

# Reading Policy

## ISP School Battle



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# ISP School

## Reading Policy

CONTENT	PAGE NO.
1. Aims .....	1
2. Statement .....	1
3. Legislation and guidance .....	1
4. School procedures .....	2
5. Strategies for promoting reading for pleasure and in the classroom .....	6
6. Roles and responsibilities .....	10
7. Monitoring arrangements .....	10

# ISP School

## Reading Policy

### 1. Aims

Reading is arguably the most crucial literacy skill for cross-curricular success in all schools. The curriculum continues to be dominated by text, both in print and on screen, and our children need to be able to read effectively in order to understand, make sense of and take meaning from the wide range of texts presented to them. A significant number of children who enter our setting with a reading age below their chronological age, the reading demands of the curriculum prove extremely challenging. Children with a reading age lower than their chronological age have significant problems accessing the information they need in order to be successful learners.

Children who have effective reading skills can do the following:

- employ a range of strategies in order to access texts
- vary their reading styles to suit different purposes
- read fluently, accurately and with understanding
- read independently
- Be critical readers and make informed and appropriate choices

### 2. Statement

At the ISP school, Battle, we believe that all our children deserve a rich curriculum which encourages extensive reading of whole books and other types of texts. We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement and promotes cultural capital, whatever their background or attainment because extensive reading and exposure to a broad range of texts contribute widely to each child's educational achievement. We aim to promote the concept of reading for pleasure and we ensure that we include a range of 'real books' within the Curriculum for English as well as the opportunity for sustained reading from a range of other self-chosen fiction and non-fiction texts from our school library, with regular teacher-led reading opportunities undertaken in all tutor groups, including full novels that are read aloud. We believe that all staff should be 'reading role models' for children, encouraging them to read widely through recommendations from their own reading. We subscribe to the statement by OFSTED that: "All schools should develop policies to promote reading for enjoyment throughout the school".

### 3. Legislation and guidance

This policy meets the requirements of the [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1178136/The\\_Reading\\_Framework\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1178136/The_Reading_Framework_2023.pdf) from the Department for Education (DfE).

# ISP School

## Reading Policy

The EIF states that inspectors will make a judgement on the quality of education by exploring three areas: Intent, Implementation and Impact (the 3 I's).

In the implementation section we will be assessing to what extent **'a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading.'** We will also focus on if **'At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.'**

### 4. School procedures

#### The role of the teacher in developing reading skills

Teachers across the school have a good knowledge of literature appropriate for their keystage and, due to the nature of the school, small classes and frequent sharing of data ensure that teachers have a good knowledge of their children as readers.

Teachers are supported to define what effective reading looks like in their subject.

In order to support and enhance childrens' reading skills, it is essential that teachers across the curriculum provide opportunities for learners to do the following:

- read and engage with a variety of different texts both in print and on screen, including picture books and graphic novels.
- learn how to sift and select information appropriate to the task
- follow up their interests and read texts of varying lengths
- question and challenge printed information and views
- Use reading to research and investigate.
- Provide reading for pleasure opportunities

#### Reading Activities

Children will have the opportunities to:

- Use reading to research the subject area
- Use the library and ICT to support subject learning
- Be as independent as possible through reading to learn
- Choose books that appeal to them.
- Read a range of non-fiction text types
- Read texts in different media e.g. web pages

# ISP School

## Reading Policy

- Read narratives of events
- To locate and retrieve information
- To select and make notes from a text
- To use a range of reading skills such as skimming, scanning, reading for meaning
- To read fiction texts which will support their learning in a subject area
- To be read whole novels by their teachers, without stopping for discussion to allow children to develop their reading self-concept and 'voice'.
- Access to texts to support knowledge and vocabulary to be learnt for each subject.
- Vocabulary instruction is integrated into daily classroom instruction. Students are given opportunities to hear, see and use new words, within rich oral and written language environments.

### Approaches

Teachers will aim to:

- Facilitate reading development through their subject
- Present reading tasks at a suitable level
- Draw childrens' attention to structure, layout, format, print and other signposts
- Help children to skim, scan or read intensively according to the task
- Teach children to select or note only what is relevant
- Help children to question, challenge and recognise bias in a range of texts
- Support children who are at the early stages of reading
- Teach children to read identified subject vocabulary
- Promote a culture of reading for pleasure.
- Use texts to promote discussion and drive thinking.
- Use texts to promote inclusivity and a sense of 'recognition of self'.
- Recognise that the teaching of reading should **not** be limited to or organised around the eight content domains for the teaching of reading\*

\* author choice, vocabulary, compare, contrast and comment, retrieval, inference, summary and prediction.

### Reading for Pleasure

ISP School, Battle, develops a reading for pleasure culture through the following:

- Adults read aloud to children regularly
- Children are given informal opportunities to talk about books
- Children have access to the school library daily
- Time is provided to read in a sociable reading environment
- A variety of opportunities are provided to recommend reading material to children

# ISP School

## Reading Policy

- Children have a wide variety of opportunity to choose books that appeal to them or to ask for certain texts to be read aloud to them.

