

Les Voies

<u>Reading Policy</u>	
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Contents

1 Early Readers and Phonics catchup

1.1 - Intent

1.1.1 Aims

1.1.2 Staff Responsibilities

1.2 - Implementation

1.2.1 - Yearly Cycle and Assessments

1.2.1.1 - How to use the Assessment Data

1.2.1.1.1 - Identification Toolkit

1.2.2 - Read Write Inc Fresh Start and Intervention Packages

1.3 - Reading Expectations

1.3.1 - Reading and the Curriculum

1.3.2 - Everybody Reads in Class (ERIC)

1.3.2.1 - How should students be listening

1.3.2.2 - Comprehension questions

1.3.2.3 - Reluctant readers

1.4 - Impact

Appendices

1. Expectations re books, planning and tasks (examples of the MTP with regard to reading)
2. ERIC Display board
3. Student survey of interests for reading materials

Reading and Early Readers Policy

1.1 Intent

Reading is an invaluable skill which needs to be nurtured and encouraged at every available opportunity. Our Reading and Early Readers Policy is needed to ensure that Les Voies students have the best possible opportunities to do well in life and one way Les Voies can help these students is by enabling students to read to a high standard.

'Fluency of reading is also a key indicator for future success in further education, higher education and employment...Even more significantly, being a highly engaged reader has the potential to allow a child to overcome their background.'

Nick Gibb MP, Minister of State for Standard Schools, 2022

It is a responsibility of all staff to support students' development and enjoyment of reading. A love of reading is fundamental to success in learning both inside school and during the rest of their life. Reading is incredibly important in all aspects of life and research has shown that poor levels of literacy can have 'significant economic, social, and health impacts at both an individual and societal level' (World Literacy Foundation, 2018).

Good levels of literacy, which are often seen through reading for pleasure, have been shown to:

- Increase the likelihood of doing well academically in school (British Land, 2021, Clark 2011; Clark and Douglas 2011);
- Enable children, when they are older, to obtain managerial or professional jobs later in life (Reading Agency, 2022; Clark and Rumbold, 2006);
- Be significantly less likely to say they feel lonely (Reading Agency, 2022); and,
- Be up to 20% more satisfied with life in general (Reading Agency, 2022).

1.1.1 Aims

This policy aims to:

- identify any gaps in reading knowledge as quickly as possible;
- improve reading levels in all subjects in school; and,
- improve their vocabulary, fluency and comprehension.

All of which will only positively impact their later lives (Reading Agency, 2022). Therefore, the overall aim is simple: all students at Les Voies should be able to read at a commensurate level with their peers in mainstream schools.

1.1.2 Staff Responsibilities

The development of reading is the responsibility of all adults in Les Voies School. All adults should be positively encouraging reading wherever possible to all students in all subjects. Reading expectations will be mentioned throughout this policy. Expectations include:

- Staff should always have a positive attitude towards reading;
- Staff should always encourage a positive attitude towards reading from the students;
- Staff should create a safe environment to enable a positive relationship with reading;
- Every student should read or be read to for at least 15 minutes every day;
- Staff should ensure that every student has the necessary curriculum to allow them to improve their reading; and,
- Every subject should contribute to a positive attitude towards reading.

1.2 Implementation

Les Voies School offers a comprehensive programme to ensure that all students have the necessary skills to read well. This programme includes assessments which follow a yearly cycle and reading and phonics catch up interventions. There is also reference to the curriculum and how reading is linked to it.

1.2.1 Baseline Assessments

All students will have a GL assessment. This will be assessed through NGRT & NGST paper A. When a new student arrives at Les Voies they will be assessed after their first half term. Whilst the students may arrive with a GL assessment, Les Voies focuses on creating a good relationship and routines to enable a current and accurate assessment.

