

# Reading Policy

**Article 12:** *You have the right to give your opinion, and for adults to listen and take it seriously.*

**Article 28:** *You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*



**Grange  
Academy**

*Belong • Believe • Achieve*

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Approved by: Catherine Assink (Head of School)

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## Introduction

Reading is a vital form of communication for everyone. At Grange Academy we recognise that reading is central to successful learning. In developing the skill of reading, pupils gain access to a wide variety of information from the world and independent reading helps pupils to make sense of the world and develop the skills they need to actively engage in their community, while at school and in the future.

## Aims

Our aims are:

- To ensure our pupils have sound phonic awareness and use a phonics approach to reading.
- To develop a range of reading strategies that allow them to tackle reading problems and the wider curriculum with confidence.
- To enable our pupils to read confidently, fluently, accurately and with understanding for different purposes.
- To develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- To use reading as an effective and efficient teaching and learning tool throughout the school.
- To provide access to high quality reading resources and support for pupils and staff.
- To monitor each pupil's progress through the use of a range of assessment strategies.
- To intervene to support those children who require additional support with their reading.
- To instil pupils with a love of reading that lasts for their life time and help children to recognise the value of reading as a life skill.

## Reading Progression

**Pre-Reading** - Many activities take place which promote pre-reading skills. Pupils become aware of print in their environment and match pictures and words. Communication-in-Print is widely used to support understanding. Language comprehension is developed by talking, playing and reading to the pupils. Initially, they are given a picture book with no words with the intention that they will share the book and take part in a conversation generated by the pictures. Sensory Stories also encourage interaction in the ASC and primary departments. PECS and Widgeit symbols along with communication boards and Blanks levels are used to support pupils with additional speech and language needs.

**Phonic Decoding** - As children gain phonic knowledge they start the process of decoding. Phonics is taught in a highly structured programme of daily lessons across primary and ASC in groups differentiated according to pupils' phonic awareness and development. In secondary, this is continued until phonic knowledge is secure. The Letters and Sounds programme is followed, providing a synthetic approach to the teaching of phonics although this may be supplemented by other programs as teachers deem necessary e.g. Jolly Phonics. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. Pupils will work through the following phases:

Phase	Phonic Knowledge and Skills	Examples
<b>Phase 1</b>	Activities are divided into seven aspects: environmental sounds instrumental sounds body sounds	rhythm and rhyme alliteration voice sounds oral blending and segmenting
<b>Phase 2</b>	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.	<b>Set 1:</b> s, a, t, p <b>Set 2:</b> i, n, m, d <b>Set 3:</b> g, o, c, k <b>Set 4:</b> ck, e, u, r <b>Set 5:</b> h, b, f, ff, l, ll, ss <b>Blending:</b> c-a-t, p-i-g <b>Captions:</b> Ben is in bed.
<b>Phase 3</b>	The remaining 7 letters of the alphabet, one sound for each. Graphemes representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. This is The Simple Code: 1 grapheme per phoneme.	<b>Set 6:</b> j, v, w, x <b>Set 7:</b> y, z, zz, qu <b>Consonant digraphs:</b> ch, sh, th, ng <b>Vowel digraphs:</b> ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
<b>Phase 4</b>	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants.	<b>CVCC:</b> jump, dent, tusk, mel <b>VCC:</b> ant, ink, ash <b>CCVC:</b> grip, step, gran, flag <b>CCVCC:</b> trash, start, brown <b>CCCVC:</b> scrap, street, throb <b>CCCVCC:</b> spring, shrink, thru
<b>Phase 5</b>	Now pupils move on to The Complex Code. Pupils learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know	ay ou ie ea oy ir ue aw ey wh ph ew oe au ti a-e e-e i-e o-e u-e
<b>Phase 6</b>	Working on spelling, including prefixes and suffixes, doubling and dropping letters.	<b>Prefixes:</b> de- pre- un- mis- in- ex- re- non- sub- tri-bi- pro- <b>Suffixes:</b> -ing -ed -s -er -es -y -en -ing -ed -ful -ly -ment -ness -less

**Word Reading** - Pupils are taught to recognise and read high frequency and key 'tricky' words alongside learning their letter sounds.

**Reading Books** - As the pupil's knowledge of Letters and Sounds develop they begin to phonetically decode words. They have one fully decodable reading book a week from a range of different reading schemes including those that are more suitable and appealing in their content to older students working at phases 2-5. This is to support their learning and to build confidence as readers. In addition, pupils also choose a reading book from the library where they are organised into coloured book bands. Pupils are assessed termly and move onto the next book band when their fluency and understanding show that they are ready. The chart below sets out which books are appropriate for each phase.

**Short Reads** - All secondary pupils in main school and ASC read for meaning in small guided groups 2-3 times a week using texts that are graded using the book band system and matched precisely to the pupils' abilities. The grouping and bandings are reviewed each term following the PM Benchmarking Assessments and pupils are moved on through the bandings.

