

# Reading Policy

---

## Statement of intent

Epinay School understands the importance of reading in the process of developing students into independent learners.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, students who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

## The rationale of this policy are:

Reading is an essential life skill at Epinay School. We want all our students to leave with a passion for reading which will carry on throughout education and into adulthood.

Our intent is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. As a result of this they will:

- Communicate effectively within the world they live in.
- Develop functional reading strategies to encourage creativity, pleasure and imagination in the world around them.

## Background

This policy has due regard to statutory framework including, but not limited to, the following:

- DfE (2013) 'English programmes of study: Key stages 1 and 2
- The reading framework July 2021

## • Key roles and responsibilities

The **deputy headteacher** is responsible for:

- The day-to-day implementation and management of the Reading Policy, in collaboration with the early reading lead.
- The quality assurance of this policy across all phases of the school.
- The monitoring and evaluation of the reading plan.
- The monitoring of teaching and learning opportunities which develop reading across the school.

The **AHT** and **lead practitioners** are responsible for:

- Ensuring all teachers have familiarised themselves with the Reading Policy.

- Supporting colleagues with any aspect of the Reading Policy.
- Delivering effective training within reading and reading assessment procedures.
- Inform staff of any updates to the Reading Policy.
- Promoting reading opportunities across school.
- Liaising with the deputy head and governors to report any developments to the SLT.
- Review and analyse assessment data in order to track students' progress.
- Ensuring reading opportunities are provided through a high quality enrichment programme.

## **Ethos**

Reading underpins our curriculum and culture at Epinay School. It is a skill that unlocks every child's potential to academic success and allows them to broaden their vocabulary as well as developing vivid imaginations. Students who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, it provides the students with the tools to become independent, confident learners prepared for adulthood.

### • **National curriculum**

Epinay School follows a systematic, synthetic phonics programme which is validated by DfE. This programme is delivered from phase 1 to phase 3. RWInc and RWInc phonic strategies are used across the curriculum to support the teaching of reading. Where assessment reflects ongoing phonic teaching at phase 4 students will access Fresh Start intervention.

Students are taught word reading and language comprehension at a level appropriate for the reading stage they are working at. Stages documents with individual reading objectives are found in Appendix 4.

## **Definitions**

Language Comprehension

Comprehension is the way in which we make sense of words, sentences and the wider language we hear or read.

Language develops through interaction with others

Decoding [word reading] relates to reading unfamiliar words by saying sounds corresponding to the letters in the words and then blending the sounds together

## **Whole School Delivery**

- Reading has a high priority in the school strategy plan which is monitored by SLT and driven by DHT and Early Reading Lead.
- Through delivery of RWInc a systematic phonic programme from Phase 1, Phase 2 and Phase 3, and Phase 3 life skills.
- All the curriculum schemes of work identify reading as a key skill and have planned reading resources identified.
- Through identified group and 1-1 intervention programmes which are classroom based.

- Encouraging students to develop reading for pleasure by modelling and reading to them twice weekly using a variety of reading materials.
- Through upskilling parents and carers via reading workshops and support material.
- Weekly reading homework in Phase 1, Phase 2, Phase 3 and Phase 3 life skills.
- Effective yearly CPD plan in place to equip all teachers and support staff.
- Quality reading materials in place to reflect range of SEND students
- All staff are advocates for reading within their curriculum area.

### **Supporting students in the wider world, we aim to:**

- Communicate effectively within the world we live in.
- Develop functional reading strategies to encourage creativity, pleasure and imagination in the world around us.
- Develop confident communicators in the world of work.

### **Teaching and Learning**

For all information relating to the students reading.