The GL assessments will inform further screening if required. Students who have been identified as needing phonics catch up will also take a screening test upon starting the RWI Fresh Start programme. Screening Tests are provided by the UK government every year and there are past papers online for reference. These assessments and screening tests are tracked and monitored throughout the term.

Staff that are delivering RWI: Fresh Start are expected to:

- Ensure that the tracker is kept up to date, where possible; and,
- Know the reading levels of all students.

Baseline assessment will be recorded in all students MEAP+ document. This information should then be used to support teachers planning. If a teacher requires further support, then they should seek the literacy lead for further consultation.

1.2.1.1 - How to use the Assessment Data

In section 1.2.1.1.1 an identification toolkit will show how these yearly assessments will inform our choices regarding who will need interventions in reading and phonics.

Once students' needs have been identified the interventions can be categorised in the following ways:

1) Universal

- If a student's reading age is at or above their chronological age they will access curriculum without additional support

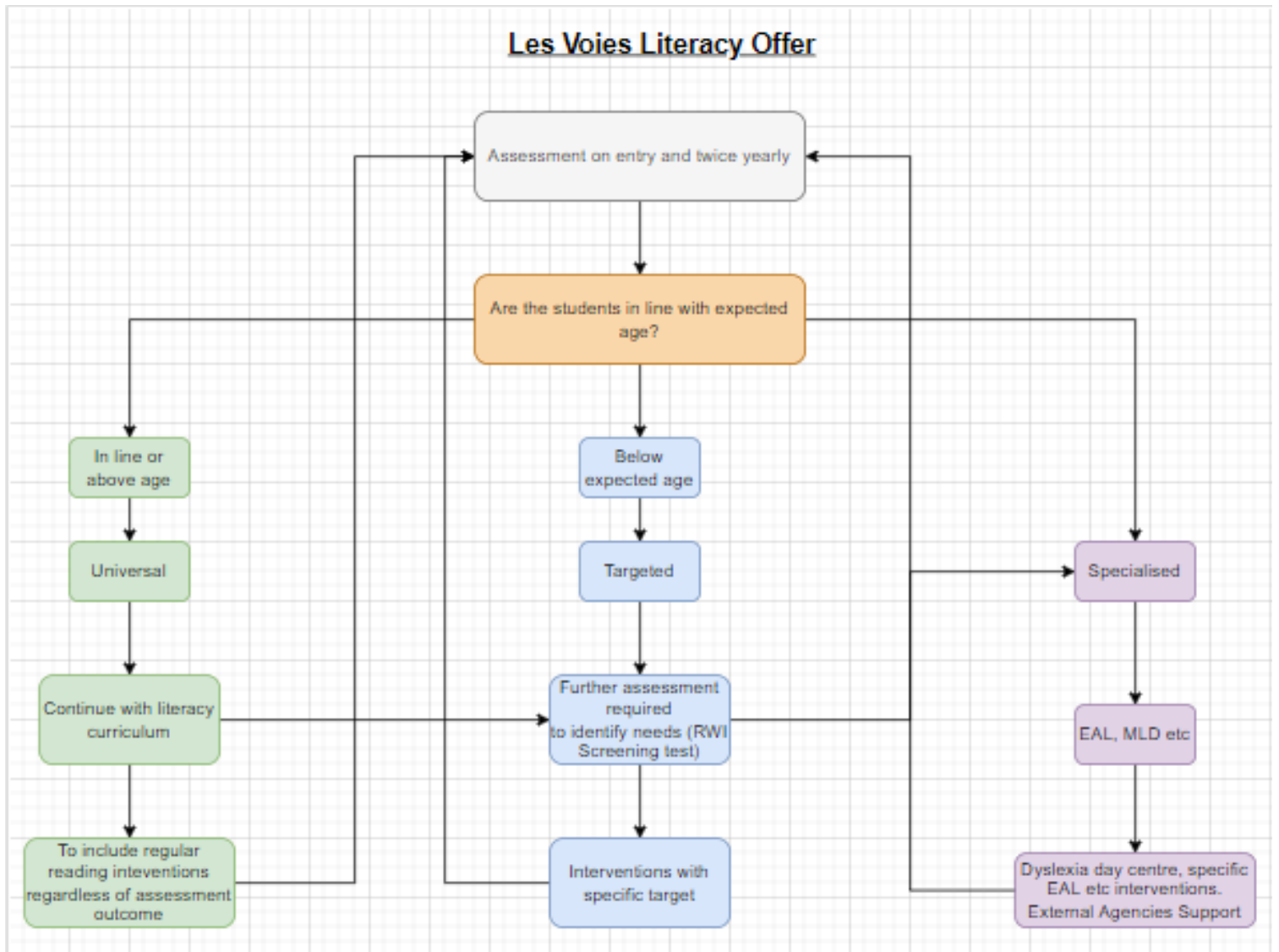
2) Targeted

- When a student has been identified as needing further support and/or interventions, they are then placed into order of need. For example, the biggest deficit in literacy will be the priority

3) Specialised

- If a student's reading age is significantly below their chronological age or there are other learning needs, students then may need access to the SENCO or external support.

Below, Figure 1, is a visual representation of how the assessment data is sorted.



1.2.2 - Read Write Inc Fresh Start and Intervention Packages

After identifying students that need support, a phonics interventions will be put in place. These interventions will be bespoke to each individual student and will take into account their GL Assessment results and their phonics screening results.

Depending on the level of need the student will be given interventions which vary in length and frequency. Students who need phonics support will have a timetabled intervention for RWI: Fresh Start. Staff who deliver the package will be carefully chosen based on relationships and availability. We recognise that there still may be SEMH barriers to students attending and engaging in interventions, but this is the skill of the staff within the school to mitigate barriers.

