



Reading Policy

September 2023

Reviewed: August 2025

To be reviewed annually: September 2026

Every child has the right to a good quality education – Article 28 UN Convention on the Rights of the Child.

Reading Policy Statement

Vision

Together, we are committed to creating a supportive environment, built on **nurture** and **respect**, in which all children are encouraged to believe in themselves and aspire to be the best they can be.

Purpose

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

The importance of reading to the curriculum

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies, depicted in the New National Curriculum (2014), drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that, by the end of primary education, or in our case, by the end of their time at Lake Haven School, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming Post 16 education.

Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter, that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their

critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.

We understand fully why and how the children have arrived at Lake Haven School and we will support the children with their reading journey from their starting point and aid a clear progression journey throughout their time at our school. All of our students will be at different starting points due to the time they may have spent out of education or in their learning differences. Therefore, the following information is as a guide and aspirations.

Strategy for implementation

Entitlement and curriculum provision

The National Curriculum (2014) provides a detailed basis for implementing the statutory requirements for reading. Much of the Programme of Study needs to be taught through Literacy but it is expected that the children will read widely across the curriculum.

Literacy Lessons

Literacy lessons provide the structure which enables reading to be taught.

The role of the teacher is:

- to follow the school's policy with the aim of helping pupils to become independent readers;
- to model the act of reading through shared reading and to provide focused support through guided sessions.
- to assess the pupil's progress as a reader and provide explicit guidance for their development;
- to use reading as a means of locating information that pupils need to learn;
- to foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- to create a supportive environment for reading.
- To use the NCFE Functional Skills outcomes for reading when planning and assessing children's progress

In shared reading, the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children's reading targets are taken into account and included in the planning where they are being taught. In LKS2, when modelling reading, the pupils are encouraged to join in where appropriate. The texts selected are rich and challenging, being beyond the current reading ability of the

majority of the class. In UKS2, KS3 and KS4 children have access to the text either individually or with a partner. They are expected to follow the text as the teacher reads and if they are able to, occasionally read out loud. In KS4, the class text will predominantly be around the end point assessments as per the NCFE requirements prior to leaving Lake Haven School.

During the independent part of the Literacy lesson, pupils take on the responsibility of developing their reading ability. In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all groups of learners by matching the activity to the ability of the child. During some lessons this is achieved by differentiated work while in others, children are given the opportunity to talk and collaborate with their peers, thus embedding and enhancing their learning.

Lake Haven teachers and tutors may be used to provide further support in the classroom. These adults are all used effectively to support either groups of learners or specific learners. They are supported and directed by the class teacher and all receive appropriate training and direction to deliver their role as effectively as possible.

Guided Reading

In guided reading, the responsibility for reading shifts to the learner. It is important to support children who are not working at the expected standard and who will therefore need a less challenging text type. It is intended that guided reading provides a forum for pupils to demonstrate what they have learned about reading. The focus for the reading is concerned with reinforcing and extending strategies and/or objectives already taught in literacy lessons. For students at Lake Haven, to develop their reading skills and understand the reading strands, we will use texts for each student at an appropriate level. We will often need to differentiate this further to ensure each child engages with the content but teaches the reading strand.

Lake Haven Reading - what does this look like?

We will have a focus topic for our Literacy work. The children will have a reading comprehension based around this topic which will explore the children's understanding of the texts. We will address the reading strands of:

- Word Meaning
- Retrieval
- Summarising
- Inference
- Prediction
- Relationships

- Word Choices
- Comparison

All of our Literacy will be based on a book or written extracts that covers all genres which we will read as a class or individual dependent upon working levels. To ensure that the anxiety of our students are not triggered by formal assessments or looking like an exam style lesson, our tutors will cover the reading strands in their lessons taught.

Continuity and Progression - Our Aim

The following is our aspiration for all of our learners, but again, we are mindful as to the starting point of the children and the reasons that they arrived at Lake Haven School. We will always choose texts that are age appropriate, of high quality and from a range of diverse cultures to engage, enthuse and enlighten our young readers.

LKS2

At the end of the LKS2, the pupils will have experienced shared, guided and independent reading and learned the routines and responsibilities which enable the class to operate efficiently and effectively. Building on what pupils already know about reading and stories, the teacher helps develop early reading behaviours through shared reading, e.g. holding a book the right way up and following the text from left to right, knowing that print carries meaning, identifying the protagonists in a story, recognising signs and symbols in environmental print.

The pupils develop curiosity and enthusiasm about print. They are able to select, read and talk about a range of fiction, poetry and non-fiction. They have many stories told and read to them and they have opportunities to retell narratives themselves. The focus, particularly at the early stage, is on developing understanding and conveying meaning of the texts they read rather than on reading words accurately.