### **All staff access**

Shared drive → Reading folder which contains all reading training materials and documentation:

- Reading stages documents
- Parent reading record templates TPG
- Teacher reading record template TPG
- Spelling lists/stages 1 and 2 lists
- Training materials

### **Model timings within weekly English**

**Each lesson is an hour long. 45 minutes RWInc, remaining 15 minutes target spelling, handwriting and reading.**

### **For example:**

- Monday → introduction to the spellings [RWInc]
- Tuesday → Handwriting practice using the spellings[RWInc]
- Wednesday → Independent/ 1:1 reading with teacher and TA [RWInc]
- Thursday → Independent/ 1:1 reading with teacher and TA [SOW]
- Friday → spelling test [SOW]

Reading is taught through a wide variety of ways to address the needs of our students. Whilst phonics is the focus strategy for the majority of students, we recognise that this may not be appropriate for all students at Epinay. When phonic lessons and intervention strategies are unsuccessful, an individual plan will be in place after discussions with the SDT/DHT.

- Phase 1, Phase 2, Phase 3 and Phase 3 life skills all receive teaching from the RWInc systematic phonic programme 3/5 lessons per RWInc week to teach students how to read. During days 1,2 and 3 of RWInc sessions students will engage in reading. This will be in groups or pairs matched to their ability. Students are assessed on a termly basis by named, identified leadership staff to ensure they are correctly grouped for RWInc. The RWInc program builds on skills from Phase 1 and continues to develop student's skills in word reading and comprehension throughout the program.

- Reading opportunities are provided through the Phase 1 and English scheme of work. Phase 2, Phase 3 and Phase 3 life skills all receive 2/5 lessons per week to develop reading and writing skills. The reading activities develop word recognition, comprehension, retrieval of information, deduction, summary and using evidence.
- At Phase 4 and 5, quality reading texts are identified through the accreditation outcomes which provides reading opportunities for reinforcing:  
Word reading – as students encounter unfamiliar words.  
Grammar and punctuation – through seeing them in context and considering how they are employed for effect.  
Comprehension – through listening to, reading, and discussing challenging texts  
Vocabulary and spelling – by encountering new language.
- Reading takes place daily through RWInc or English scheme of work activities. Students develop word reading skills, phonic decoding and recognition of tricky words, grammar and punctuation, vocabulary and spelling and spoken language about texts-build stamina, fluency and confidence. Key vocabulary will be on display in the classroom.
- Reading opportunities are used in all areas of the curriculum. Students are given opportunities to read and listen to texts modelled by teacher/TA.
- Weekly pastoral reading session for all phases. Text based around the curriculum or student interest, poetry or fascinating nonfiction texts from a range of authors together for pleasure. This provides opportunities to demonstrate expressive reading, the language of books, reading stamina and reading for pleasure.
- 1:1 reading opportunities by teacher/TA from Phase 1 ,[where appropriate] through to Phase 5. Evidence supports the termly data drops for reading. All students across the previous phases have an individual TPGs reading record with relevant individual targets. These are stored in a standardised reading folder to record reading progress across the curriculum. Weekly Spelling tests within Phase 2 to Phase 5 clearly linked to stages document words 1-4 / RWinc sound words/ homophones or plural/ singular forms of words.
- Age appropriate reading material and opportunities are provided across the whole curriculum. All staff use RWInc strategies to ensure a consistent approach to teaching and learning of reading and spellings of subject specific language.
- Reading with others e.g. volunteers. Lead practitioner organises and manages volunteers for targeted intervention/reading for pleasure.
- Through extracurricular activities, a buddy system is delivered which provides paired reading opportunities for older and younger students to work together .This provides opportunities for students to learn from each other and enjoy reading a range of book genres/styles.

- School celebrates national events, such as World Book Day and Children's Book Week, in order to help instil a passion in reading.
- Extra activities linked to reading, such as school trips and talks from guest speakers, authors and illustrators, are organised throughout the academic year across all phases by the lead practitioners
- All students have access to appropriate books from any of the school libraries. Students will also be encouraged to join their local public libraries by staff member and become enthused by reading.