As well as using RWI: Fresh Start, Les Voies will use a mixture of materials from Phonic Books and the local library which have a low reading age but high interest age. These books are mainly targeted at teenagers who have a lower reading age so that they can become interested in reading. Whilst these books are not needed for the RWI Fresh Start Programme they will supplement their learning and help encourage a love of reading and learning.

Frequency of the interventions will also be taught based on the needs of the individual student. These interventions, paired with a school approach towards boosting reading, will ultimately aim to improve the students' reading ability.

Interventions are not limited to improving their phonics however, Les Voies recognises that the foundation to improving reading is through phonics. Other interventions may include 1:1 interventions based on a student's need.

Key staff members will be trained in phonics to deliver interventions. Staff will be given information and training on how to produce the correct sounds and how to blend sounds during CPD meetings.

1.3 Reading expectations

Knowing and understanding the importance of reading for our students and having high expectations surrounding reading is encouraged throughout Les Voies School. Our aim is to ensure that students:

- Are positive about reading;
- Have good reading habits; and,
- Become lifelong learners.

How we ensure that students meet the above expectations are through:

- All staff and students should read everyday for at least 15 minutes;
- All students should be reading something that they find challenging;
- All students should be positively encouraged by staff to read for enjoyment; and,
- Staff should build reading into their curriculums.

1.3.1 Reading and the Curriculum

Reading is a vital part of education and therefore is reflected within our curriculum. As part of the reading expectations, reading should be addressed throughout the curriculum, this could be through reading books in English, to reading word based problems in Maths.

Staff will be required to add how they are developing reading in their medium term plans (MTP) and will be monitored by the literacy lead termly.

Each curriculum document will have a sub section that includes how reading is implemented in their subject area.

1.3.2 Everybody Read in Class (ERIC)

Every day students read in class. Either by:

- Being read to by an adult with a class book;
- Reading a class book independently; and,
- Independent Reading (Freedom Fridays are where our youngest group continue to practise their independent reading).

The literacy lead will discuss with each tutor the most appropriate books for their group. Students will have an input on genre and topic.

