Reading Policy

Review Date: September 2023

Next Review Date: September 2024

INTRODUCTION AND PURPOSE

The ability to read is a fundamental life skill and essential for full participation in society and the world of work. As an Academy we recognise the significant impact that secure literacy and reading skills have on the progress and outcomes of students. Reading is the most crucial literacy skill, for cross-curricular success in secondary school.

At Thornhill Community Academy, we have invested time into researching and investigating the importance of reading and the impact of this on students both in the Academy, but also in their wider lives outside the Academy. Our reading policy has been most heavily influenced by the following bodies of research:

➢ Geoff Barton, *Don't Call It Literacy*

➢ Education Endowment Foundation, *Improving Literacy in Secondary Schools Guidance Report*, 2019.

➢ National Literacy Trust

➢ Ofsted Report, '*Now the whole school is reading': supporting struggling readers in secondary school* Published 31 October 2022

Recent research by the National Literacy Trust, has revealed the following:

➢ 1 in 8 disadvantaged children in the UK say that they don't have a book of their own

- ➢ The longer children maintain an enjoyment of reading, the greater the benefits are in the classroom
- ➢ Children born into communities with the most serious literacy challenges have some of the lowest life expectancies in England
- ➢ Only half of children in the UK enjoy writing
- ➢ Children who enjoy reading and writing are happier in their lives
- ➢ 1 in 6 adults in the England (16.4%/7.1 million people) have very poor literacy skills

Consequently, as an Academy we are committed to improving the literacy and reading skills of all students. Literacy and reading permeates the curriculum at Thornhill Community Academy, not only within the English curriculum, but across all subject areas. We strive to ensure that all students leave us with, the skills required to be able to read fluently, speak confidently and write articulately. At Thornhill Community Academy, we work hard to instil a love of reading in our students through a range of strategies. We encourage our students to read challenging and ambitious texts to develop their skills to achieve well. Staff promote a love of reading and this is improving the rhetoric around reading amongst our students. Our expectations around engagement with reading and literacy are clearly communicated with students, which supports our positive culture around reading.

KEY PRINCIPLES

As an Academy, we have six key principles which underpin our approach to reading. These are:

1. Strategies to encourage students' enjoyment of reading are **high profile**
2. All students, including those who are disadvantaged and those with SEND, know how to **access challenging texts** which they can read for pleasure
3. **CPD packages** provide opportunities for teachers to develop their understanding of teaching reading, particularly for weaker pupils
4. **The teaching of reading permeates the curriculum -** All subjects have integrated reading into their curriculum and staff are well equipped to support students with reading and decoding.
5. Mechanisms to **identify and then support weaker readers** take place on entry and throughout students' time in school
6. **Reading catch-up plans** are implemented which address the core areas of need. These should focus on phonics for early-stage readers.

ASSESSMENT & INTERVENTION

It is important to swiftly identify those in need of extra support. To facilitate this, students complete a New Group Reading Test (NGRT) upon entry. Reading age scores and Standard Age Scores (SAS) are used to identify those students who are below functional levels. Those in need of extra support will then be further screened, through the Salford Reading test, Lucid Exact and/or Fresh Start Inc Phonics assessment. An appropriate intervention is then allocated to students with a trained member of our phonics or SEND team. Full details of these strategies are

outlined in our reading intervention plan. Reading interventions are tailored to meet the needs of students and are applied using the 3-wave model in line with the SEND Code of Practice.

Reading interventions may include, but are not limited to:

➢ Fresh Start Phonics 5x per week – small group or 1:1
➢ Lexia PowerUp
➢ Intensive EMA intervention to support children new to the country to acquire English language.
➢ In class support via an Academic Mentor
➢ Small group or Individual literacy intervention lessons
➢ 1:1 or small group reading

Regular assessment of Reading Age allows for the interventions in place to be as short-lived as required.

In Key Stage 3 we aim to identify students' reading ability and develop a love of reading. Our strategies include:

➢ Testing students on entry through the NGRT testing program to evaluate reading abilities
➢ A full library induction, introducing students to the school library and teaching them how to select appropriate books
➢ Regular library visits for students in Y7-9, to support a regular habit of borrowing books
➢ Weekly Everyone Reads in Class (ERIC) slot, allowing opportunity for students to read for pleasure, alongside their English teacher
➢ A carefully curated list of ERIC reading books, which are engaging, age appropriate and promote equality, diversity and inclusion
➢ Subject specific texts which extend learning outside of the classroom
➢ Providing all students with a dictionary upon entry to Y7. This forms an essential piece of their equipment
➢ Placing a strong focus on reading aloud (by both teachers and students) in all curriculum areas
➢ Developing a curriculum which supports the development of academic reading and writing within the classroom, as well as the development of oracy

