

SUNNYDOWN SCHOOL

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Sunnydown Reading Policy *Championing our Embedded Reading Culture*

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Therefore, we have crafted two reading programmes at Sunnydown to ensure that our students can access all of the resources within their lessons; communicate clearly; increase their knowledge of vocabulary; dive into a world of imagination, and are enabled to make sense of the world and their place in it.

Reading development is closely related to that of writing. By reflecting upon and talking about the texts they encounter, our students come to understand how writers write, and the special relationship which exists between author and reader.

Students with additional needs, such as ASD, can struggle to reach age related targets for reading which in turn can impact their ability to access the curriculum. The most common type of need for pupils with an EHC plan is autistic spectrum disorders and for pupils with SEN support is speech, communication and language needs. All the students at Sunnydown School have an EHC plan.

The ability to read is imperative to our students' development in becoming independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment students need 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.

Our commitment to our students' ability to read widely and often, both for pleasure and for information is embedded throughout the 5 year Sunnydown learning experience. Reading is an essential life skill that encourages imagination, promotes exposure to new vocabulary as well as enhancing communication skills and is prioritised in all subjects and across the curriculum. Students have timetabled reading sessions three (3) times a week; reading skills are explicitly taught; key words are taught as part of lesson planning; The Word of the Week supports various subject curriculum plans and thus student understanding of key concepts, and the Speech and Language team provide bespoke targeted language support.

At KS3, alongside our Communication lessons, students are taught and practise key comprehension and reading skills such as inference, skimming and scanning, clarifying, questioning, explaining, retrieval, summarising, predicting, close reading and empathy which supports the transition into KS4 English and the important preparation for GCSE's. At KS4, students have a reading timetable that fits around their GCSE commitments.

Students have access to our school library which provides a vast range of books ranging from fiction to nonfiction with titles to suit all. Students are often consulted on books they would like to read and these are sourced for them.

At Sunnydown school we acknowledge the success of those students who immerse themselves in the reading culture and each term rewards are given to our outstanding gold, silver and bronze achievers.

Our Reading Culture is an embedded initiative that provides students with opportunities to develop their reading ability, broaden their vocabulary and foster a love for reading. Book genres are not forced upon children; we allow them to choose the books they want to read and fully support them in that decision. Our library is constantly accessible and students are



encouraged to explore the books and genres we hold within there. We also acknowledge that not at all young people have a desire to engage in reading books so a plethora of different mediums, such as comics, news articles and film reviews, are also provided. Staff consistently work hard in exploring ways to encourage all students through regular reluctant readers courses. We acknowledge the success of both those students who struggle with reading but engage, and also those students who fully immerse themselves in the reading culture and give them termly rewards.

We also acknowledge that not all students have a desire to engage in reading and staff work hard towards exploring ways to encourage the students through other text based activities and reluctant reader courses.

Sunnydown Reading Sessions

- **KS3 students have three (3) designated reading sessions each week. One of these is a distinct 30 minute lesson.**
- **KS4 students have reading sessions timetabled around their GCSE commitments**
- **Individual progress is recorded and monitored on a central spreadsheet and the data is used to determine rewards and potential interventions.**
- **Staff regularly receive training on how to complete the spreadsheets as well as written guidance.**
- **Three (3) achieved reading targets receive a housepoint.**
- **Each term students will receive a % score on how well they have done that term; students who receive 100%, a score in the 90 % range and a score in the 80% range will receive a Gold, Silver or Bronze recognition reward respectively.**

Our reading sessions, in every capacity, focus on two aspects: giving the students time to read independently and time, one to one with an adult, to discuss the book they are reading and answer targeted questions based on the Blank Language Scheme (*Blank, Rose and Berlin, 1978*) in order to support their comprehension skills. Within all sessions, progress is monitored and recorded on a centrally accessed spreadsheet. Students are encouraged to engage with this spreadsheet so they can see their current reading targets and their percentage score of targets met.



Staff are regularly trained on the use of the 'Reading Record' spreadsheet during INSET days and staff meetings, with a guidance sheet also attached to every class's record.

If three reading targets are achieved, a house point is awarded. At the end of every term, the overall percentage is calculated and students who achieve 100%, 90% or 80% are awarded a bronze, silver or gold recognition reward. Students who may not have met these thresholds are supported in preparation for the following term so they have the opportunity to achieve these goals.

Reading Scheme

When students first join Sunnydown School in Year 7, a number of baseline tests are conducted by the Academic Support Team. These tests provide the staff with an understanding of each student's reading ability, comprehension skills and writing stamina. Data is collected quantitatively and shared with class teachers. During these baselines assessments, a reading age of each student is determined which in turn is used to determine which wave of interventions (see below) the student will receive.

- A reading age equal to or greater than their age at the time of the assessment means the student will access wave 1 interventions.
- A reading age of between 11 years old and 8 years old means the student will access wave 2 interventions
- A reading age of 7 years and below means the student will access wave 3 interventions.

Wave 2 Interventions:

Students who are determined to benefit from wave 2 interventions will work with a member of the Academic Support Team in small groups twice a week for half an hour at a time following the 'Vocabulary Enrichment Programme'. This programme is to enhance the students word learning skills and oral literacy.

Each term the same baseline assessments are conducted again to determine whether the student's reading age has improved and the



decision will be made for them to either continue or that they have made enough progress to be supported by wave 1 interventions and quality first teaching.

Wave 3 Interventions:

These students are seen on a one to one basis with a trained member of the Academic Support Team twice a week for half an hour at a time. These sessions are targeted and highly bespoke for each student to focus on allowing them to access the national curriculum. Some students may work through an entire KS1 Phonics programme whereas some may delve into particular skills such as decoding, blending and sentence structure. Each term the same baseline assessments are conducted again to determine whether the student's reading age has improved and their personalised programme may be adapted in response to this.

Each year the cohort of students are unique and circumstances do change which can mean that members of the Academic Support may be required to support in other year groups. Therefore, as a minimum, we aim to provide the lowest 25% of students in each year group with reading support.

