

# Spring Lane School

## Reading Policy

### 2023 - 2024



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## **Introduction**

At Spring Lane, we believe reading is an essential life skills and entitlement for every pupil, irrespective of their starting points, backgrounds, and ability to read when they arrive at our school. Reading has the ability to shape minds and change futures, both in school and outside of it. At Spring Lane, we therefore believe that reading is everyone's responsibility to teach, and we embody the belief that reading underpins our entire curriculum offer. Many of our students have experienced disruptive education journeys prior to arriving at Spring Lane, and consequently there may be gaps in their knowledge and foundational reading skills. However, regardless of ability or prior experiences, we are committed to creating an environment which values reading and where informed approaches to reading, fluency, and vocabulary enables our students to develop their reading abilities, access an ambitious curriculum, and give them an integral life skill.

## **Aims**

The aims of our reading policy and our reading curriculum offer are:

- To provide quality first teaching in the classroom that places reading at the heart of the curriculum and the heart of learning. This includes explicit vocabulary instruction as a core component of our lessons, as well as the use of reading strategies that enable our students to make progress with their reading.
- To ensure teaching, resources, and reading materials are tailored to individual student need.
- To identify the needs of every student and use GL (as our diagnostic software) to make informed steps about how to best enable every student to make progress with their reading.
- To provide thorough, robust intervention pathways for students who need reading intervention. This includes phonics, spelling and grammar, reading for meaning and comprehension, and fluency. As part of our interventions, we use Lexia Power-Up as a licensed software product.
- To celebrate and promote reading for pleasure throughout the academic year.

## **Universal Approaches**

### **NGRT Testing:**

All students are baseline assessed using the NGRT (New Group Reading Test). This data is used to inform student need and intervention, as well as teaching and learning strategies that will remove barriers to reading and learning and enable us to tailor teaching to student need so that all students can maximise their progress.

KS3 Students are retested in every term, to measure progress and ensure information on how to best enable students in their reading is up to date. KS4 students who are identified for

intervention on baseline or induction are also retested for every term that they are on intervention pathways.

When students complete their baseline NGRT assessment, they will also complete a student voice form about their thoughts on reading. This is to help us capture students' views on reading and help us to best meet their needs and interests. In the summer term, when students complete their final NGRT of the year, they will again complete a student voice form on reading so that we are maintaining an up to date understanding of how our students view reading. Finally, if students move on from Spring Lane to another school, they will also complete a student voice form to help us capture their voice on reading at our school before they move on.

**Wave One intervention: Quality first teaching in the classroom:**

Our first goal is to ensure students are provided with quality first teaching, as part of a rich, diverse curriculum, that challenges students whilst also being accessible to all. In relation to reading, we aim to achieve this by firstly ensuring that lessons are tailored to individual student need in accordance with our pupil profiles and the teaching and learning information generated from the NGRT reports. Additionally, we also use the following reading strategies:

Explicit Vocabulary teaching in every lesson. As part of our relentless routines, every lesson has a vocabulary task that helps to develop students' vocabulary and remove barriers to reading. The vocabulary selected in these tasks will either purposefully enrich students' vocabulary in line with curriculum sequencing, or it will aim to target difficult vocabulary (particularly tier 2 vocabulary) which students will need to understand in order to access the lesson's reading. Retrieval practice of key vocabulary within a sequence also forms part of this teaching routine. The use of our good start / good finish slides supports this, as outlined in our teaching and learning policy.

Pre / during / after reading strategies. Reading activities are sequenced in our lessons using these three steps. In a pre-reading task, students will be provided with information, concepts, or vocabulary that enables them to understand and engage with the reading. Removing barriers and front-loading important knowledge is crucial for our students to succeed. During-reading tasks provide students with a focus whilst they are reading. Tasks during reading may include guided reading prompts or questions, or it may signpost important concepts and information so that students are actively reading. Finally, after-reading tasks aim to secure students' understanding and address misconceptions. After-reading tasks function as AFL checks to help students process and secure what they have just read. The intent of this reading strategy is to not only enable all students to access ambitious curriculum content, but also to help develop good reading habits that will help our students to become active, independent readers.

**A regular focus on reading foundations in KS3:**

In Nurture, all English lessons start with a ten-minute focus on the following foundational reading blocks: phonics, grammar, spelling, tier 2 vocabulary, and etymology. This ten-minute slot is tailored to individual student need, and also directly correlates with the work being done by those students on intervention pathways to further support and secure intervention focuses. All students in Nurture are also provided with a Lexia Power-Up license and will have at least forty minutes a week of Lexia Power-Up literacy time. This is to support and build upon the grammar and reading skills taught as part of the English curriculum in Nurture.

Reading foundations of grammar, spelling, tier 2 vocabulary, and etymology is naturally woven into sequences of learning in our year 8 and 9 English curriculum. The regular focus on grammar is embedded across the year 8 and 9 curriculum, and is designed so that it links to the content being taught in the lesson.

**A weekly KS3 literacy session:**

To support literacy and reading in the curriculum, all KS3 students are provided with a weekly literacy session during check ins and check outs. These sessions revolve around group reading and discussion of a text, with completion of a variety of short literacy and comprehension tasks. In Nurture, students will have a class read. In year 8 and 9, students will have both a class read and a selection of texts and extracts that have been collected into a thematic anthology to take students through a half term. The texts and extracts are selected to help build cultural capital and are rich in SMSC discussion opportunities. Students are encouraged to read aloud in these sessions, with the teacher of these sessions then supporting the input of termly fluency data.

