



Pendle Community High School & College Reading Policy

Document Purpose

This policy reflects the school values and philosophy concerning the teaching and learning of Reading. The policy draws together National Curriculum (NC) guidelines and statutory requirements for Key Stage 3 (and where appropriate KS1 & KS2) & accreditation content for Key Stage 4, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values. The policy seeks to address the individual learning needs of our pupils and sets out a framework within which teaching staff can operate.

For guidance on planning, teaching and assessment, this policy should be read in conjunction with the Scheme(s) of Work for English, which sets out in detail what pupils in different Key Stages and in different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the school network. A copy of this policy is also available to parents via the school website.

Overview and Aims (Intent)

At Pendle Community High School & College, the aims of the Reading curriculum are to:

- place reading and books at the centre of the curriculum.
- recognise that being able to read well is a key life skill for pupils, whatever their background.
- believe that every child can learn to read with the right teaching and support.
- acknowledge that not all pupils will have the opportunity to develop a love of reading at home, so this has to be taught and encouraged at school, just like any other area of the curriculum.
- build time for all pupils to read independently, read aloud and be read to during the school day.
- develop a coherent, whole - school strategy for promoting reading for pleasure.
- allocate every class a timetabled session in the school library during which they can read and choose books to take home.
- spend money and time to support reading, including buying books and developing the school environment to support reading.
- believe that every teacher should be an advocate for reading.
- devote time to training staff so they are equipped to support pupils's enjoyment of reading.
- involve parents to ensure the culture of reading that the school has developed extends into the home and support parents in their understanding of age related expectations.
- to support and equip pupils with the phonic skills to decode words through 'Red Rose Letters and Sounds' lessons in order to read at an age appropriate level.

Cultural Capital

The Reading policy at Pendle Community High School and College has been designed to follow and meet the needs of the National Curriculum Programmes of Study as well as supporting the 4 key drivers of our curriculum intent; being safe, having positive health and wellbeing, gaining independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain.

In addition, reading is supplemented with a range of activities designed to enrich the learning experience of all of our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school. These opportunities include but are not limited to:

- Visits to the local library.
- Inviting authors and poets into school to inspire and motivate the pupils.
- World Book Day activities.
- 'Author' based drop down days.

Implementation

In Year 7 (on entry to school) Reading entails:

- baselining the pupils within the first two weeks of the new school year.
- daily 20-minute discrete phonics sessions. (Red Rose Letters and Sounds)
- pupils being assessed for Red Rose Letters and Sounds every 6 weeks and based on this, differentiated phonics support is provided.
- having access to a range of reading schemes that are 'fully decodable' where appropriate and colour banded when working above phase 5 phonics.
- having access to the 'Accelerated Reading Programme' at PVC college when reading at an age of 11+.
- providing and monitoring home reading diaries.
- whole class reading sessions at least twice a week.
- individual reading with an adult in school, at least once per week (three times for the bottom 20% where appropriate to the needs of the individual pupils).
- key word practise with an adult in school.
- targeted pupils having access to a suitable intervention.
- pupils having access to the library once a week.

Key Stage 3 Reading entails:

- daily 20-minute discrete phonics sessions. (Red Rose Letters and Sounds)
- pupils accessing a daily grammar/ comprehension lesson once they have successfully mastered all 5 phonics phases.
- pupils being assessed for Red Rose Letters and Sounds every 6 weeks.
- access to a range of reading schemes that are 'fully decodable' where appropriate and colour banded when working above phase 5 phonics.
- individual reading with an adult in school, at least once per week (three for the bottom 20% where appropriate to the needs of the individual pupils).
- providing and monitoring home reading diaries.
- access to the 'Accelerated Reading Programme' at PVC college when reading at an age of 11+.
- targeted pupils having access to a suitable intervention.
- pupils having access to the library once a week.
- In Key Stage 4 Reading entails:

- individual reading with an adult in school, at least once per week (three for the bottom 20% where appropriate to the needs of the individual pupils).
- access to a range of reading schemes that are 'fully decodable' where appropriate and colour banded when working above phase 5 phonics.
- providing and monitoring home reading diaries.
- access to the 'Accelerated Reading Programme' at PVC college when reading at an age of 11+
- targeted pupils having access to a suitable intervention.
- pupils having access to the Library once a week.
- access to 'social sight vocabulary' for students who are unable to segment and blend successfully.