### **Phase 1**

Students will take part in reading activities, such as :

- 1-1 reading sessions with the class teacher and/or TA when appropriate.
- Phase 1 have daily whole class story reading.
- When appropriate, students will begin RWInc.
- Students take appropriate books home to share with their parents and carers.

### **Phase 2 – Phase 5**

- Phase 2-5 including SENSES have the opportunity to read for pleasure weekly.
- A designated classroom is allocated for a lunchtime reading club. Books available outside for students to access weather permitting.
- The focus of Phase 4 and 5 English lessons are qualification based with significant opportunities for learning using a focussed class text.
- Students listen to and read texts themselves in lessons where they discuss, analyse and explore the themes, characters and writing style.
- Students work in small groups to analyse a text in detail.
- Reading for pleasure takes place during planned pastoral time, this is either independent based or teacher led through a students driven class text.
- Students have access to a range of reading materials including digital text and audio books.

### **Parents and reading at home**

Epinay School believes that parental involvement can play a crucial part in students' reading development and we promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through parent meetings, newsletters and workshops.
- Giving students a book to read at home weekly to further develop the skills they have learned RWInc.
- Encouraging parents to make notes on the students' reading diary.
- Book swaps.
- Notifications for parents informing them of their child's progress

## **Equal opportunities**

Epinay School actively encourages all students to read books that are suitable for their reading ability, and this is reflected in the reading materials which it uses. The school is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following:

- Ethnicity
- National origin
- Culture
- Religion/beliefs
- Gender
- Disability
- Sexual orientation

## **Reading areas**

The school has several libraries across school which are furnished appropriately and age related.

The libraries have a Visual Impairment Section to support learning, resources from the Royal National Institute for Blind People (RNIB) provide accessible textbooks and resources for learners with sight loss and dyslexia.

All classes have a designated reading area within the classroom.

## **Assessment and record keeping**

All students from phase 1 where appropriate will complete phonic assessments termly as an alternative to the Phonics screening check. RWINc assessments continue until students have completed the RWINc programme.

All students across all phases have an individual reading record [TPG] with relevant individual targets. These are stored in a standardised reading folder in the classroom to record reading progress across the curriculum for all children. At phase 3 and 4, the reading folders will travel with the class at all times; which will allow QA by SLT and provide **all** staff members access to record assessment towards a target.

Once a target has been reached, and the progress recorded, a new target will be set out on a new record sheet. This will provide evidence for the termly reading data drop.

TPGs are used from Phase 2 to Phase 5 to record reading evidence across the curriculum. This supports teacher judgements when assessing reading for the Stages documents

## **The Stages Reading data drop and phonics assessment takes place :**

- AUTUMN TERM 1
- SPRING TERM 1
- SUMMER TERM 1

Data is recorded on individual student stages documents. The data is recorded on the electronic system. Students work through each stage, the number of objectives achieved being electronically counted determines the reading level e.g. If the student is emerging, developing, secure, next stage ready. Students are divided into 3 bandings, according to their needs. These bandings determine the level of progress which each student would be expected to make across a year.

## **Quality Assurance**

SLT and the Early Reading Lead monitor the:

- quality of teaching and learning of reading across all phases.
- range of opportunities provided for reading throughout the school environment
- resources used and ensures these match individual needs
- delivery of interventions in reading
- effective use of the TA in planned reading opportunities
- CPD delivery within reading.

## **Monitoring and review**

The effectiveness of this policy will be monitored continually through the SSP by the Deputy Head and Early Reading Lead.

## **Appendix 1**

### **Resources to support Reading Across the 5 Phases**

#### **Read Write Inc**

##### **What is Read Write Inc?**

Read Write Inc (RWI) is a phonics complete literacy programme which helps all pupils learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, due to the learning needs of our pupils and their reading ages we feel this is an appropriate programme to have at the heart of our curriculum.

##### **How will RWI be taught?**

RWInc is taught in EYFS , phases 2, phase 3, Phase 3 life skills , ENRICH.

