



| North Star 240°– Reading and Phonics policy | | | |
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1. Intent

At North Star 240°, we believe that the development of reading is of paramount importance to our children and that achieving a good standard of reading is fundamental in preparing our pupils for life as successful citizens in modern Britain. It is our role in school to teach our pupils to read so that they can access the whole curriculum and be fully prepared for their future. Our overarching intention is to ensure our English curriculum prepares students for life in the real world so they are able to function as independent individuals in society. To do this we intend to:

- Give our students a secure functional reading age so they can understand and make sense of the world around them.
- Give our students a secure functional reading age so they are not alienated from the communities they live in.
- Expose our students to a broad spectrum of texts/genres including fiction and nonfiction, designed to strengthen and embed the skills in reading.
- Give our students the skills to explore different text types and enable them to refine their evaluative and analytical literacy skills.
- Develop reading skills through the accelerated reader program, exposing our students to high quality reading resources, opening up our student’s imagination so everyone reads for pleasure.

2. Statutory requirements

The national curriculum programmes of study state that, “schools should do everything to promote wider reading; teachers should develop pupils’ reading and writing in all subjects to support their acquisition of knowledge and pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.” All lessons include an aspect of reading and we aim to equip all teachers with the tools to support, promote and embed reading skills in their lessons.

It is essential that, by the end of their education at North Star, all of our pupils have a secure functional reading age.

3. Reading in the curriculum

Reading is taught discreetly in lessons and focuses on the three main elements of comprehension, analysis and evaluating writers’ methods. In order to achieve these, we have embedded the Power of Reading programme in KS3 and aim to develop these skills with our students before they move onto the Edexcel English or Functional skills pathway in Year 10.

- Reading across the school is complemented by the Accelerated Reader programme. Through the accelerated reader programme books are banded and set to the specific reading level of each child.
- Reading is promoted daily in KS3 with dedicated reading slots after lunch and within KS4 for thirty minutes each week.
- Reading for pleasure is promoted through weekly reading homework and a student friendly journal.
- Regular comprehension quizzes are used to manage and monitor student’s independent reading practice.
- Teachers monitor accelerated reader and set specific targets to develop students’ ongoing reading practice.
- We have a dedicated reading intervention assistant who specifically targets students who are not reading at age expected.
- Where students are working specifically below their reading age, we have a dedicated intervention timetable for phonic, decoding and comprehension skills.
- All students are exposed to a broad range of texts, complemented by creative teaching approaches.
- All teachers focus developing comprehension, analysing and evaluating writer’ methods and developing vocabulary knowledge within their lessons.

4. Reading for pleasure

Our aim for reading at North star 240° is to enthuse every child with a love of reading and books. Many children come to our school with a negative view of themselves as readers. By providing high quality reading books which are at the right level for the child and giving them the skills and confidence to read, our children make great progress. Reading is promoted daily in KS3 with dedicated reading slots after lunch and within KS4 for thirty minutes each week.

Our books are banded and reading is monitored by teachers and our reading interventions assistant using the Accelerated reader platform.

What is Accelerated Reader?

Accelerated Reader is a computer program that helps teachers manage and monitor student's independent reading practice. Each student picks a book at his/her own level and reads it at his/her own pace. When finished, they take a short comprehension quiz on the computer.

Progress is monitored in the Accelerated Reader programme with the STAR Reading assessment uses computer-adaptive technology. Questions continually adjust to the students' responses. If the response to a question is correct, the difficulty level of the next question is increased. If a question is missed, the difficulty level of the next question is reduced. This form of assessment is used as a baseline at the beginning of the school year and repeated four times throughout the school year.

Accelerated Reader gives both students and teacher's feedback based on the quiz results, which the teacher then uses to set targets and direct ongoing reading practice. All students at North Star 240° choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are of interest to them.

According to research, children who read at least 20 minutes a day with a 90% comprehension rate (average percentage correct) on Accelerated Reader quizzes see the greatest gains.

5. Reading Interventions

North Star 240° has a wide range of interventions in place and these are key to providing a personalised need-based provision. Reading interventions aim to ensure that pupils are making progress in their reading and are supported in closing the gap between reading age and chronological age.

- Our dedicated reading interventions assistant provides one-to-one interventions or group interventions for learners who find reading difficult. The aim of the intervention is to enable struggling readers to achieve more than double the progress of typically developing readers. (Catchup, 2019).
- The intervention is book-based, supportive of both word recognition and language comprehension and suitable for all struggling readers are identified as needing intervention according to his or her Star Reader assessment (that forms the assessment section of the Accelerated Reader programme).
- National Literacy Trust programmes are used with groups of students e.g., Game Changers or Represent
- Read Write Inc Fresh Start phonic interventions are targeted to support those who are still learning to decode text.

All interventions are monitored by the reading interventions assistant and English Lead. Assessments, progress, and gaps in knowledge are shared with Class Tutors. The reading intervention assistant meets regularly with class teachers so that targets can be followed up in the classroom.

6. Phonics

“Phonics is an approach to teaching reading, and some aspects of writing, by developing learners’ phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasizes the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns” (EEF toolkit).

- Ongoing phonics training will take place with all staff in school so that all staff can support learners to develop their phonological awareness including knowledge of phonemes and decoding, blending and segmenting skills, recognition of syllables and root words as well as strategies for spelling. Staff training will focus on developing these areas.
- The teaching of phonics is based on Read Write Inc Fresh Start.
- Assessment will identify all children who require intensive phonics support. These children have access to intervention sessions linked to Read Write Inc Fresh Start.
- In KS3 there is a phonics focused lesson at least once a week. The focus of these session is dependent on the individual needs of the children in that class. The majority of English lessons will have an aspect of phonics/SPAG skills taught as part of the lesson.
- In KS4 classes, some individuals may be continuing to work on developing their phonological awareness and skills through interventions and at times, whole class phonics teaching. RWI Fresh Start modules can be used as part of this.

7. Roles and Responsibilities

7.1 The governing board

The governing board will approve the reading policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that the English lead is implementing and monitoring reading across the school.

7.3 English lead

The English lead is responsible for ensuring that reading is taught consistently across the school, and for reviewing the implementation of reading, as well as monitoring its overall impact.

7.3 Staff

Staff are responsible for:

- Delivering reading sessions within the dedicated time slots.
- Promoting reading for pleasure.
- Monitoring progress
- Responding to the needs of individual pupils and providing support for students with a low reading age.
- Developing reading across the whole curriculum.

7.4 Pupils

Pupils are expected to engage fully in reading interventions and, participate in reading for pleasure sessions either as independent readers or supported by a member of staff.

8. Staff training

Staff are trained on the delivery of reading as part of their induction and it is included in our continuing professional development calendar.

Staff have regular training on the Accelerated reader programme and implement this through their tutor sessions.

The English lead and reading interventions tutor are trained using RWinc phonic programme. All staff are trained in phonics and have regular refresher training throughout the school year.

9. Monitoring progress

The delivery of reading is monitored by Mrs Short and Mr. Marmot.

Learning Walks

Staff CPD

Accelerated Reader Data