



THE RADCLIFFE SCHOOL
INSPIRE AND ACHIEVE

Reading Policy

Headteacher: P Lawson Review frequency: Five yearly

Chair of Governors: P Critchley Date reviewed: January 2023

Introduction

At The Radcliffe School, we understand that reading benefits students in a variety of ways beyond the curriculum by increasing empathy, reducing stress, improving analytical and critical thinking skills and making them effective communicators. We also recognise that reading is a vital skill for cross-curricular success in secondary school. Reading allows students to access a curriculum dominated by text and not only read with fluency but understand and take meaning from the wide range of texts presented to them across all subjects. It is evident that the students who join The Radcliffe School with a reading age below their chronological age experience significant problems accessing the information they need in order to be successful learners; as a result, many struggling readers have low self-esteem and lack confidence in the classroom which in turn makes them at risk of falling even further behind their peers as they advance through the school. In order to prevent this, we aim to create a school culture where every teacher is a teacher of reading using strategies in their classrooms to allow all students to develop their reading skills and reap the benefits of reading for life.

Intent:

The aims of this policy are to:

- Create a culture of reading across the school where students take pleasure in reading a variety of texts and staff have book related talk with students.
- Ensure all teachers employ a range of reading strategies within their own classroom in order to allow students to access texts.
- Raise attainment at every level of ability through reading opportunities that will allow students greater access to the curriculum.
- Ensure students with reading ages lower than their chronological ages are identified and appropriate interventions given based on the simple view of reading.
- Ensure students with the very lowest reading ages are given the additional support they need to decode words.

Implementation

Initial reading assessments:

All students in Years 7-9 complete a Star Reading test through Accelerated Reader within the first three weeks of term. This gives all students a ZPD range so that they choose texts which are appropriate for their reading level. Furthermore, the results of these tests are used to identify students who require additional support through one of our reading interventions.

Phonics Groups

For some of the very lowest ability readers, or students who cannot access Accelerated Reader, we provide the Ruth Miskin Fresh Start phonics programme. This is a systematic, synthetic phonics approach for older readers. The selection of this programme was based on the Department for Education guidance to “avoid programmes specifically designed for younger children” (DfE 2022). Students within these groups take part in a twenty-minute phonic session each day. Once students are identified for this programme, they are assessed to identify which level to enter the programme at and then undertake the

programme until they have completed all modules. They are assessed on the programme on a half termly basis to measure their progress through the modules.

Accelerated Reader

All students in years 7-9 take part in the Accelerated Reader programme. Once they have taken their initial Star Reading Test within the first three weeks of term, they have a lesson in The Library where they choose a book within their ZPD range. Students are then encouraged to read daily and keep a record of their reading in their planner or reading log.

Some lesson time is also devoted to encouraging students to read their Accelerated Reader books and take quizzes. Rewards are given to students who read and successfully quiz regularly or who make accelerated progress on the programme.

Intensive Reader Groups

The students identified as requiring 'urgent intervention' or 'intervention' in Years 7-9 are placed into 'Intensive Reader Groups' for their English lessons. These groups are smaller in size than other classes and often have an additional member of staff or sixth form students to support during the lesson. These lessons follow a diluted English curriculum where the students spend the first twenty minutes of each lesson either focusing on phonics or comprehension, depending upon their need. They then spend the remainder of the lesson following the English curriculum ensuring the key takeaway learning objectives from the curriculum maps are still met.

Paired Reading

For students who are placed in the 'On Watch' category in Accelerated Reader, a paired reading system is in place. This involves the student reading with a Sixth Form student once a week during tutor time. All Sixth Form students have a training session with the Librarian and Reading Coordinator to ensure they are aware of the four reading strategies used across the school.

Weekly Reading Homework

Year 7-9 students are expected to keep a log of their reading in their planner and have this validated by a parent. Students are asked to read five times a week. The students' reading logs are checked weekly in their English lessons and contact home is made if a student has read less than three times. Year 10 students receive a fortnightly reading homework which is a piece of wider reading around the piece of literature or topic they are studying.

Tutor Time Reading Programme

All students access a tutor time reading programme on a weekly basis. A curriculum map for this programme has been created to ensure students are developing their reading skills across the academic year. The staff delivering these sessions use the school's four

reading strategies of 'predict', 'clarify', 'ask' and 'summarise' to develop student comprehension of the texts and encourage enquiry. PLCs have also been devised to accompany this programme and tutors assess their tutees against different reading skills each half term and complete these PLCs. This data can then be used by staff to identify which reading skills students need to develop further and tailor their questions to accommodate for this both within the tutor time reading sessions as well as across the curriculum.

Furthermore, all tutor groups are timetabled into The Learning Hub on a rotational basis, ensuring all tutor groups visit The Learning Hub at least three times during the academic year.

Reading in Core Lessons:

In order to ensure all our Key Stage Three students have a daily opportunity to read, we have devoted twenty minutes to each of their core subjects three times a week. They read for the first twenty minutes of one of their Maths, English and Science lessons on a weekly basis. The texts selected within Maths and Science are around the subject and are designed to allow students to know more and remember more about subject specific concepts. Within English, texts are selected to encourage reading for pleasure. Staff delivering these sessions use the school's four key reading strategies of 'predict', 'clarify', 'ask' and 'summarise' to develop the students' comprehension of the texts and encourage enquiry.

Reading Across the Curriculum:

All staff have whole school CPD in the four main reading strategies used across the school and are expected to implement these into lessons to allow students to comprehend and further explore the texts being read. Furthermore, all staff are made aware of the students who are involved in phonics sessions and have access to online phonics training to allow them to develop their practice and ability to provide first quality teaching to these students.

As one of the school's priorities, reading is part of the SEF document that Curriculum Team Leaders fill in on a half termly basis requiring them to identify issues and implement actions around reading within their department on a half termly basis.