##### **Reading**

The pupils:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below
- learn to read words through sounding out and sound blending
- read from a range of storybooks and non-fictions books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

##### **Writing**

The pupils will write in a speed sound book [not on whiteboards]:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by sounding out and blending.
- learn to build sentences by practising sentences out loud before they write

##### **Talking**

The pupils:

- They work in pairs so that they:
- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

##### **Five key principles underpin the teaching in all Read Write Inc. sessions:**

- Purpose – know the purpose of every activity and share it with the pupils, so they know the one thing they should be thinking about
- Participation – ensure every pupil participates throughout the lesson. Partnership work is fundamental to learning
- Praise – ensure pupils are praised for effort and learning, not ability
- Pace – teach at an effective pace and devote every moment to teaching and learning
- Passion – be passionate about teaching so pupils can be engaged emotionally.



## **Appendix 2**

### **Whole School Reading Material Consists of:**

Texts are selected to cater for the vast needs and abilities at Epsom. Text reading ages range from 5 to 16+ years old. The children regardless of age have access to texts which will develop their phonetic knowledge and sentence structure, which build up to more decodable words and longer sentence types with the aim for all children to read independently. Books for those pupils who are older but who read at a lower level are designed to appear and feel more 'mature' to appeal to the older learner. Multiple schemes have also been selected so the pupils have a wide range of texts to read before moving on to the next sub reading age, rather than a few texts, children have a wide range of texts both fiction and non fiction to complete.

### **Oxford Reading Tree: Songbirds (In EYFS and emerging Phase 2)**

Julia Donaldson Songbirds collection has been carefully crafted with words, sounds, spelling patterns and phonology to teach children the fundamentals of reading. There are 36 books which are carefully levelled to help readers gain reading confidence step by step. Each story is bite sized, and promotes a positive attitude towards learning how to read.

### **Read Write Inc**

Read Write Inc. teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. See below for more information about RWINC

### **Oxford Reading Tree Project X**

Project X books are Alien Adventure texts aimed at reluctant readers. Each book contains notes on the inside front and back covers that highlight challenge words and prompt questions, and offer a range of follow-up activities to support children in their reading and comprehension skills. These space adventures are aligned to Letters and Sounds Sets and are fully decodable, so children can read independently, building reading confidence and stamina.

### **Fast Forwards**

Fast Forwards are a high interest, low levelled reading programme, developed to narrow the gap for reluctant or struggling readers. Created for children with an interest level of 7-12 years and a reading age of 5-9.5 years, Fast Forward's finely levelled approach boosts reading ability and confidence.

### **Dockside**

The Dockside reading scheme has been specifically created to be high interest, low level texts. They take a synthetic approach to phonics as a start, the series uses a mature style to appeal to older learners whose reading levels are significantly below the national average.

### **Rapid Readers**

Rapid Reading is a collection of finely levelled fiction and non-fiction books, covering a variety of topics and themes. The high interest, low level texts are age appropriate and support children in mastering core reading skills. The Dyslexia-friendly design is perfect for helping dyslexic children to read.

### **Accelerated Readers**

A collection of books for reluctant and struggling readers.

### **Ransom - Neutron Stars**

Neutron Stars has been developed to provide a progressive, structured reading programme for teens and adults. The series has 10 levels, with three titles in each level. The titles include a mixture of fiction and non-fiction, covering a wide range of topics and genres.

### **McGraw Hill Reading box**

Reading Boxes provide informative, imaginative and motivational text whilst asking literal, interpretive, inferential and critical questions. The Reading Boxes are self managing, motivational and allow for totally individualised learning and are great for all readers including reluctant readers.

**Appendix 3** - Copy of Reading TPGs. Original documents can be found on the Google Drive - Shared drive - reading folder - reading TPGs.

Pre 30-50 months

Name: \_\_\_\_\_

Term: \_\_\_\_\_

Pre 30-50 months Reading.