Reading everyday has fantastic benefits for students, and these benefits can also be gained by being read to. Being read to can model good fluency, tone and speed, as well as encouraging students to actively listen by making the story engaging.

Each class will also have a display board which shows the books which are being read in ERIC. On this board there should be:

- A picture of the book (front cover);
- The name of the author; and,
- What page they are on.

This display board is to encourage conversation between classes about what books are being read and to encourage a generally positive attitude towards reading. Please see appendix for some examples of the ERIC display boards at Les Voies School.

1.3.2.1 How should students be listening

Students should be actively listening and following along with a book. If asked a question, students should be able to attempt an answer or at least point out where they are in the book (if listening to someone else read). 'All classrooms, with students of any age, benefit from being read to' (Lemov et al, 2016), therefore it should always be used as a positive tool to encourage students.

1.3.2.2 Comprehension questions

Reading should be an engaging task in which the students can form opinions about the texts they are reading. The following question frame can be useful at encouraging students to engage with the texts.

Question stem	Reason behind
What has happened to/in...?	Encourage students to recall recent and past events from the text to prompt a discussion
Why do you think X happened/Why do you think X did Y?	Encourage students to discuss characters or individuals intentions/actions
Who do you think is...?	Encourage students to discuss emotions or characteristics based on the characters or individuals
Who is your favourite...?	Encourage students to think about reading positively and discuss good things from what they have read
How does X make you feel?	Encourage students to discuss their emotions (where appropriate). This is particularly useful with fiction books and improving our students' emotional literacy.

1.3.2.3 Reluctant readers

Whilst there will always be some reluctant readers our aim is to encourage students to read through a whole school culture based around the love of reading because 'when students see reading as a chore, they are met with a task they not only struggle with, but also want to avoid' (Ambe, 2007).

Cole (2012) suggested that the following techniques will help encourage reluctant readers:

- 'Teacher modelling interest;
- Sincere praise;
- Collaborative learning;
- Student success;
- Teacher caring;
- Using students' interests;
- Giving choices;
- Decreasing rewards;
- Meaningful work;
- Allowing autonomy;
- Appropriate challenge; and,
- Informative, not judgmental, feedback' (pp. 71).

When giving informative feedback, it is important to be specific about what the reader needs to improve whilst continuing to positively encourage the love of reading. We will use our strong knowledge of the students and their interests to provide reading materials that the students find interesting. Furthermore, our good relationships with the students and the use of good adjustments personalised to each student will allow us to fulfil the rest of Cole's (2012) suggested list of techniques. Culture change takes time, however a consistent and persistent approach to encourage a love of reading will eventually succeed.

1.4 Impact

As discussed throughout this policy, a love of reading will have a huge impact on our students' lives. Once a student is able to read to a good level all areas of the curriculum will be unlocked. Students will be able to decode unfamiliar words, which in turn improves their vocabulary and therefore allows them to access the curriculum as a whole.

Progress will be measured frequently through assessment for learning tools such as formative and summative assessment methods. Other methods to demonstrate progress will be through the RWI interventions. Each session there will be a recap of the interventions work. This will be tracked and reviewed termly.

Progression of reading will have a long term impact upon our students' ability to access the rest of the curriculum and their enjoyment of reading.

As one Year 11 student said, "The only reason I have done well in school academically is because I can read well." In addition, good levels of reading do not only improve academic performance, but it has been shown to positively impact an individual's life in many ways including socially and emotionally, as discussed above.

The impact of improved reading will be wide ranging and will include becoming better at:

- writing, gaining grammatical understanding;
- improved general knowledge;
- social and political engagement;
- increased ability to access the curriculum; and,
- reduced frustration and anxiety.

Every student at Les Voies should not only have the ability to read at a level which is commensurate to their peers in mainstream schools, but also enjoy reading. Les Voies School is committed to creating lifelong readers who can enjoy all the benefits provided by good levels of reading.