Grange Steps	Book Bands	Letters Sounds	Read Write Inc	Phonics books	Jelly and Bean	Oxford songbirds	Dandelion
				Fully Decodable Books			
>Step 7	0 Lilac	Phase 1					
Step 8	1 Pink		red			Stage 1 purple	
Step 9	2 Red	Phase 2	green	Moon dog S1	Series A Series B	Stage 2 green	Units 1-10
Step 10	3 Yellow		purple			Stage 3 blue	
Step 11	4 Blue	Phase 3	pink	Moon dog S2 That Dog Magic Belt S1 Alba S1 1-5 Totem S1 1-5	A Series Extra B Series Extra A series Diagraphs Pig Family Series Red CVC series	Stage 4 red	Units 11-16  Level 1 books 1-10
Step 11	5 Green					Stage 5 yellow	
Step 12	6 Orange	Phase 4	orange	Alba S1 6-12 Totem S1 6-12 Rescue Island Adv.	Pig family blends  Blends and clusters series	Stage 6 orange	Units 11-20  Level1 books 1-10
Step 12	7 Turquoise						
Step 13	8 Purple	Phase 5	yellow	Talisman s1 Talisman S2 1-6 Titans G 1-6	The long vowel The more vowel The gold series		level 2
						Level 3	
Step 14	9 Gold	Phase 6	blue	Talisman 2 7-10 Titan's G 7-10			Split vowel spelling
Step 15	10 White						
Step 16	11 Lime		grey	Amber Guard.			
Step 17	12 Brown						
Step 17	13 Grey						
Step 18	14 Dark Blue						
Step 19	15 Dark Red						
Step 20+	16 Black: Free reader						

**Free Reading** - Pupils move through the Book Bands until they reach the required standard to become a Free Reader.

**Guided reading** - At least once a week in primary in small ability groups led by an adult. This is where pupils put into practice their emerging and developing reading and comprehension skills in a structured way. Children are supported to re-inforce challenge and further develop their independent reading strategies.

**Probes** - Pupils in primary have daily personalised reading support through a probe book that is updated weekly to support reading, spelling and understanding.

**Lexia** - This reading and literacy program has been introduced across the school. Pupils work independently to develop critical reading and language skills through individualised, motivating learning paths monitored closely by teachers. Pupils can also access the program at home to support their learning in school.

## **Reading Across Grange**

**English Lessons** - As part of English lesson in ASC and Secondary and the creative curriculum in primary, each class will use a common text each term. This allows for pupils to focus on comprehension, specific features and the development of a wide range of reading strategies. Texts may be fiction or non-fiction. Other texts from a range of genres and with a range of purposes will also be experienced in order to offer pupils a breath of reading material from real life and to increase their understanding of the world around them.

**A Reading Rich Curriculum** - All subject areas support the delivery of high quality reading skills. Keywords are displayed and texts central to lessons are read by pupils. All staff are informed termly of the reading levels of the pupils they teach and ensure that reading materials are appropriate and accessible. Staff are trained in how to encourage segmenting and blending and other relevant decoding skills.

**Displays** - The Grange Academy display policy sets out the importance of a reading rich environment by outlining the inclusion of: headings, with an explanation of what the board is about; subheadings with student explanation; keywords, phonemes and handwriting support for literacy; key vocabulary relevant to the theme of the display to support language requisition and refinement and Communicate in Print symbols to support understanding of language.

**The Library** - The library is open every lunch time for pupils to visit. The books are organised according to book band levels so that every student can access books that are appropriate to them. There is also a large non-fiction section and a reading nook with a selection of magazines and picture books and comfortable seating. All pupils may select up to 2 books at a time that they can take home to read.

**Assemblies** - Each week assemblies are an opportunity for the whole school to come together. The assembly is always accompanied by a presentation that allows for students of all reading abilities to access. In addition, every other assembly is conducted by one class and all pupils participate may of the reading out what they have prepared.

**Reading for Pleasure** - At Grange we have a programme of different activities and events to encourage reading for pleasure. We have a system of Reading Buddies which involves every class in the school. Classes are paired up and twice a week meet to share books. It can take a variety of forms: older students reading to younger students; stronger readers listening to reluctant readers; collaborative play reading and groups sharing a book together. Each class visits the library weekly to select book band books and have time in their classrooms for reading for pleasure. Every year we celebrate World Book Day with a visitor to inspire all students, themed dressing up and reading and a book sale. We also have strong links with our local library, and organising class or group visits throughout the year.

## **Assessment and Monitoring**

Assessment and monitoring are central to ensuring that each pupil is able to make appropriate progress. This is conducted termly, using both PM Benchmark Assessments and Grange Assessments linked to each of the Letters and Sounds Phases. These test the following skills:

- phonic recognition
- blending
- segmenting
- decoding
- reading high frequency words
- comprehension
- Progress through the Grange Steps

In Key Stage 4 students will work towards an external qualification in one or more of the following;

- Entry Level English 1-3
- Functional Skills levels 1 and 2
- GCSE English

After each round of assessment, students are re-banded and matched to the appropriate decodable books. Pupils who would benefit from intervention are also identified at this point. It also contributes to progress towards each child's EHCP targets to be discussed at their Annual Review meeting.

The English Lead will regularly monitor delivery and progress of reading across the school. This will be done largely through learning walks, lesson observations, book scrutiny, monitoring of the administering of tests, checking planning and analysis of pupil progress. Assessment should be used as a tool to inform future planning and teaching both for classes and for individual pupils.

## **Intervention**

We have a robust programme of intervention running throughout the year. Termly testing allows us to identify pupils who need extra focus in key areas. Intervention is delivered in several ways, it may be through 1:1 phonics sessions with a phonics trained member of staff, small group activities, or in class based target work. Intervention is closely monitored by the Teaching and Learning Lead to measure impact and identify the next steps.

## **Parents**

We encourage parents to listen to their children read at home and to read to them. We hold an annual Parent Workshop to demonstrate the principle of synthetic phonics and to demonstrate ways in which they can help their child at home with their reading.

Where pupils also have an appropriate target on their Individual Education Plan to enhance their reading skills, Parents are informed of these targets and encouraged to support their child as detailed in their child's EHCP.