[illegible]

## 30-50 months

Name: \_\_\_\_\_

Term: \_\_\_\_\_

30-50 months



Enjoys rhyming and rhythmic activities.	Shows interest in illustrations and print in books and print in the environment.	Listens to and joins in with stories and poems, one to one and also in small groups	Handles books carefully.	Knows information can be relayed in the form of print.
Holds books the correct way up and turns pages.	Knows that print carries meaning and in English is read from left to right and top to bottom.	Describes main story settings, events and principal characters.	Recognises rhythm in spoken words.	Looks at books independently.

Name: \_\_\_\_\_

Term: \_\_\_\_\_

30-50 months

Shows awareness of rhyme and alliteration.	Recognises familiar words and signs such as own name and advertising logos.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Beginning to be aware of the way stories are structured.	Suggests how the story might end.
Listens to stories with increasing attention and recall.				

## 40-60 months

Name: \_\_\_\_\_

Term: \_\_\_\_\_

40-60 months



Continues a rhyming string.	Hears and says the initial sound in words.	Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	Links sounds to letters, naming and sounding the letters of the alphabet.	Begins to read words and simple sentences.
Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.	Enjoys an increasing range of books.	Knows that information can be retrieved from books and computers.		

Name: \_\_\_\_\_

Term: \_\_\_\_\_

Stage One Reading.

I can read alternative sounds for graphemes. .	I can read all 40+ phonemes.	I can use phonetic knowledge to attempt unknown words.	I can blend and read a greater number of cvcc and ccvc words.	I can blend phonemes to read cvc words.
I can re-read books to build up fluency and confidence in words reading.	I can read some words with one or more syllables.	I can read words by breaking them down into sounds.	I can read accurately by blending sounds in unfamiliar words.	I can use picture cues to help in reading simple texts.

Stage one

I understand that within contractions the apostrophe represents the omitted letter.	I can begin to read words with contractions.	I can show awareness of punctuation—question marks.	I can show awareness of punctuation—exclamation marks.	I can show awareness of punctuation—full stops.
I can begin to identify when reading does not make sense and begin to self correct.	I can recite some rhymes and poems by heart.	I can use knowledge to help understand new words.	I can use prior knowledge to help understand a text.	I can take part in a discussion.

I can express an opinion about main events and/or characters.	I can use inference at a basic level—identify who is speaking etc.	I can make a plausible prediction about the plot using what has been read so far.	I can recall the main points of a text in the correct sequence.	I am familiar with key stories, fairy stories, and traditional tales and can retell with some detail.
I am beginning to discuss features of a text, story language, use of font, text features and language choices.	I can understand and use correctly, terms referring to conventions of print: book, cover, beginning, page etc	I can pick out relevant information from the text.	I can understand the way that information is organised and use this in reading simple texts.	Other comments.

Name: \_\_\_\_\_

Term: \_\_\_\_\_

Stage Two Reading.

I can read the stage 2 words.	I can read aloud with some attempts at intonation and expression taking into account punctuation e.g speech marks an exclamation marks.	I can read simple sentences and re-read to check for meaning.	I can show awareness of punctuation marks.	I can read most words quickly and accurately with overt sounding and blending.
I can read accurately words of 2 or more syllables.	I can identify when reading does not make sense and self correct.	I can read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	I can discuss why words are effective in context.	I can use knowledge to help understand a wider range of words.

Stage 2

Business &amp; Enterprise School

I can discuss reasons for events in books and how items or events are related by using textual references.	I can use contents, index, glossary and layout to locate information in non fiction texts.	I can talk about the differences between fiction and non-fiction.	I can identify a few basic features of organisation at a text level.	I can recite a range of poems with appropriate intonation to make the meaning clear.
I can recognise simple repeating language in stories and poems.	I am becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales and retell in detail.	I can listen to and discuss a wide range of texts at a level beyond that at which they can read independently.	I can retell a story clearly and with appropriate detail.	I can make simple inferences with prompts and support.