As our students develop the skills, we then place the emphasis on developing pupils' interest and pleasure as they learn to read independently and with confidence. They focus on words and sentences and how they are put together to form texts. They bring meaning to the texts they read and say what they like or dislike about them. Enlarged texts, selected from the appropriate range of texts – fiction and nonfiction - are used for shared reading. Teachers model a range of reading strategies, including the identification of sentence structure and the function of punctuation marks, and give pupils opportunities to practise phonic skills and word recognition in context.

UKS2

In the UKS2 cohorts, pupils meet a wider range of texts in fiction, poetry and non-fiction. Teaching focuses on developing pupils' reading skills, e.g. generalising and making inferences by drawing on evidence from the text. There continues to be a high level of interaction between teacher and pupils with teachers inviting pupils' individual responses and interpretations rather than narrowly focused comprehension.

KS3/4

As the children are now in their KS3 and KS4 part of their education, the texts chosen offer a challenge to all pupils in the class. The texts chosen are of a high quality and children can follow as the text is read to them through having a book individually or with a partner. Throughout the reading part of the literacy journey, the children undertake tasks to deepen their understanding of the text. Sometimes these work best before the reading of the text (e.g. raising prior knowledge, making predictions on the basis of title and illustration, whetting the reader's appetite), sometimes during (e.g. giving advice to a character at a point of crisis or decision, making notes on a personal response in an on-going reading journal), sometimes after (providing opportunities for reflection on the whole text, mapping a character's literal or emotional journey). The intention is to illuminate text and keep the pupils focused on their personal response and critical interpretation analysing the authors choice of words or inference of characters.

Phonics

Children who have not progressed through a synthetics phonic scheme, will develop a phonological awareness and phonic knowledge as they follow the Twinkl Phonics and Rhino Reader programme through daily phonics teaching. In Key Stage Two, phonics is taught through tailored interventions by experienced teachers and teaching assistants. Should Phonics not be working due to the severity of the child's dyslexia, we use the intervention of DIPT to ensure that all of our students can develop the skill of reading. Children that are following the Twinkl Phonics scheme has access to a bank of online books called Rhino Readers. These allow for the application of their phonics skills and enable staff to monitor their progression through the stages.

Inclusion

The National Curriculum (2014) is for all pupils and the expectation is that the principles of inclusion pertain. All of our students are SEND, therefore our teachers and tutors will support children through differentiated activities and adult support from either the class teacher or TA.

Individual programmes for teaching and support are drawn up as appropriate by teachers in conjunction with the SENCo. Care is exercised to ensure that parents and carers are involved appropriately and kept fully informed.

The learning environment

All classrooms have well-stocked book areas with fiction and non-fiction titles. Care is taken to ensure that a wide range of texts is available in terms of content, form and genre, e.g. texts which are accessible and challenging, texts which show cultural diversity and avoid stereotyping of race, gender and class.

The learning environment should also promote reading in an engaging way. We are mindful that we do not overwhelm our children with displays on the walls that will distract. However, we do immerse our children with words and talk continually about words and actively use an online thesaurus to find better or more powerful words within our written work.

Lake Haven has a subscription with Warwickshire Schools Library Services which loans reading books and topic boxes to schools. A range of fiction and non-fiction texts that promote reading for pleasure along with boxes of texts and practical resources add an extra element to our reading provision. The subscription allows us to choose the books for our students which means they have a greater selection of books tailored to their interests.

The contribution of reading to other aspects of the curriculum

Reading is not restricted to the literacy session. Many opportunities are provided for pupils to practise and extend their reading in other subjects. The children complete a quiet reading session daily and read to an adult in school daily. This may be in a book or on the iPad if a preferred learning style and level of the child. Monitoring ensures that there is sufficient breadth and challenge in the range of reading that pupils undertake. All classes have a shared story that is read to them daily to ensure they have access to quality texts and have modelled the expert levels of reading.

Other areas of the curriculum offer many opportunities for pupils to apply their reading skills, particularly reading for information.

Assessment and recording

Assessment is used to inform the planning and the teaching of reading. This takes various forms:

Key learning objectives for reading are identified from the National Curriculum (2014) and are translated into learning outcomes. Pupils' progress is assessed during guided reading, supplemented by observations in shared reading and through individual assessments.

Phonic assessments are carried out based on the developmental Twinkl and Rhino Readers programme. Each child has a phonics tracking assessment log which follows the Twinkl progression and the log stays with the pupil throughout their school journey. Teachers assess the phonic development of the pupils on a termly basis to clearly see where the learning has been achieved and where the gaps in learning are.

Teachers are responsible for assessing the progress of all pupils in their class. When the pupils have achieved a level of fluency and independence, it is the teachers' task to ensure that a range of reading is then tackled, including texts which provide challenge and extend pupils' reading.

Leadership and Management

Monitoring and evaluation

The staff and proprietary body hold this policy in review. The headteacher reports to the proprietary body on its implementation and impact on standards and quality across the school as part of the regular monitoring programme of the school.

The purpose of the review is to enable staff to evaluate:

- the policy's value in supporting and challenging the staff, subject advisors, headteacher and the proprietary body;
- the impact of the policy on raising standard