Meeting the needs of all pupils within Reading

Pupils at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s). All pupils access a wide range of learning opportunities within Reading e.g. pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

Time Allocation / Cross-Curricular Links

Reading is allocated the appropriate amount of time, taking into account NC guidance, to provide all pupils with a broad and balanced curriculum which is appropriate for their needs. For some pupils with more profound and complex needs the breadth and balance of the curriculum is addressed through a thematic approach and/ or the engagement assessment alongside personalised timetables.

Impact

At Pendle Community High School, we believe that all pupils can achieve in reading, both for pleasure and in their comprehension and understanding. We believe through reading, pupils will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading enables pupils both to acquire knowledge and to build on what they already know.

Through the teaching of systematic phonics and reading enquiry, our aim is for pupils to become more fluent and confident readers who can begin to apply their knowledge and experience to a range of texts. In addition to this, we will support parents and carers to have a better understanding of how they can support reading at home and contribute regularly to home-school records.

Assessment, Recording and Feedback

Teachers record progression with evidence and levels of mastery through the school's online data recording system which allows all teachers access to cross curricular targets from other subjects. Staff have a good knowledge of the strengths and areas for development of individual pupils. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- continuous teacher assessment of small step targets which are related to (previous) National Curriculum and P scales descriptors.
- external assessment leading to nationally recognised accreditation.
- the monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

- annual assessment using the York Assessment for Reading and Comprehension (YARC)
- half termly assessment using 'Red Rose Letters and Sounds' assessment.

In addition, summative information can be found through:

- end of Key Stage 4 Record of Achievements and accreditation
- the Annual Review of a learner's Education, Health & Care Plan.
- the annual End of Year Report.

Additional supporting comments can be gathered through:

- regular parents' evenings.
- comments and input from parents and other professionals.

Annotation and Feedback

Student work (be it digital or physical form) should be named, dated and annotated by staff. This annotation should include achievements, level of independence and any staff input. This is done in accordance with the annotation & marking policy and will inform future lessons and provide evidence towards student assessment progress on Onwards and Upwards.

Verbal feedback is provided constantly by staff to support and allow the student to gauge their progress and success immediately. This allows students to learn from errors/ misconceptions and to make appropriate adjustments in their learning. Verbal feedback must be appropriate to the level and understanding of the learner. Staff regularly inform the teacher as to the level of independence and mastery of targets throughout the lesson and all these contribute to supporting the staff team and teacher to fully monitor, evaluate and record pupils' progress.

Role of the Subject Leader

The subject leader's responsibilities are to:

- ensure a high profile of the subject in both the independent curriculum and the thematic approach
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.
- model the teaching of reading.
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.
- monitor data, books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- monitor planning and oversee the teaching of reading.
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback
- ensure that reading has a positive effect on all pupils with SEND
- ensure that reading takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that reading takes account of the school's context and promotes pupils' pride in the local area and, where possible, provides access to positive role models from the local area to enhance reading.
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist

expertise, and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in reading.

- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work. E.g. conducting risk assessments for the subject and associated educational visits.

Appendices:

1. Subject Maps for Key Stages 3 & 4
2. Schemes of Learning for English

Links with other policies

- Curriculum Policy
- Annotation and Marking policy
- Autism Policy
- Intensive Interaction Policy
- AAC Policy
- Total Communication Policy
- Online Safety Policy
- Health & Safety policy appendix for subjects

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies relevant to the understanding of best practice within our learning community.

Policy approved by governors:	July 2022
Review Date:	July 2023
Signed: T Ashton, Chair of Governors	
Signed: D Grogan, Head Teacher	