St Hugh's School

Reading Policy

1. INTRODUCTION

1.1 What is the place of this subject?
What is the purpose of this document?

Rationale

At St Hugh's we are committed to developing the reading skills of our students through a clear, consistent, whole school approach. Reading is a lifelong skill vital for independent learning and is therefore given the highest priority.

As a school, we work together to share the responsibility of developing our young people's ability to communicate, use language and understand that words carry 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.

1.2 How and by whom was this document compiled?
When was the policy agreed by the governing body?

This document was compiled by the English Subject Lead, the Senior Leadership Team and other relevant professionals, including the Complex Needs Co-ordinator and Speech and Language Therapist in order to ensure the diverse needs of our students are met. A 'multi-professional' approach is employed to source appropriate resources and expertise to create personal learning programmes that challenge our students at an appropriate level.

1.3 Who has the responsibility to implement this document?

Our whole school community is responsible for embedding our reading culture and implementing this document. A shared vision and philosophy drive our determination to achieve. Reading is a golden thread that runs through our curriculum. We have high expectations of all students and work hard to create reading opportunities and experiences wherever possible. We recommend that students continue their learning at home, setting an expectation that students should share reading experiences on a weekly basis with an adult.

2. THE NATURE OF (SUBJECT / CURRICULUM AREA)

2.1 What is this area of learning about?

At St Hugh's we believe reading is far beyond 'the act or practice of rendering aloud written or printed material' as commonly defined in dictionaries. This area of learning is focused on how our students learn to respond to sounds, pictures, spoken and written words. Students are taught how to interpret and appraise information and meanings in a variety of different contexts. We aim to develop feelings of anticipation, excitement and suspense enabling students to express and communicate their understanding.

2.2 What are the main contributions of this area to the development of individual children and the life of the school?

We believe that young people become successful readers through engagement in a wealth of sensory and literary experiences on a daily basis. A high quality learning environment is essential for effective listening and language development. We work hard to provide a literacy rich environment that immerses our students in a range of literary activities and routines to reinforce, apply learning and extend their understanding. Our staff understand the importance of modelling standard English, using clear and effective communication systems (verbal, non-verbal and visual cues) that expose our students to a varied and rich vocabulary to exemplify meanings.

Our aims and objectives are:

- ➢ To develop an interest in and a love of books, encouraging students to lead their own learning, become attentive listeners and independent, reflective readers.
- ➢ To promote and encourage a lifelong love of reading.
- ➢ To read with enjoyment and evaluate what they have read in order to justify personal opinions and preferences.
- ➢ Encourage care and ownership of books.
- ➢ To enable students to access, understand and begin to manage information.
- ➢ To begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger, anticipation.
- ➢ To respond to and associate objects with meaning (use of objects of reference).
- ➢ To begin to understand and discuss with others the meaning of what is read to them and what they read.
- ➢ To develop reading strategies to decode and to develop key skills like accuracy, fluency, understanding and responding to texts.
- ➢ To develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own work.
- ➢ To experience the past, the future and other worlds both real and imaginary.

3. ENTITLEMENT

3.1 What are the statutory requirements for all the children in this school?

All students have access to the National Curriculum as a statutory requirement. Adaptations are made to the curriculum objectives in order to differentiate for and accommodate the individual needs of our students.

3.2 Is there anything additional to the statutory requirements which the school feels needs to be given an emphasis?

For students with learning difficulties it remains essential that reading opportunities be extended to the derivation of meanings from visual or tactile representations including through looking at objects, pictures, symbols or words, objects of reference, looking and listening to computer programs, DVDs, listening to an adult reading aloud or audio recordings such as Podcasts or audio books*.

(*taken and updated from QCA 'Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties')

- Phonemic awareness and phonic knowledge – to listen to and attend, locate, track, sequence, discriminate, blend and segment.
- Word recognition and symbolic knowledge – discriminate and distinguish between different representations (text and illustrations).
- Grammatical awareness – elements of speech, patterns and sequencing.
- Contextual understanding – knowledge of object permanence, cues and signals.
- Reading for information.
- Literature through text, familiar voice, pictures, objects and multi-sensory stimuli.
- Reading for understanding through predictions, inference, literal comprehension, responding to the text, discussion of themes and conventions and the use of language for effect.

