

## Reading Policy

### Rationale

At Highshore we believe that Reading is a key area in helping students reach their potential, not just in learning, but in life. Learning to read encompasses a wide range of skills beyond just words on a page. Learning to read involves:

- Developing comprehension and understanding, which supports students understanding of events not just within books, but also life
- Learning a reading strategy gives students the self-help skills to read independently and strengthen their own confidence
- Being able to read is also an activity that can be done for pleasure, enabling students to pursue a wide range of texts and topics that can bring them lifelong joy

### Aims and Values

Our Aims and Values are embedded within our Reading curriculum. This is described below:

Aims and Values	Reading focus
<b>Independence</b>	Learning to read enables students to be more independent in work and life. They will learn to read everyday items such as emails or text messages. It will also give them the means to read for enjoyment.
<b>Self-help</b>	Being able to read gives students the potential to be self sufficient in life. It allows them to follow instructions, research and learn to decode unknown words.
<b>Communication</b>	Reading comprehension gives students the ability understand and analyse not just texts, but the world around them. This informs their own communication, whether it be social or work settings. Reading informs opinions, enables personal preferences and opens up

	readers to new and different viewpoints in which they can discuss with others.
<b>Kind</b>	Stories help develop students' understanding of what it means to be kind, fair and equal. Genres such as fables, biography or history all can share stories that teach students how to be kind, fair and equal. Reading a wide range of texts and discussing with others helps develops these values, and embeds in students what each of these means.
<b>Fair</b>	
<b>Equal</b>	
<b>Treat others how as we want to be treated</b>	

## Roles and responsibilities

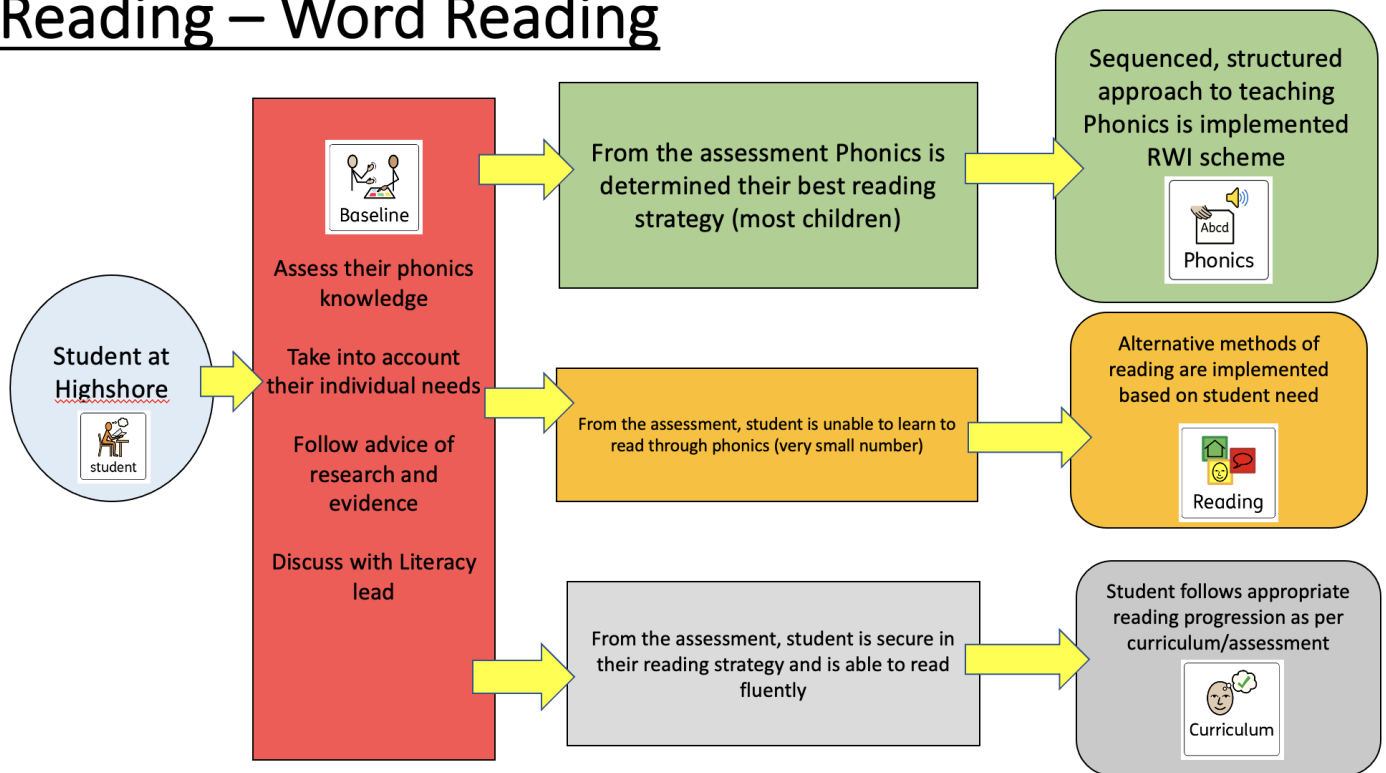
Who?	Responsibility
<b>Senior Leadership Team</b>	To support the Literacy lead in fulfilling their role as part of the whole school curriculum, ensuring pupil progress remains high and consistent.
<b>Middle Leaders (Literacy Lead)</b>	To monitor the progress and teaching of Reading throughout the school.
<b>Teacher</b>	To ensure all students have appropriately challenging Reading outcomes within the Cognition and Learning strand.
<b>Teaching Assistants</b>	To support all students in achieving their Reading outcomes.