I can answer questions requiring literal retrieval.	I can summarise a story giving the main points in the correct sequence.	I can make plausible predictions about a text using a range of clues.	I can show some awareness that writers have viewpoints and purposes.	Other comments.

Name: \_\_\_\_\_

Term: \_\_\_\_

Stage Three Reading.

I can read texts that are familiar with some expression.	I can read independently and fluently using a range of strategies.	I can decode familiar and unfamiliar words through blending.	I can show some awareness of punctuation marks when reading aloud. (. , ? ! " ...)	I can use text marking to support retrieval of information or ideas from texts.
I can locate information by skimming and scanning.	I can identify main ideas drawn from more than one paragraph and summarising these.	I am beginning to identify non-fiction text types by identifying the language features.	I can retrieve and record information from texts. (fiction and non-fiction)	I can quote directly from the text to support thoughts and discussions.

Stage 3

I can make plausible predictions about a text using a range of clues including inference.	I can explore straightforward underlying themes and ideas in an appropriate level text.	I can make inferences on characters' feelings, thoughts and motives, justifying with evidence.	I can understand the purpose of paragraphs/chapters.	I can sometimes emphasise with different characters' points of view to explain what they are thinking/feeling and the way they act.
I can explain the meaning of ambitious words read in context.	I can comment on the author's choice of language and its effect on the reader.	I can use a dictionary to check the meaning of words I have read.	I can recognise different forms of poetry.	Other comments.

## Examples of the Stages Reading Documents

Name	Child x			End of Year Target			25	Last Stage Fully Complete b			Aut18	0
Stage at Beginning	PN+	18	Current Elements of stage			3 = 0	Part Current Stg Comp before			Aut18	30	
Aut	PN+	Spr19			Sum19			Aut19			Sum20	
Raw score	Stage	Raw score	Stage	Raw score	Stage	Raw score	Stage	Raw score	Stage	Raw score	Stage	Raw score
31	PN+	31	PN+	31	PN+	31	PN+	31	15	31	15	31
Aut20		Spr21			Sum21			Aut21			Spr22	
Raw score	Stage	Raw score	Stage	Raw score	Stage	Raw score	Stage	Raw score	Stage	Raw score	Stage	Raw score
26	15+	31	1N	7	2E+	10	2D	23	2D	23	15	23
Aut22		Spr23			Sum23			Aut23			Spr24	
Raw score	Stage	Raw score	Stage	Raw score	Stage	Raw score	Stage	Raw score	Stage	Raw score	Stage	Raw score
Word Reading							Comprehension					
2	I can read all the of the Stage 2 words.			I can show awareness of punctuation marks.	Spr21	I can use knowledge to help understand a wider range of words.				I can make simple inferences with prompts and support.	Aut21	
2	I can read 80% of the Stage 2 words.	Aut21		I can read most words quickly and accurately, without overt sounding and blending.		I can discuss reasons for events in books and how items or events are related by using textual references.		I can recite a range of poems with appropriate intonation to make the meaning clear.		I can answer questions requiring literal retrieval.	Spr21	
2	I can read 60% of the Stage 2 words.	Sum21		I can read accurately words of two or more syllables.		I can use contents, index, glossary and layout to locate information in non-fiction texts.		I can recognise simple repeating language in stories and poetry.		I can summarise a story giving the main points in the correct sequence.	Spr21	
2	I can read 40% of the Stage 2 words.	Spr21	I can read aloud with some attempts at intonation and expression taking into account punctuation e.g. speech marks and exclamation marks.	I can identify when reading does not make sense and self-correct.		I can begin to talk about the differences between fiction and non-fiction	Aut21	I am becoming increasingly familiar with wider range of stories, fairy stories and traditional tales and retell in detail.		I can make plausible predictions about a text using a range of clues.		
			I can read simple	I can read accurately by blending sounds in words that contains the		I can identify a few basic		I can listen to and discuss a wide range of		I can show some		

Date of next review by Governors: September 2024