4.   IMPLEMENTATION

4.1   A simple explanation of how the entitlement is to be introduced:

Whole staff training is delivered on a regular basis to ensure our staff are up-to-date with school policies and procedures. The importance of providing active reading experiences to engage, motivate and inspire our students to become confident readers and communicators is addressed.

4.2   Statements reflecting the school's approach to the teaching and learning of this curriculum area, including areas from the Statutory Orders which the school feels needs to be given emphasis. How will the special emphasis be given?

A range of teaching and learning activities are used to accommodate the wide spectrum of needs and learning styles of our students. Activities are designed to target a range of reading strategies including: phonic knowledge (auditory information), grammatical knowledge (structural information), word recognition and graphic knowledge (visual information) and establish contextual knowledge (meaning). Our students experience different genres in fiction and poetry. They learn to comprehend, use and read a range of non-fiction texts for a variety of purposes.

We advocate the use of:

- Personalised learning targets.
- Students taking charge and leading their own learning.
- Close links to speaking and listening, drama and role play activities.
- Rhymes, songs and chants involving actions (e.g. Jolly Phonics).
- Meaningful links between reading and writing activities; to develop powers of imagination, creativity, inventiveness and critical awareness.
- Teachers and support staff modelling the reading process with active participation from students – class books, sensory stories etc.
- Shared and independent reading to evaluate their reading progress using peer and self-assessment.
- More formal guided group reading through the Bug Club system to promote comprehension of a wide range of finely levelled fiction and non-fiction texts.

- DARTS (directed activities relating to a text) activities and graphical organisers or text maps are used to visually present ideas.
- 'Book' discussion with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency.
- Creative use of school resources like the library - use conventions of library organisation and ICT systems to access texts to locate information, for example Junior Librarian to search for, issue and return books electronically.
- ICT hardware and software to support and enhance the teaching and learning of phonics and reading, for example the use of iPad apps, Bug Club e-books and kindles.

All students have an individual reading diary and a reading wallet for home and 1:1 reading in school use. Where guided group reading has taken place progress should be recorded in a more formal way, for example in a guided reading exercise book. This information does not need to be replicated in the individual reading diary. School staff, school volunteers, parents, carers and students are encouraged to make written comments to document and evaluate 1:1 reading experiences using positive vocabulary;

- The teacher analyses the running reading records and uses evidence of what the child is attending to and areas for further development to assess appropriate strategies to ensure next steps in learning.
- Each team has a team reading folder - this includes a reading log of individual reading, a half termly record of home reading merits, reading levels and a copy of BSquared reading objectives for staff reference. If students are using the home-reading merit cards as their team base reward for home-reading these should also be kept in this folder.
- Guided group reading should take place weekly through timetabled reading sessions. Individual reading with a teacher or teaching assistant can take place during team base registration sessions.
- The teacher/teaching assistant records strategies the students are using and tracks progress using The Literacy Profile and BSquared tracking system.

4.3   Specific issues relating to the teaching of this curriculum area in a subject specific or cross curricular way:

Reading skills are taught formally within timetabled English lessons through guided group reading while the development and application of literacy skills is promoted across the curriculum at every available opportunity. Reading from a range of sources is encouraged in every subject appropriately suited to the ability of the students.

4.4   Specific issues related to the use of commercial schemes:

The development of early reading skills is paramount. Phonics and sound work is taught through the Letter and Sounds scheme as recommended by the DfES. There is a strong emphasis on learning the high frequency word lists in unison with phonics phases teaching as documented in the St Hugh's Literacy Profile tracking document. High frequency and tricky words from each phonic phase are displayed in all classrooms to ensure students have access to a literacy rich learning environment to support their reading and writing.