At Key Stage 4 we aim to further develop students into confident, independent readers. Our strategies include:

➢ Encouraging students to read challenging and ambitious texts
➢ Providing KS4 students with reading lists linked to each curriculum area, supporting. enrichment outside of the classroom and insight into the wider world
➢ Providing opportunities for students to take on the role of student librarian

SUCCESS CRITERIA

1) An increase in the percentage of students at or above their chronological reading age

2) All students requiring reading intervention are identified swiftly and receive an appropriate level of support

3) Reading is embedded in all lessons, regardless of subject, and is evidenced in schemes of work, lesson plans and through quality assurance activities

4) Staff are supported in developing their own understanding and expertise in issues surrounding reading

5) An improved level of examination literacy at KS4, which contributes to improved student outcomes

ROLES AND RESPONSIBILITIES

The Senior Leadership Team will:

- Accept overall responsibility for the delivery of the school's reading Strategy and Intervention Plan
- Provide opportunities for staff training on reading to take place as a priority
- Ensure that reading remains a focus through strategic leadership
- Support departments they line-manage to deliver on the whole school reading initiatives
- Be role models in employing reading strategies in their own teaching
- Monitor reading assessment data to ensure no group of students is disadvantaged

All Teaching Staff will:

- Understand the reading abilities and needs of individuals students, including phonics
- Support students to become confident, skilled, critical and reflective readers of all kinds of texts
- Frequently read to students in order to model best practice and high-quality spoken language
- Provide opportunities for students to read collaboratively as well as on their own; this may be aloud or in small groups or pairs
- Make use of NGRT/SATs and/or other reading data available on Class Charts to support their planning
- Encouraged students to use specific reading strategies (skimming, scanning, annotation, highlighting)
- Pre-read materials before delivery, making annotations to show best practice and ensuring key word definitions are precise as per the dictionary definition
- Promote reading for pleasure through their curriculum and provide opportunities for students to engage in with fiction and non-fiction texts related to their subject area
- Teachers will use strategies to support word recognition and the development of automaticity

The Academy Librarian will:

- ➢ Work with the Literacy Coordinator to ensure that there is a cohesive approach between teaching staff and Library resources
- ➢ Promote the use of the Library resources for leisure and curriculum needs to staff and students
- ➢ Regularly disseminate information about the Library
- ➢ Be a line of communication for the Volunteer Reading Friends
- ➢ Organise the yearly Book Fayre event

The Inclusion Team will:

- ➢ Develop and deliver reading intervention pathways at KS3 for identified cohorts of students in need
- ➢ of significant literacy and reading support on entry
- ➢ Coordinate and run the Lexia programme
- ➢ Liaise with the Literacy Coordinator about student attainment in reading and literacy
- ➢ Identify students who have low levels of literacy and reading and use further diagnostic testing to gain a greater insight into literacy and reading difficulties
- ➢ Identify students with specific literacy issues, such as dyslexia, and provide appropriate intervention
- ➢ Liaise with key feeder Primary Schools as part of Year 6 to 7 transition and to identify opportunities to build students' literacy and reading before joining TCA
- ➢ Communicate with all staff the educational needs of students who have difficulties in literacy and reading and provide them with suggested strategies for supporting those students

The EMA Team will:

- ➢ Help in identifying and supporting new arrivals and EAL students to develop their reading and literacy
- ➢ Identify appropriate support strategies for new arrivals that have little foundation in the English based on their levels of fluency
- ➢ Carry out diagnostic testing and/or interviews with students to assess literacy and reading levels
- ➢ Undertake classroom observations of all new Year 7 students to identify EAL-related literacy intervention needs
- ➢ Promote reading amongst EAL students through small reading groups
- ➢ Communicate with all staff about EAL students and advise on support strategies in order to ensure that students' specific needs are met
- ➢ Liaise with parents of EAL students to support literacy and reading development in the home (including the provision of adult literacy classes for parents

EQUALITY IMPACT AUDIT AND ACTION PLAN

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.

Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.

Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:
  i. Eliminate unlawful discrimination, harassment and victimization
 ii. Advance equality of opportunity
iii. Foster good relations

PROTECTED CHARACTERISTICS		PLUS	NEUTRAL	MINUS	ACTION
1	Age	X			
2	Disability	X			
3	Gender Reassignment	X			
4	Marriage and Civil Partnership	X			
5	Pregnancy and Maternity	X			
6	Race	X			
7	Religion or Belief	X			
8	Gender	X			
9	Sexual Orientation	X			
Other					