



## Reading Policy

### Rationale

At Highshore, we want all of our students to reach their reading potential and be able to engage with a variety of texts that are utilised across school settings. Our pedagogy is based on an understanding that 'Literacy is a social skill and children learn by watching, listening and eventually talking with others about sounds, words, pauses, silences, turn-taking and imitation' (Blakemore, 2001). We also recognise that our student's reading development can be supported through the teaching of phonics. 'Phonics programmes have been consistently effective for younger readers to grasp the basics of reading' (EEF Toolkit). We want our students to have the reading skills to access further studies, employment and a lifelong love of reading. This is an integral part of our values and we actively strive to ensure our students are able to communicate and be as independent as possible.

Reading is embedded into the teaching of all subjects across the school. We recognise that reading skills are necessary to access learning in all subject areas and the wider school community. Students' reading is supported by the use of Makaton, reading to adults and adults reading to students. In our teaching we develop reading for meaning through comprehension activities, developing vocabulary knowledge and usage, which is linked to specific subjects areas and the wider world.

At Highshore, we aim to create a positive reading environment through displays linked to class reading. Each classroom has a reading corner to display a range of fiction and non-fiction texts. We have a school library, where students enjoy choosing a book to borrow and gain work experience as library helpers. The Parents Group support reading by organising the Scholastic Books visit, where students can choose and purchase books and in volunteering to support the library. In our choice of literature, we actively celebrate and reflect the diversity of our cohort and of our community.

We further develop the love of reading and literature through celebration events throughout the year, including World Book Day and National Poetry Day.

### The Approach

Reading at Highshore employs a connected approach through learning to read, developing comprehension skills and embedding a love of reading.

Phonics will be taught through the Letters and Sounds programme up to Phase 3. Students working below phase 1 will utilise multisensory programmes e.g. Monster Phonics. The programme will be delivered up to five times a week by an adult as a whole class, small group or one to one, at the discretion of the teacher. Learning is further supported by digital learning e.g. Nesy.

Across the school students will have opportunities to listen to an adult reading or listen to a digital device daily and students will read to an adult 2-3 times a week. The development of vocabulary will be embedded into subject specific learning and students will be supported in their learning through the use of Makaton and colourful semantics. A range of reading books will be displayed in each classroom linked to student interests, reading level and being age appropriate. Students will have the opportunity to read books linked to their learning of



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phonics and supported by staff. Classroom displays will reflect student's engagement and learning of reading skills.

## **Progress Checks**

At the beginning of the academic year all students will have a baseline phonics assessment to identify students who could benefit from phonics. This will take place alongside a standardised reading assessment. Every term student learning will be assessed using a phonics assessment. At Highshore we recognise many of our students have speech and language impairments, which may affect phonics learning. Some of our students may make progress in terms of months and some will make limited progress depending on the students individual learning needs and their starting point. Progress will be monitored by the class teacher or adult, Literacy Co-Ordinator and SLT. We recognise our older students may need other programmes to support their learning and we are developing other age appropriate programmes to enhance their Functional Literacy.

## **Associated Staff Training**

All teaching staff need to be trained in teaching phonics to support student learning throughout the school. Training needs to cover the Letters and Sounds programme, cover phonics progression check using Phonics Play and the use of other resources. Training needs should reflect the needs of the school community. Successful training will enhance the knowledge and skills of staff and improve students reading across the school.

## **Monitored By**

Lizzy Hones, Literacy coordinator  
Sam Mothersole, Deputy Head

## **Policy Review**

This Policy will be reviewed every three years by the Literacy Coordinator and the Deputy Head. Where appropriate this will include consultation with staff.

Lizzy Hones, Literacy Coordinator  
Sam Mothersole, Deputy Head  
March 2021

Review March 2024

Governor's signature: Julia A. Field

Date ratified: March 31st 2021