skills)
- Opportunities to use and understand specialist vocabulary (key words)
- Homework activities which require reading

Teachers can monitor and encourage the progression of reading in lesson time through encouraging more independence. For example, pupils may begin to move from using texts chosen by the teacher to finding their own texts. These texts may demand higher order reading skills rather than simple reading texts. They may also retrieve knowledge from many relevant sources rather than using one source.

Teachers can help to develop the reading habits of pupils by introducing new authors and challenging texts.

## 6. Reading Strategies

<b>Pre-read the selected text</b>	This is critical in helping you to spot any problems that your pupils may have accessing the text and prepare for strategies to overcome this. Ensure the text is suitable for all your pupils. What are the issues? E.g. vocabulary, layout, density etc.
<b>Give regular reminders</b>	Throughout reading activities, support pupils to access the text by reminding them about the reading prompts and strategies they can use.
<b>Create a context</b>	When reading any new text, we use our prior knowledge from what we already know/have experienced from the world around us, as well as other texts, to make sense of new information. Creating context using group discussion, diagrams, charts and summaries can help to support learners with limited prior knowledge or who have not experienced reading a range of wider texts.
<b>Model reading skills</b>	This is a very important strategy to explicitly teach the skills of effective readers. The reading process is demystified when teachers model how to read. When modelling reading, share aloud what you are doing, as well as your thinking process, with your pupils as you read. What are the key features of the text? What do you notice? Is it written in a certain style? Is it instructional, descriptive, evaluative, etc? What do you do when you come across a new word or phrase, or something doesn't make sense to you? Share any reading strategies you are using to demonstrate the reading process to pupils.
<b>Check pupils' understanding through questioning</b>	It is crucial to check that pupils understand what they are reading. Using a range of questions can check the level of comprehension. What is the text about? What do we learn from reading the text? How can we relate the information in this text to others we have previously read?
<b>The power of talk</b>	Effective collaboration/ talk and questioning are necessary strategies to help pupils engage with texts. Pupils should be given the opportunity to talk as a class about what they have read.
<b>Provide a range of reading opportunities</b>	To encourage a wide reading repertoire, there should be opportunities for pupils to read a variety of different texts both in print and on screen.
<b>Reconstruction and analysis activities</b>	DARTs (Directed Activities Related to Texts) are activities which encourage pupils to practise active reading through reconstruction and analysis. For example: gap-filling, grouping segments of text according to categories, labelling a diagram, breaking a text into chunks and providing a heading for each chunk, underlining or highlighting sections/key words in a text.

<b>Presentation of resources</b>	<p>This can be incredibly helpful for pupils with dyslexia and struggling readers. Consider the following when presenting text:</p> <ul style="list-style-type: none"> <li>- Use short sentences where possible (this can make a text easy to digest)</li> <li>- Use sans-serif fonts (Century Gothic)</li> <li>- Adjust line spacing</li> <li>- Including bullet points will make text easier to interpret</li> <li>- Effective use of headings and sub-headings</li> <li>- Using bold to highlight words can draw attention to key vocabulary (words may appear to run together if using italics and underlining)</li> <li>- Print on pastel-coloured paper, e.g. cream, pastel yellow</li> <li>- Avoid dark backgrounds with light text</li> </ul>
<b>Provide glossaries/displays</b>	<p>Pupils can be supported to use unfamiliar vocabulary and key words through glossaries and displays. A visual representation alongside the selected word definition will further cement understanding, as well as providing context in which to use the word (within a sentence).</p>

## 7. Reading Prompts

Reading prompts can act as a toolkit for pupils to help them to make sense of challenging or unfamiliar words. Successful readers will eventually use these prompts automatically, whereas less successful readers will need encouragement to use these reading prompts as they read. Modelling and reinforcing the importance of reading prompts can help readers to become more independent when accessing a text. Here are some examples of reading prompts:

- Sounding out words (using the sounds the letters make in that word)
- Finding smaller words inside longer ones (es-cape)
- Using the rest of the sentence to help with a different word (to find the meaning)
- Using other clues on the page to help them read accurately (for example, images on the page)
- Re-reading preceding words when stuck (perhaps a word or two, or part of a paragraph)
- Breaking down longer words (cha-rac-ter)
- Knowing sometimes that it doesn't matter (if understanding of the text is not hindered, the pupil may move on and deal with it another time)

## 8. Reading Skills

<b>Predicting</b>	Making informed guesses about a text through predictions: What will the text be about? What is going to happen next?
<b>Skimming</b>	Getting the 'gist' of what a text is about through reading quickly over it

<b>Scanning</b>	Searching the text for a specific word, phrase or number
<b>Close reading</b>	Paying close attention to words, phrases and sentences used within a text to build up an understanding of its meaning
<b>Questioning</b>	Asking questions about a text to clarify ideas
<b>Empathising</b>	The pupil may empathise with a character or person but putting themselves in their shoes to feel what they feel
<b>Visualising</b>	Creating a picture in your mind to better understand a text
<b>Inferring</b>	'Reading between the lines' and finding meanings which do not seem obvious initially

## 9. Reading for Pleasure

As well as understanding and analysing texts relating to subject content, pupils should be encouraged to read for pleasure. Encouraging students to regularly visit the reading room/library to choose and enjoy a book can help them to practise their reading skills. Teachers should communicate a passion for reading for pleasure, introducing students to alternative formats of text such as comic books, graphic novels and non-fiction texts.