## Structure/Approach

Reading covers the following strands, as set out in the National Curriculum, which we at Highshore focus on:

- **Word Reading**
  - **Includes:** Learning a reading strategy such as phonics, sight word reading and learning common exception/functional words. Word Reading involves learning to decode words, apply spelling rules and reading with fluency. Our approach is summarised below (full document available upon request from the Literacy Lead)

## Reading – Word Reading



**Phonics:** The use of Phonics is the primary approach to teaching our students how to read. At Highshore School we follow the Read, Write, Inc scheme. Due to the needs of our students, this scheme may have slight adaptations. These are discussed and arranged with the Literacy lead upon discussion to determine appropriateness.

### - **Comprehension**

- **Includes:** Developing skills in reasoning and background knowledge, working memory and attention and increased vocabulary. Reading comprehension develops individuals understanding of what they have read and the world around them.

Reading is incorporated into Literacy lessons across the school. The first 10-15 minutes of each Literacy lesson are used for teaching reading strategies, such as phonics (this may be adapted for different classes, depending on need). The



rest of the Literacy lessons is spent on teaching comprehension and Writing (see policy).

These strands are covered through a thematic approach that is demonstrated within the corresponding Curriculum Map.

## Teaching

Despite the wide range of learners, all Reading (or Literacy) lessons/activities should include the following non-negotiables:

- Planning that follows the curriculum map
- High quality teaching
- Individualised outcomes with clear next steps
- Use of support staff
- Use of Makaton or other strategies to support understanding
- A high standard of presentation in books
- A wide range of learning activities that are recorded in student books e.g, photos, student individualised work sheets
- Feedback that moves on student learning

## Assessment

Reading progress is measured against individualised outcomes, which are based on a range of sources. For example, some students may have outcomes based on the Early Learning Goals or adapted National Curriculum outcomes.

Progress is recorded against these outcomes as follows:

- *Not yet Developed (ND)*
- *Emerging (Em)*
- *Developing (D)*



- *Established (E)*

- *Generalised (G)*

Progress is measured against these outcomes twice a year, with monitoring that takes place throughout by the Literacy lead and SLT. Each half term, the Literacy lead and SLT will monitor progress against outcomes through a series of structured book looks, observations and student voice.

## **EHCP**

Reading is represented in EHCP outcomes under the Cognition and Learning strand. These are the same as the pupil outcomes which are written termly. Each student should have at least 1 Reading outcomes, based on either comprehension or word reading.

## **Staff training**

Each term a Literacy Meeting is held which incorporates staff training. Staff training needs are identified and training is delivered on a whole school and individual basis.

## **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.

Rosie Molloy, Literacy Coordinator

Samuel Croyle, Deputy Headteacher

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