### Materials

Children will be provided with:

- A range of materials to support the subject topic
- Texts at appropriate readability levels which cater for the range of children's reading needs
- Book stock is reviewed and renewed at least annually
- ISP School, Battle, actively seeks to improve the diversity of its book stock through new purchases where possible.
- Children are involved in the decision of new resources.
- Resources / reference materials which enable all children to be independent
- Books are chosen to engage and appeal to children
- A range of text-types used to facilitate reading within each subject. These are high-quality and carefully chosen to ensure all pupils can access learning
- Reluctant readers have access to HiLo texts that engage them.

### Involvement of Children in Reading for Pleasure.

- Children are asked about their experiences of reading for enjoyment. These shape school policies.
- Children can talk about books confidently
- Children make recommendations to others about reading
- Some children read to other students to help promote reading.
- Children know how to use the school library
- Children are acknowledged for their interest in reading.

### Progression in Reading

- Children move from using both texts selected by teacher and given opportunities to find their own texts
- Children select texts which demand higher order reading skills rather than simple reading texts which require limited reading skills
- Children use many relevant sources rather than using one source
- Teacher develops the reading habits of children to encompass new authors and challenging texts
- Children regularly use additional literacy learning platforms such as Lexia to build and develop reading skills.

### Organisation

# ISP School

## Reading Policy

Lessons will provide:

- Opportunities to facilitate the assessment of reading either formally or informally
- Activities which focus on reading and reading skills
- Opportunities to understand and use specialist vocabulary (key words)
- Vocabulary instruction is integrated into daily classroom instruction, with explicit instruction being developed. Students are given opportunities to hear, see and use new words, within rich oral and written language environments
- Opportunities are signposted for children to widen reading opportunities to support them to build their subject knowledge.

<b>5. Strategies for supporting reading in the classroom</b>
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# ISP School

## Reading Policy

**Pre-read the selected text:** This is essential in enabling you to spot any problems that our children may have accessing the text. Is the text suitable for all our children? What are the issues? (Vocabulary, layout, density of text, etc.)

**Give regular reminders:** During any reading activities, remind your children about the reading prompts and strategies they can use to access the text. (Using reading prompts and reading strategies resources are available on the CD-ROM.)

**Create a context:** When we read any new text we use our prior knowledge from the texts we have already read and the world around us to help us to make sense of the information. By creating a context using group discussion, diagrams, charts and summaries you help to support learners with limited prior knowledge and experience of reading a wide range of texts.

**Model reading skills:** This is a crucial strategy and helps to make the skills of effective readers explicit. Modelling reading demystifies the reading process. When modelling reading, share with our children what you are doing and thinking as you read. Explore the key features of the text. What do you notice about the text? Is it written in a particular style? What kind of text is it? (Instructional, descriptive, evaluative, etc.) Share the reading strategies you are using. What do you do when something doesn't make sense or you meet a new word or phrase?

**Check childrens' understanding through questioning:** It is essential to check that all our children understand what they are reading. Try to use a range of questions to check the level of comprehension. What is the text about? What do we learn from reading the text? How can we relate the information in this text to others we have previously read?

**Never underestimate the power of talk:** Effective collaboration/talk and questioning are essential strategies to help children engage with texts. Give children opportunities to talk to each other about what they have read.

**Provide a range of reading opportunities:** In order to widen the reading repertoire, it is essential that we provide opportunities for children to read a variety of different texts both in print and on screen.

**Use reconstruction and analysis activities:** DARTs (Directed Activities Related to Texts) are group and individual activities that encourage children to read actively by engaging in reconstruction and analysis activities.

**Check the presentation of your own resources:** This is particularly important for struggling readers and children with dyslexia. Consider the following when presenting text:

- Use short sentences where possible.
- Do not use elaborate fonts.
- Select font size 12 or 14.



# ISP School

## Reading Policy

- Leave spaces between lines.
- Bulleted or numbered points are easier to interpret  Use headings and sub-headings.
- Use bold font to highlight words (italics and underlining can make words run together).
- Print on pastel-coloured paper, e.g. cream.  Avoid light text on dark backgrounds.

(Additional information on supporting children with dyslexia can be found on the British Dyslexia Association website: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk))

**Provide glossaries/displays:** Glossaries and displays provide useful support for unfamiliar vocabulary and key words. Try to include a visual representation alongside the selected word definition and provide a context for using the word, e.g.

### Using reading prompts

Reading prompts are strategies that children learn to use in order to help them read and make sense of words that are challenging or unfamiliar. For successful readers these prompts become second nature and an integral part of their reading skills toolkit. Less successful readers need encouragement to use reading prompts whenever they read. By reinforcing the importance of the reading prompts, we can help readers to feel more confident and ultimately more independent when accessing a text.

