



Reading Policy

Intent:

The ability to read is fundamental to many aspects of life, and is central to general progress & developing an understanding in a wide range of areas across the curriculum. The teaching of reading is to be given a high priority by all staff. Success in reading is crucial in developing children's self-confidence and motivation to learning in general.

Pupils should be given opportunities to become immersed in an environment rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum, and are given opportunities to speak and listen and represent ideas in their activities.

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Pupils have access to a wide range of texts reflecting different cultures and gender choices as well as books relevant to the topic/theme being studied each half term.

Implementation:

Guided reading:

Discrete reading sessions are embedded into the timetable of each class. This provides pupils with the opportunity to independently explore books as well as share books with an adult. Although these sessions will look different across the three pathways in school, all classes should aim to have a daily reading session in their timetables. Class staff will complete pupil Reading Records a minimum of twice weekly to ensure pupil's receive targeted support towards their personalised reading targets.

Phonics Strategy:

For those pupils it is appropriate, a systematic, synthetic phonics approach is used in the early teaching of reading. Letters and Sounds is the standardised scheme used across school when teaching recognition of individual letter sounds and the decoding of unfamiliar printed words. To support our ethos of a total communication approach, classes will also use Jolly Phonics actions, when developmentally appropriate, as a physical and visual cue to recognise and recall phonemes.

Sight Readers strategy:

For pupils who are not able to access the phonological approach the "See and Learn: Language and Reading" programme will be used. This strategy aims to teach reading and language together, focussing on sight words, phrases and sentences taught based on research of language development. The programme is broken down into 7 sub components:

- See and Learn: Vocabulary 1
- See and Learn: Vocabulary 2
- See and Learn: Vocabulary 3
- See and Learn: Phrases 1
- See and Learn: Phrases 2
- See and Learn: Phrases 3
- See and Learn: Sentences



Reading Policy

See and Learn: Vocabulary focuses on the development of language. See and Learn: Phrases introduces sight words and using 2 key word language. See and Learn: Sentences works at a 3-4 key word level.

Southgate School Library:

At Southgate School we use several published schemes for our emerging readers, for example Oxford Reading Tree, Project X and Songbirds, along with a wide range of 'free reading' books. Pupils have weekly access to the Library to change their books as well as share in and enjoy the atmosphere. Some classes have structured lessons within the Library, engaging in a group story or developing their understanding of how a Library can be most effectively used. For our more experienced readers, books are organised in alphabetical order by author and all Non-Fiction books are colour coded in accordance with Dewey Decimal system to simulate the setup of a local community Library. This provides our pupils with the key knowledge to access this provision with increasing independence in later life.

Impact:

Assessment and record keeping:

Letters and Sounds: Pupil's phonics knowledge is assessed at regular intervals throughout the year using the Southgate School standardised assessment proforma. This clearly details which phonemes and high frequency words are recognised.

See and Learn: Separate standardised proforma is used for each sub component of the programme to accurately detail pupil's small step progress.

Individual Reading Records: These should be completed a minimum of twice weekly using the Southgate School standardised proforma. Reading Records detail progress in relation to pupil's individual reading targets set using PIVATS 5 alongside pupil's ILPs.

Rising Stars Reading assessment:

At the beginning of the year and at the end of each term, the Rising Star assessment can be used to accurately establish the actual reading level of individual pupils.

Phonics Screening Test – Year 1 pupils (for those who can access this) will be asked to sit a phonics screening test in June. It is a test compiled of 20 real words and 20 nonsense words. The words are made up of a range of sounds starting at Phase 2 and working through to Phase 5.

Policy written by Gemma Kenworthy – March 2023