



North Ridge High School

Reading Policy



Curriculum Policy for Reading 2022

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality. All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Article 29:

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

INTENT

Purpose/Rationale

English has a pre-eminent place in education and in society. A high-quality education in English will teach students to speak and write to the best of their ability, so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables students both to acquire knowledge and to build on what they already know. Reading is an essential part of preparing our students for adult life.

Overview

Every student has the statutory right to access literacy teaching until the age of 16. At North Ridge, we expand this into our KS5, until the age of 19.

Students are taught to develop and embed core reading skills, which they are then expected to apply across the curriculum. All teachers are responsible for the teaching of reading.

Students should make good or expected progress through high quality planning, teaching and learning, and the use of meaningful, high quality resources.

A key focus of the work at NR has been to develop the teaching of comprehension skills and inference skills.

Aims

Our overarching aim is for all students to be able to communicate and comprehend to the best of their abilities. Student needs should be met through dynamic, well planned lessons.

We aim to provide students with usable and practical literacy skills that will enable them to function to the best of their ability at school, at home, in leisure activities and at work.

We aim to foster an enjoyment of reading of texts including books and technology. (ICT and other available media)

As far as possible students should be able to:

- Develop a love of books and reading, reading for both pleasure and information
- Develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.

- Develop their experiences through a variety of text including the use of libraries, ICT and other available media
- Appreciate our rich and varied literary heritage
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.
- To recognise the value of parents / carers as essential components in supporting and developing student's reading skills and love of reading.
- To rigorously monitor and assess student's progress in reading and identify those who require extra support and intervene at an appropriate stage
- Targeted literacy interventions will be used to ensure students achieve to their full potential, e.g. inference, phonics and comprehension interventions.

IMPLEMENTATION

Teaching & learning

Key Stage 3

- KS3 follow a three year rolling programme of literacy topics, which allows opportunity to develop the skills outlined in the Primary National Strategy.
- English lessons include discrete weekly guided reading lessons, as well as topic lessons. Key reading strategies gained from discrete reading lessons should be referred to in other areas of the curriculum, allowing students to further embed their reading skills.

Key Stage 4

- KS4 follow a two year rolling programme of AQA literacy topics. Lessons should include a good balance of reading, writing and speaking and listening.
- Reading is taught discretely on at least a weekly basis. Strategies should be used to develop students' reading skills.
- Discrete and/or inclusive teaching of reading skills should form a core part of English lessons where appropriate.

Sixth Form

- Discrete and/or inclusive teaching of reading skills should form a core part of English lessons where appropriate.
- Reading skills are also taught and embedded through work-related learning opportunities in the school café, community café, community shop and hospital placements.

Structured and Sensory Learners

- Structured and Sensory Learners follow a four year rolling programme, which develops students' core literacy skills through a focus on communication. Students' learning focuses on developing communication skills through using a range of gestures, signs, vocalisations, body language, gesture and making choices. Students are given experiences through age appropriate stimuli and resources, activities and experiences.
- For our structured and sensory learners, sensory stories are the gateway to enjoyment of reading. Students engage with and enjoy a range of texts through multi-sensory experiences. For many of these learners discrete and/or inclusive teaching of reading skills also form a core part of English lessons. Reading skills should be embedded as part of workstation activities

- Where appropriate students will use AAC (Alternative and Augmentative Communication) to develop their literacy and communication skills. These will be embedded throughout the school day, used effectively within literacy lessons and other areas of the curriculum. We support families in extending this into the home and the community.

Planning

Planning will be in line with the school planning policy. Lessons will cover topics set out in long term plans and teachers will follow the guidance provided in Rubrics.

Lessons will include a breadth of reading, writing and speaking and listening / communication activities.

Planning will have clear learning objectives, success criteria and be suitably differentiated.

ICT will be used for cross-curricular opportunities linked to reading, writing, speaking and listening.

Baselining:

Students must be baselined for reading using Running Records and/or Pira.

Once you have established which reading level a student is working at, use reading assessment sheets to inform planning for reading:

<R:\English\Reading\Guided Reading\Planning and Assessment Sheets>

<R:\English\Reading\Guided Reading\Book Band Levels.pub>

IMPACT

Knowledge, Skills and Understanding

- Students will enjoy books and reading, reading for both pleasure and information
- Students will develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- Students will develop their experiences through a variety of text including the use of libraries, ICT and other available media
- Students will appreciate our rich and varied literary heritage
- For those who it is applicable for, students will utilise their reading skills to support them in communicating their needs, thoughts and ideas via their AAC device where appropriate.

Assessment, Recording and Reporting

KS3:

- Work files / work books
- Records of Achievement
- B-Squared assessment tool
- PIRA assessments (progress in reading assessments)
- Running Records (reading assessment)

KS4:

- Work files
- Accreditation (AQA Entry level / Level 1 certificates)
- ASDAN Transition Challenge / Bronze

- B-Squared assessment tool
- Running Records Assessment

Sixth Form / ASD / Experiential:

- Work files
- Learning logs
- Onwards and Upwards assessment tool
- B-Squared assessment tool
- ASDAN Personal Progress (PP)
- ASDAN Transition Challenge / Bronze
- Running Records Assessment

Staff Development

All staff receive regular high-quality training in reading, which is developed throughout the year.

New staff receive training on guided reading and strategies such as colourful semantics and narrative therapy, which support the teaching and learning of literacy.

Peer mentoring and observations are well used to support the development of staff skills in teaching literacy.

There are regular external CPD opportunities for staff to develop their skills in teaching literacy, which are then used to support other staff around school.

We have an established link with a reading network led by Barlow Hall Primary School. This is an SLA. The lead school has provided very high quality training in reading, inference, reading and writing intervention strategies and guided reading. This has been attended by the lead teacher and lead teaching assistant and KS3 teachers. This has supported us in developing a structured high quality plan for the development of reading at North Ridge.

Resources

All planning and lesson resources are available on the staff shared area.

In 'Resources - English' there are a wide range of activities to support the teaching and learning of reading. This includes: phonics resources, guided reading book resources, colourful semantics symbols and boards, narrative therapy symbols and boards, as well as topic resources.

The library has a wide range of texts, including a selection of sensory stories and banded books to engage readers of all abilities.

There are two teaching assistants responsible for maintaining and developing library resources and one teaching assistant for English resources.

Monitoring and evaluation

The Head Teacher, Deputy Head Teachers, Assistant Heads, the English Co-ordinator, Assessment Co-ordinator and teachers, monitor English, having identified priorities, the SMT and English Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by Governors: 12.7.22

Date of review: July 2024

