

Penn Fields' School Reading Policy

Intent

Here at Penn Fields School, our overarching aim for reading is to provide a wide range of different reading opportunities to enable all our readers to read fluently, with understanding and to ignite a love of books. We recognise the importance of a collaborative reading approach that spans the duration of the student's time at school and is enriched by a breadth of different literary experiences. To achieve this, teachers in all subject areas, TLSAs, parents, carers and students work together to promote reading and support our learners.

Our teaching model is based on the Simple View of Reading which tackles word recognition alongside reading comprehension. In order to facilitate this, regular opportunities for discussions about books and opportunities for language development are provided. All students who can read have their own reading book, but they also experience class readers in form time and in English lessons which are designed to enhance their exposure to language to enrich their own vocabulary.

The DFE's Reading Framework (2022) underpins our approach to reading. The full document can be found here: [The reading framework - teaching the foundations of literacy \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106422/reading-framework-2022.pdf)

Implementation

Aims:

- To deliver high quality, systematic teaching of phonics
- To establish a consistent approach to phonics that ensures progression and continuity throughout the school
- To provide opportunities for language enrichment
- To promote reading across the whole school

Lower school

Throughout the school, we follow the Read, Write, Inc (RWI) phonics' programme with learners as soon as they are ready. Teaching is dependent on developmental readiness as opposed to chronological age. More information about the programme can be found here: <https://www.ruthmiskin.com/parents/>

A video showing each of the sounds that are taught can be found here: <https://youtu.be/TkXcabDUg7Q>

Initially, learners will be taught pre-reading skills through developing listening, attention and communication skills. Additionally, listening to sounds, songs and rhymes form part of their daily classroom experience. The Nuffield Early Language Intervention programme (NELI) is also used with some students to support their language development and communication skills. More information about the NELI programme can be found here: <https://www.teachneli.org/what-is-neli/>

In lower school, when our learners are ready, they are taught within their phonics' groups by their class teacher and TLSAs. These groups are differentiated to ensure that the learners' needs are fully met. The assess-plan-do-review model is followed for us to monitor progress and provide additional support if and when required. A small steps tracker is used to record termly assessment data and this is then reviewed by the phase manager and subject lead who decide what steps should next be taken.

Once a learner has completed the phonics' programme, they then begin the RWI comprehension units of work. These units not only consolidate the word recognition skills that have previously developed, but they also develop comprehension and writing skills.

In addition to the RWI units of work, all students experience a wide range of stories, poems and songs as soon as they start school in their English and theme lessons. This continues throughout their time in lower school where they not only develop their phonic and word recognition skills but also their reading comprehension. English lessons provide a greater opportunity for further experience of a range of texts and opportunities for discussion. The thematic

approach that is adopted in lower school enables “back and forth talk” across the curriculum (DFE, 2022)

Upper School

In upper school, we continue with the RWI programme for those learners who are still learning to read. However, its delivery is dependent upon the class and the individual's needs. Where the students are identified as needing phonics' support, they are provided with interventions in their English lessons. These children are also assessed every term and their progress is monitored closely using our small steps tracker. As with lower school, the assess-plan-do-review model is adhered to in order to ensure that, where a child has not made expected progress, we provide additional support through 1-2-1 interventions at least once per week.

To further develop the students' vocabulary, upper school learners receive a “Word of the Week” each week which is displayed in all classrooms. This word is taught formally through the English department where we look at its meaning, explore the sound of the word and write the word in a sentence. Its usage is reinforced across the school by other members of staff in all subject areas.

Daily reading is actively promoted in upper school by all teachers. At the start of every day, the students have 15 minutes of reading time. On a Monday, the teacher reads to the class and introduces the focus reading domain for the week through characters from the Pawsome Gang (the focus domain of the week is shared with parents via the school newsletter):

- Vocabulary Victor
- Inference Iggy
- Predicting Pip
- Summarising Sheba
- Rex Retriever
- Arlo the Author
- Cassie the Commentator

The aim of this is to enable learners to understand which reading comprehension skill they are using so that they are able to draw on these skills when necessary. The reading domains are revisited

regularly in all subject areas so that the students can gain experience using each domain.

On Tuesdays to Fridays, the students either read independently, to an adult or to a reading mentor. Our reading mentor programme uses older, confident readers to support younger readers and provide additional reading opportunities. Every child is heard reading by an adult at least once per week and these comments are recorded in their reading diary. Students also take home their reading books and are asked to read to their parents and carers; these comments are recorded in their home reading records.

When a student completes a reading book, they are asked to complete an Accelerated Reader quiz on the computer. Alongside this, students complete a STAR reading assessment every half term to monitor their reading comprehension skills. More information about Accelerated Reader can be found here: <https://www.renaissance.com/2016/09/09/parents-guide-renaissance-accelerated-reader-360/>

Reading across the curriculum

All subject areas support reading in their subject, whether this be through: language enrichment to stretch and challenge, reinforcing the use of phonics to encode (spell words) and decode words, introducing subject specific terminology or reinforcing the use of reading domains. Where possible, a topic will be taught simultaneously in different subject area to facilitate “back and forth talk” across the curriculum.

Home reading

All students have reading books that they take home to read with their parents/ carers. This book will either be matched to their phonics’ level or to their Accelerated Reader ZPD (Zone of proximal development) in order to reinforce the learning that is taking place in school.

Impact

The impact of reading is monitored in numerous ways. Through:

- Daily phonics lessons
- Termly phonics' tracking using the RWI assessment
- Daily reading records
- Accelerated Reader quizzes
- STAR reading assessment
- Reading assessments in English

All data is recorded and monitored so that any difficulties can be addressed and the students can be provided with further support.