In our school library, all books are colour coded in accordance with the national 'book bands' based on developmental reading ages. We use several published schemes, for example Oxford Reading Tree, Wellington Square, Bug Club and Big Cat Phonics, along with a wide range of 'free reading' books. In addition to this, students are encouraged to select a reading book (at the appropriate level) to share with an adult at home. Students are encouraged to visit the library during team time, registration time and lessons where appropriate to change their books and to share in and enjoy the atmosphere. The school library has been re-designed to accommodate all of our learners with a range of reading furniture, for example our reading hideaways, stools and bean bags. Junior Librarian has also been purchased to assist in the monitoring of the library stock. Our library has been electronically catalogued and students can search for, issue and return library books using the computer and electronic scanner.

4.5   Specific issues related to the setting / grouping of children:

As St Hugh's is a special school, we are acutely aware of the importance of developing our reading community through promoting enrichment experiences for our students.

We promote:

➢ Sharing reading experiences on a regular basis with visitors, our school governors and our local community.
➢ Enriching our students reading experiences by holding celebratory reading events in school inviting guest speakers like our local Mayor, Community Police and Scunthorpe United.
➢ Establishing strong links with community experts – for example the library services, visiting theatre groups and Museum to provide a range of unique and interesting experiences.

4.6   Specific issues related to specialist teachers / teaching:

The English Subject Lead continually evaluates and develops teaching and learning in relation to language, communication, reading, writing and speaking and listening. Frequent meetings with all English teachers are held to evaluate and share best practice.

➢ A specialist teacher for Dyslexia is employed to carry out screening and provide focused intervention. The Dyslexia programme follows a prescriptive set of lessons that target building memory skills, sequencing, developing letter and sound recognition and word and sentence building.
➢ Speech and Language therapists are employed by St Hugh's to assess student's needs and abilities in order to create personal programmes that are reviewed on a regular basis. SALT targets are also incorporated into PAP/EHCP outcomes to ensure consistency and rigour in our assessment systems.
➢ English intervention is planned through frequent data analysis to identify students who require additional support and bespoke programmes of intervention are planned and implemented.

- Precision reading intervention developed by the Educational Psychology service is used by the English Subject Lead and TA3s for individual students who require additional, daily, targeted support to develop their sight vocabulary and/or phonic knowledge.
- STAR Reading and Early Literacy testing is undertaken four times a year by the majority of students where appropriate to track their reading progress and provide standardised scores in the form of a reading age. Progress is tracked throughout the year and diagnostic information is provided to ensure intervention can be put in place to improve progress where needed.

4.7   Specific issues related to the teaching of the under 5's:

Not applicable

4.8   Specific issues related to Special Educational Needs:

St Hugh's is a special school providing personalised programmes of study to meet each individual student's needs.

4.9   Specific issues related to ICT:

St Hugh's Access Library offers a full range of communication devices to support and encourage interaction and linguistic understanding. We have a variety of products that record audio and visual messages like Big Mack's, Switches, Tech speak, Recording mats, Speech bubbles, Go Talk, Talking photo albums and Sequence cards. There are several pieces of equipment dedicated to developing reading skills and decoding, these include the Drake Language Master, Neo Alphasmart 2, InfoScan 3 and Reading Pens. Eye gaze systems are used with specific students to develop their communication skills.

Electronic devices for reading are available including Kindles, iPads, Acer tablets, laptops and PCs in classrooms. We encourage the use of eBooks, iBooks and Kindle books to broaden our student's range of reading experiences and encourage independence. Bug Club has been purchased to provide students with over 500 e-books containing built-in comprehension questions for students to read in school and at home. This complements the range of Bug Club print books we also have in our library.

Various interactive websites and APPs are used to develop reading skills and support teaching and learning. Teaching staff embed ICT in their teaching of reading and therefore make use of the interactive resources available online, like the Oxford Reading Tree Website, National Literacy Trust, Phonics Play and the Twinkl phonics apps available on iPads.

Junior Librarian has been purchased as an electronic library management system. All books within our library have been electronically catalogued allowing students to search for specific books, issue and return them using a scanner as well as write reviews online to be shared with our school community.

4.10   Specific issues related to Equal Opportunities:

Bilingual texts are used to support our students and their families with English as an additional language. A variety of texts celebrating diversity are available in the library and used across the curriculum.