#### Reading prompts

Sounding out words (using the sounds the letters make in that word)

Finding smaller words inside longer ones (es-cape)

Using the rest of the sentence to help with a difficult word (to find the meaning)

Using other clues on the page to help them read accurately (including graphics and pictures)

Re-reading the preceding words when stuck (this might mean a word or two, or part of a paragraph)

Breaking down longer words (cha-rac-ter)

Knowing that sometimes it doesn't matter (if the unknown word does not hinder understanding, you can move on and deal with it another time)

**Remember:** By explicitly referring to the techniques you use as a successful reader and the strategies and reading prompts that our children need to use in order to access a text, you are modelling and reinforcing reading skills.

# ISP School

## Reading Policy

### Reading Skills

<b>Predicting</b>	You can make informed guesses about a text by predicting: What the text is going to be about? What will happen next?
<b>Skimming</b>	You can read quickly through a text in order to get a gist of what the text is about
<b>Scanning</b>	You can search a text for a specific word, phrase or number.
<b>Close reading</b>	When you pay close attention to the words, phrases and sentences you can build up your understanding of the meaning of a text.
<b>Questioning</b>	You can ask questions about a text to clarify your ideas.
<b>Empathising</b>	By putting yourself in someone else's shoes you can begin to empathise and feel what they feel.
<b>Visualising</b>	Building a picture in your mind can help you to gain a better understanding of the text.
<b>Inferring</b>	By reading 'between the lines' you can find meanings that are not initially obvious.

### **DARTs (Directed Activities Related to Text)**

DARTs activities are individual and group tasks that encourage children to actively engage with texts. The effectiveness of DARTs activities depends on how carefully the activity is matched to the learning needs of the reader(s) and the desired learning outcome of the reading task.

# ISP School

## Reading Policy

### **DARTs activities include:**

**Text completion:** Children add missing words, phrases and sentences that have been deleted from the text to reconstruct the meaning of the text. Children could also be asked to improve the vocabulary, style, etc. of the text.

**Sequencing and grouping:** Children arrange scrambled segments of text into a logical sequence or group segments of text related to a given category or theme.

**Diagram completion:** Children add labels to diagrams in order to reconstruct the meaning.

**Prediction:** Children predict the next step or event in the text using the information they have been given.

**Text marking:** Children locate and underline parts of a text representing a certain meaning or piece of information.

**Table construction:** Children decide on column and row headings most appropriate for the information provided.

### **Other useful reading activities include:**

**Give the answers:** Children have to predict the questions asked.

**Matching information:** Children are given a range of cards containing information. Children then have to categorise the information selecting their own headings.

**Information gap:** Children are given a range of information, but not everything that they need in order to make sense of the text. Groups of children have to work together to build up the whole text.

**Summative statements:** Children are given a range of summative statements and have to decide which statement matches the text.

**Summary:** Children are asked to summarise a text. This could be a textual summary or one presented through the use of images, drama, etc.

**Child-generated questions:** Children compile a list of questions they would like answered before reading a text or questions to test other childrens' understanding postreading.

**Text transformation:** Children are asked to change the way the text is presented. This could include a change of layout, first to third person, genre, etc. 7

# ISP School

## Reading Policy

### Strategies for supporting reading for pleasure

**Literacy/Library Lessons:** In these lessons, part of the lesson is structured around a text or reading/writing skill. The remainder of the lesson should be available for to children to choose and engage in reading for pleasure, with adult support to guide with reading levels if appropriate/necessary.

**Book Nooks/Reading Corners in Tutor rooms/quiet rooms (Mini Libraries):** A selection of 30 to 40 books in what should be viewed as a mini library (including books enjoyed by children the previous year), provides children the opportunity to choose from a wide variety of texts that are both age and ability appropriate to meet individual need. Provides opportunities for children to explore multicultural and diversity. Teachers are responsible for selecting, displaying and promoting these books, in subject class rooms, books should provide children access to subject specific texts to develop knowledge across the curriculum.

**Kindles:** Use of ICT is promoted for reluctant readers and enables children to change font size and background colour to ensure readers with additional needs such as dyslexia are able to access reading for pleasure too.

**Regular timetabled slots for tutor reading:** All tutors read aloud at least twice a week to children. Children are sometimes involved in choosing the text to be read. A variety of texts are explored, including play scripts, longer novels or extracts from 19<sup>th</sup>, 20<sup>th</sup> & 21<sup>st</sup> Century texts

**Other opportunities:** Children are offered a number of opportunities to promote reading such as World Book Day, National Writing Day, author's birthdays such as Shakespeare Day and Roald Dahl Day, Author Visits, choosing books for the library and reward system, tutor reading suggestion box etc.

# ISP School

## Reading Policy

**Singing assemblies:** Children will be encouraged to read from ProWise boards through weekly singing assemblies which provides a joyful opportunity for the children to celebrate reading.

**Magazine subscriptions:** These are chosen by the children enabling these to be tailored to children's interests.

### 6. Roles and Responsibilities

All staff have responsibility for promoting the love of learning and the passion for reading that is a lifelong learning skill.

Teachers will have responsibility to promote literacy including subject specific vocabulary.

### 7. Monitoring and tracking

The Headteacher will scrutinise attainment, progress and opportunities in line management with teaching staff.

Teachers will monitor reading progress through termly summative assessment and through the use of reading platforms such as Lexia.