**Form Time Reading at KS4**

Once a week, KS4 students will take part in form time reading. This is an opportunity to read for pleasure, as part of a group, but it is also a further opportunity to develop literacy and reading skills for our students. The range of form-time novels have been selected because they are well-written, diverse and reflective of society, as well as being rich in personal development themes or societal issues that will provoke valuable discussion. Form tutors will facilitate discussion of the reading, and capture this in form time reading portfolios. This has cross-curricular links with our experiences model.

**World Book Day and Spring Lane Literature Celebration Day:**

World Book Day will be celebrated every year with activities, workshops and talks that focus on reading and literacy. In 2023, we held a door-sized book cover competition, and read short stories across every teaching period of the day.

At Spring Lane, we will also hold an annual 'Spring Lane Literature Celebration Day'. During the summer term, we select a day where we celebrate a topic, genre, or individual in literature. Examples of this could be women in literature (topic), the fairy tale (genre), or Benjamin Zephaniah (an individual whose contributions to literature and culture are significant). On this day, various competition, games, and activities are held in celebration of literature. Our Summer 2024 Literature Celebration Day will focus on the detective genre.

### **SPAG Policy:**

As part of our feedback and marking policy, students' work is corrected for spelling and grammar, to help drive literacy at all opportunities. As part of Read and Respond tasks during feedback, students correct two spellings from their work, whilst grammar misconceptions are also highlighted and addressed.

### **Student Voice on Reading:**

When students are inducted to the school, they will complete a student voice questionnaire on reading. This is their opportunity to give their thoughts, opinions, and experiences of reading, as well as providing them with an opportunity to make book recommendations based on what they would like to read at our school.

At the end of the academic year, students complete another student voice questionnaire on reading so that we have up to date information on our students' thoughts, experiences, and wishes for reading in our school.

## **Targeted Approaches**

### **Tailored Intervention Pathways**

Our students are assessed using the NGRT on GL assessment at the start of every year, or as part of the induction process for our school. Additionally, fluency data is collected on a termly basis to further inform us of students' reading abilities. The data that we receive from the NGRT assessments, as well as the termly fluency data, informs whether a student is placed on our intervention pathways, and where exactly they are placed.

#### Pathway One: Phonics Intervention.

Where reading assessments reveal a significant disparity between reading age and chronological age, a phonics assessment will then be completed. The reading age disparity for a phonics assessment is as follows:

- Year 7 with a reading age of 9 or below.
- Year 8 with a reading age of 10 or below.
- Year 9 with a reading age of 11 or below.
- KS4 with a reading age of 12 or below.

Following the phonics screening assessment, a regular phonics programme will be tailored to students' in need of phonics intervention. Students will access this programme on a 1-1 basis or in small groups as appropriate for each individual. Students will access phonics intervention for twenty minutes, three times a week, with progress documented. The intent here is for consecutive, rapid bursts of intervention which enable students to make progress through the phonics programme so that they can then move onto the next pathway of intervention, in accordance with their needs and reading profile.

#### Pathway Two: National Curriculum Spelling + Lexia Power-Up.

Pathway Two is for students with a large disparity between their age and reading age who do not need phonics intervention (or who have just completed phonics intervention). Students will complete a combination of tasks around spellings that correlate with national curriculum spelling ages in a 1-1 or in a small group session with a member of staff.

This pathway will also be supported by Lexia Power-Up, which is a package bespoke to student need, working through appropriate tasks that focus on word study, grammar, and comprehension. The Lexia programme is constantly analysing student progress and tailoring the tasks accordingly to student need. Every student on this programme is assigned an individual member of staff who tracks data and progress, and provides responsive follow up tasks for students to complete which enable them to make further progress with their reading skills.

All students on this intervention pathway will also complete low stakes high frequency reciprocal reading as part of their intervention. Reciprocal reading focuses on quality not quantity, and provides students with opportunities to develop reading and fluency skills alongside their interventionist who addresses misconceptions, stretches and challenges, and models excellent reading. This is therefore also a further opportunity for students to read a book they enjoy and experience the pleasure of reading.

#### Pathway Three: Reading for Meaning and Fluency

Where students are below their reading age and analysis of data reveals that reading for meaning, comprehension, and fluency intervention is required, these students will be provided with a Lexia Power-Up license. Students complete tasks on the programme categorised into word study, grammar, and comprehension. The Lexia programme is constantly analysing student progress and tailoring the tasks accordingly to student need. Every student on this programme is assigned an individual member of staff who tracks data and progress, and provides responsive follow up tasks for students to complete which enable them to make further progress with their reading skills.

Similar to pathway two, this intervention pathway is supplemented by reciprocal reading. In reciprocal reading sessions, students read 1-1 with staff members who will help students with their reading resilience and confidence, and address misconceptions in their reading. Additionally, staff members will ask questions around word forms, comprehension, summarising what they have just read, predicting what might happen next, or asking for students' opinions on what they have just read.

## Enhanced Offer

### Onsite opportunities to read for pleasure:

Each of our sites has a library of books that is available to all students. There is a wide variety of books of all reading ages, including books with lower reading ages but more mature thematic content that are specifically designed for KS3 and KS4 students with lower reading ages. Graphic novels, comics, and kindles also form part of our library offer.

As part of our onsite offer, book clubs and reading sessions are offered as extra-curricular lunch time activities.

### Rewards

We help to facilitate reading outside of school through support with library cards and book tokens. Our rewards schemes also often use book vouchers to foster a love of reading, whilst as a school we also run reward trips where students are taken to bookshops to purchase a book of their choice.

## Policy Monitoring, Evaluation and Review

The Headteacher and Governing Body will review this policy every year and assess its implementation and effectiveness.

Adopted by Spring Lane School On: 1<sup>st</sup> September 2023

Chair of Governors: 

Headteacher: 