

# Reading Policy



<b>Approved by:</b> SLT	<b>Date:</b> November 2023
<b>Signed by:</b> Matthew Atkinson	<b>Position:</b> Headteacher
<b>Last reviewed:</b> November 2023	<b>Next review due:</b> November 2025

Monitoring arrangements

This policy will be reviewed bi-annually by the school's Senior Leadership Team and any changes approved by the Headteacher.

## Statement

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

Learning to read is about listening and understanding as well as working out what is printed on the page. Through both hearing and reading stories, our learners (who are working below age related expectations) are exposed to a wide range of words and scenarios to comprehend. This

At Inclusion School, we ensure that our learners are familiar with the language and books so that they can see how enjoyable reading is.

To monitor learner progress and ability, all students are tested three times during the academic year, so that appropriate interventions can be arranged and monitored each term.

Results are categorised under the following headings, with the support of an outsourced diagnostic tool:

Reading Bands	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
---------------	--------------------	----------	--------------	---------------------

Reading makes our learners better thinkers by improving their critical thinking and problem-solving skills, boosting their general and specific knowledge and developing their social and communication skills. This will support our learners with our aim of improving self-regulation and emotional literacy.

At Inclusion School, time for reading is assigned daily to support the development of fluency and comprehension.

When our learners can read fluently, their cognitive resources are redirected from focusing on decoding and onto comprehending the text.

Where deemed appropriate, some learners are supported with phonetic intervention using Twinkl Phonics, allowing fluency to improve, resulting in an overall improvement in their comprehension.

Based on our termly data analysis for Reading, each learner is assigned either 1:1 Reading, group

reading or independent reading on a daily basis.

All staff receive CPD surrounding phonemic awareness, phonics, fluency, vocabulary and comprehension to allow the development of reading across all subject areas.

Within the school setting, we:

- Read aloud to learners in class, talking about the words and pictures, and sharing ideas about the book/text.
- All staff read or support reading daily - learners who see adults reading, and enjoying it, are much more likely to want to read themselves
- Surround our learners with books – not only to promote reading, but to provide a productive regulation tool when heightened.
- Create a reading/literacy culture in all lessons, to demonstrate the importance of reading, resulting in an increased level of attainment long term.

At Inclusion, our interventions are bespoke to the needs of our learners. Learners with a reading age significantly below their chronological age will receive daily intervention to improve their decoding and fluency skills. We are currently using resources from Twinkl Phonics, which is a DfE-validated, fully comprehensive, systematic synthetic phonics teaching programme. The Twinkl Codebreakers intervention covers the same objectives as their main programme, whilst being more age appropriate.

Our approach to intervention is also multi-sensory, as research shows as many as a quarter of all children cannot learn to read just by learning phonics, including most children with dyslexia and other specific learning difficulties. We acknowledge that learners with reading difficulties need explicit teaching and benefit when a range of approaches to teaching reading are used alongside synthetic phonics.

Overall, at Inclusion, we;

- R - Read to achieve
- E - Evolve as readers
- A - Access ambitious texts
- D - Decode to read words

#### **Roles and responsibilities**

Deputy Headteacher

English Lead

Commented [MA1]: Needs bullet points

Commented [JB2R1]: @Matthew Atkinson, Done :)

SCIL Tutor

All teachers, tutors and wellbeing team

- To read with every learner
- Promote reading
- Support the completion of reading assessments every term

**Annex:**

Star reader template report:

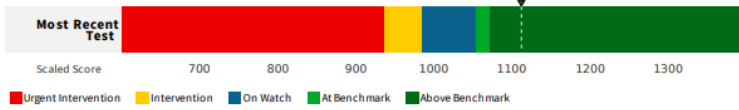
RENAISSANCE Star Diagnostic Report  
Star Reading Enterprise

Generated Invalid Date

School	Class	Date Range	Demographics	Scale	Benchmark Type
Inclusion School	All Students	31/08/2023-26/07/2024	All Demographics	Star Unified Scale	School Network

Student	Test Date	Year	Teacher	Class/Group
B [REDACTED]	28 Sep 2023 12:15 pm	11	Robertson, A.	All Students

School Network Benchmark, Year 11



Star Reading Enterprise Tests Scores

<b>SS</b> (Scaled Score) <b>1113</b> <small>Above Benchmark</small> <small>Lucy's Scaled Scores based on the Star Unified scale.</small>	<b>PR</b> (Percentile Rank) <b>66</b> <small>Lucy scored higher than 66% of students nationally in the same year.</small>	<b>PR Range</b> (Percentile Rank Range) <b>61 - 73</b> <small>The range of potential variability in Lucy's PR score.</small>
<b>SGP</b> (Student Growth Percentile) <b>-</b> <small>A norm-referenced percentile-based quantity ranging from 1 to 99 indicating Lucy's progress relative to other students, in the same year group, with similar achievement history.</small>	<b>RA</b> (Reading Age) <b>13.04</b> <small>The typical reading age for an individual with a Star Reading Scaled Score of 1113.</small>	<b>NRSS</b> (Norm Referenced Standardised Score) <b>106</b> <small>The NRES Converts Lucy's "raw score" to a standardised score which takes into account the student's age in years and months to show how the student is performing relative to a national sample of students of the same age.</small>

Domain Scores (Renaissance Reading Learning Progression for the English National Curriculum)

Ranging from 0-100, domain scores estimate Lucy's percent of mastery on skills in each domain at eleventh year level.

Comprehension

<b>Understanding and Interpreting Texts</b> <b>59</b>	<b>Engaging and Responding to Texts</b> <b>44</b>
---	---

Reading Recommendation

**ZPD**  
(Zone of Proximal Development) **4.6 - 8.5**

Lucy's ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Lucy's ZPD in <https://www.arbookfind.co.uk> to find appropriate books.

Test Duration & Fidelity

**Test Duration:** 22 mins and 45 secs  
**Extended Time Limit:** This student was given extra time to answer each question.

Reading Log:

# My Reading Log



Date	Book Title	Start Page	End Page	What went well?	Comments	Adult signature

Twinkl Phonics Dfe Approved registration:

<https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes>

Reading data analysis Term 1:

25 out of 26 pupils have been tested, with 3 students classed as N/A due to not being on site at all. 1 student is outstanding for testing, but this is due to anxiety and not being ready for outsourcing testing/high demand tasks. Results can be found here: <a href="#">Reading Assessment (Summer 23) - Google Sheets</a>				
Reading Bands	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
Percentage of readers	52%	28%	12%	8%
Intervention	Independent Reading Challenging texts within class.	1:1 / Target Reading Suitably selected texts within class	1:1 Reading & interventions Widget Phonics Support	1:1 Reading Widget Reading Pens Phonics Support