



# Reading Policy

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## Reading Policy

***'We provide a broad and creative curriculum for those young people who have high anxiety and are socially reserved.***

***Within a specialist setting, through our curriculum and in preparation for adulthood, we develop resilience, celebrate success and build confidence'.***

### Intent

At Edison Pace School, we aim to encourage enjoyment in reading through exposure to texts that both interest and stimulate personal growth. Reading skills are developed during discrete reading lessons and skills are applied and modelled across the curriculum.

We recognise that our students have mixed attitudes towards reading as a skill. Many have negative experiences and gaps within their reading skills and knowledge which affect their resilience in attempting tasks that involve reading. Subsequently, our reading curriculum intends to both promote enjoyment and skills that enable students to build confidence, resilience and enable attainment across the curriculum. As we employ a stage not age philosophy at Edison Pace School, students will have the opportunity to become accredited in either Functional Skills English and/or GCSE English Language dependant on their individual pathway.

### Implementation

Reading lessons:=

Each student receives two timetabled reading lessons a week. Reading lessons have two aspects: the first lesson involves whole text teaching where quality texts are used, and specific skills are taught and applied and the second lesson focuses on reading skills. Engagement in reading involves social, emotional and cultural elements to both engage students in texts they can relate to and reflect the world around them. Reading fluency skills are modelled and practiced and then extended texts are taught over a half term.

### Reading Domains

Lessons are planned to practice reading skills linked to the domains:

**Vocabulary:** This skill means understanding words in context. It relates to the student being able to give the meaning of a word or phrase in the text. Specific skills such as using synonyms and reading around the word allow students to understand the meaning of both unknown and known words in context.

**Inference:** Inference means to understand implied meaning in a text. It relates to both fiction and non-fiction texts but predominantly relates to fiction. It means to

deduce meaning when not explicitly explained e.g. the boy shivered and drew his coat closer to him – shows the reader he is cold without telling them.

**Prediction:** Prediction means that a student can use events that have already happened and relate events to stories they already know to predict what may happen next

**Explaining and justifying:** Explaining and justifying means to develop opinions and identifying bias in the authors' intentions. Justifying opinions requires the student to use evidence from the text and relate to information they already know.

**Retrieval:** Retrieval requires a mix of skills such identifying key words, scanning a text, locating and then identifying key words and phrases. It means that this skill is essential to cross curricular learning.

**Summarising and sequencing:** summarising is a higher order skill. It means being able to take the key points in a text and paraphrase the key meaning. Sequencing requires.

Domains do not work in isolation; for example, to predict the student will use evidence from the text, retrieve key facts and use the vocabulary in the text. All domains are interrelated but specific teaching within each domain and identifying both strengths and weaknesses will help the student develop reading skills as a whole.

Students will practice an isolated skill and/or domains in some lessons to familiarise students with assessment techniques. This helps students to build confidence and resilience. To ensure a mix of non-fiction and fiction texts weekly, we focus on a range of non-fiction texts with specific teaching of a domain skill. There is an explicit identification of skill and specifically taught strategies that enable students to apply skill.

### **Reading across the curriculum**

All subjects plan to incorporate opportunities to read, explore language and apply reading skills within their subject. Reading skills are modelled and practiced in lessons to gives students opportunity to apply skills and access domain specific learning improving access to the curriculum area and learning outcomes.

Subject specific vocabulary words are displayed in the classroom so that these can be used as a scaffold to improve understanding of the definition. Key vocabulary should be displayed as a point of reference for all students for all students to use.

## **Phonics**

We recognise that students have a mixed experience, confidence and level of application. Those who are assessed as needing targeted support are given individualised targeted one to one phonic lessons. Those that have an identified weakness are given support as part of their English intervention and supported in class with the decoding skills.

## **Phonics across the curriculum**

Application of phonic knowledge is essential to reading development. Phonic skills are used to support reading and writing.

## **Intervention**

Once students have been assessed, they are categorised as being a Wave 1, Wave 2 or Wave 3. Support is then tiered and targeted to each student's needs. Wave 1 students are classified as proficient readers and receive quality first teaching. Their reading needs are supported in class and through adaptive teaching techniques. Wave 2 students are classified as emergent readers. Their needs are met through adaptive teaching in class, targeted support from adults and during timetabled English intervention. Wave 3 students are early readers. They receive one to one phonic lessons using our systematic phonic programme (Rapid Phonics). They also receive one to one reading session using the Rapid Reading scheme.

## **How we assess**

Rapid Phonics: Phonic assessments are completed on entry and half termly. Students are allocated a Wave response in conjunction with Accelerated Reader and Rapid Phonic assessments.

BKSB: These assessments are completed half termly. They give a gap analysis of skill, and the key objectives influence planning and interventions.

Accelerated Reader: Completed termly and on entry. Accelerated Reader gives reading age, a standardised score and measure small steps of progress. They indicate reading behaviours and map gaps in reading skills using National Curriculum objectives.

Entry Level: Students complete Entry Level certification when their English teacher feels they are ready on a stage not age basis. These are nationally recognised qualifications that enable students to access post 16 courses.

Functional Skills Level One: Once students have completed Entry Level Certification, or upon entry to Edison Pace School if deemed an appropriate level of study, students can complete Functional Skills Level 1.

GCSE English Language: Once students have completed Level 1, or upon entry to Edison Pace School, if deemed an appropriate level of study students that are ready and able to will complete GCSE English Language.

## **Appendix A**

Definitions:

Early Readers

Students that are categorised as Early Readers are identified as having significant difficulties with reading. Early reading skills such as phonological awareness and application of phonetic knowledge impacts their capability to access learning across the curriculum. Students may also need to develop areas such as understanding of tier 2 words in context – Everyday words that meaning can alter dependant on the context.

Emergent Reader:

Students that do not have significant difficulties with but struggle to understand and maintain meaning across a text. These difficulties may be fluency and awareness of sentence and whole text structure. Difficulties may also emerge through difficulties in understanding vocabulary both specific to the text (tier 3) and understanding vocabulary in context (tier 2). Difficulties in comprehending texts will limit their understanding across the curriculum.

Proficient reader

Students that are proficient will not struggle to decode a text; they will be able to use comprehension strategies to understand longer texts. Students who are proficient will still need support to understand text or subject specific vocabulary (tier 3 words).