4.11   Specific issues related to the cross curricular themes:

At St Hugh's we encourage creativity and innovation. Teachers are encouraged to develop links across the curriculum to provide a holistic and meaningful experience for students. Texts are used as vehicles to inspire students learning and introduce students to wider issues and events. Electronic cataloguing of the library through the use of Junior Librarian assists staff and students in searching for books on a specific topic or theme to allow easier access to the resources we have in our school library.

4.12   Specific issues related to Health & Safety:

Specific E-Safety teaching is planned into the PSHE curriculum and built in to our school ethos in order to protect students who use electronic devices and the Internet to access reading material.

4.13   Specific issues related to parental involvement:

A Reading Merit system is in place to reward student's achievements and encourage home reading. Special assemblies are held on a termly basis to celebrate success and award certificates and prizes to Team Reading Champions and the KS3 and KS4 Reading King and Queen - those students who have accumulated the most reading merits throughout the term.

We use several methods of communication to keep our parents and carers up to date with regard to reading:

➢ Letters are sent on a regular basis for parents and carers to ensure they are updated on our home reading reward system and expectations.
➢ A Parent Reading Support guide has been developed and is distributed to parents during parents' evenings at our English information stand.
➢ Parents can view the Bug Club system during parents' evenings at our English information stand.
➢ Our school website provides current information on reading at St Hugh's.
➢ Home-school reading diaries and journals provide top tips on how to support student's reading development.
➢ Informal messages and comments through student's journals.
➢ We hold annual parent events with a reading focus, for example; the Year 7 Book Buzz presentation, parent/governor reading workshops and information stands at parents' evenings with takeaway information about support reading development.

4.14   Specific issues related to resources:

As a school we are fully committed to inclusive practice, therefore order to cater for the wide spectrum of our student's needs, we use a variety of sensory resources:

- ➢ Makaton signs and symbols are used to support our students understanding of print and texts.
- ➢ Specialist software; Communicate in Print, is used to translate text into symbol form to support the development of early reading skills.
- ➢ Big books, enlarged and adapted texts and interactive white board programmes are used to enable participation in shared and guided group reading activities.
- ➢ Sensory stories, umbrella stories, story sacks and communication bags are used to provide a range of tactile resources and sensory experiences for our young people with complex needs.
- ➢ The reading scheme within the library has recently been updated and now includes a wider range of fiction and non-fiction texts with a higher interest level but at the required reading level for the needs of our students.
- ➢ The Living Paintings charity library is utilised to loan books for students with visual impairments. This charity provides books with raised illustrations, braille and audio accompaniments to engage students with visual impairments in reading experiences. Books loaned include a variety of fiction and non-fiction and are relevant to topics being studied across the curriculum.

5.   ASSESSMENT

5.1   Assessment procedures specific to this area of the curriculum which are not set down in the assessment policy:

Our students' reading ages are tested regularly using Star Reading and Star Early Literacy tests to track progress in terms of a standardised score and reading age in years and months. These scores are cross referenced with teacher assessments using BSquared to assess students against the National Curriculum criteria and P scales. Individual targets are set using data analysis from BSquared along with teacher assessments and the diagnostic criteria from Star Testing to ensure students are appropriately challenged.

5.2   Specific areas of this curriculum area which are assessed differently:

The Literacy Profile and Extended Literacy Profile are used to track the progress of students in the areas of reading and spelling. They are used continuously year on year to build up an accurate picture of where students are in terms of their abilities.

5.3   Evidence of a child's achievement which needs to be retained:

The above Literacy profile tracking documents provide a continuous record of achievements in sound, reading and spelling development. Evidence of student's achievements is kept in a variety of forms including photographical, digital video, digital recordings and written work. The 2Build a Profile App can be used to document and assess photographic evidence of practical reading

experiences. Reading diaries are used to provide an informal record of student's individual reading experiences.

6. BACKGROUND DOCUMENTATION

6.1 Documents consulted in drawing up a particular policy:

- ➢ The National Curriculum.
- ➢ Guidance from the QCA on planning, teaching and assessing the curriculum for pupils with learning difficulties.

7. REVIEW

This Reading Policy was originally written by Jessica Wood in April 2013 and updated by Rachel Brunt in September 2016.

This policy will be reviewed and presented to the governing body by English Subject Lead.