

Impact North West Schools Reading Policy

September 2023

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INWS Reading Policy

Reading is arguably the most crucial literacy skill for cross-curricular success in secondary schools. The curriculum continues to be dominated by text, both in print and on screen, and our learners need to be able to read effectively to understand, make sense of and take meaning from the wide range of texts presented to them. For a significant number of learners who enter secondary schools with a reading age below their chronological age, the reading demands of the secondary curriculum prove extremely challenging. Pupils with a reading age lower than their chronological age have significant problems accessing the information they need to be successful learners. The context of INWS means that most of our learners fall into this category, which means reading interventions and whole school reading policies are integral to the progress of our learners.

INWS pupils who continue to have difficulty accessing text have already struggled with learning to read for up to seven years. They have experienced years of falling further and further behind their peers; as a result, many struggling readers have low self-esteem and lack confidence in the classroom.

Consequently, struggling readers (INWS use the term striving readers) are identified upon starting INWS and those with a reading age of two years below their chronological age are enrolled onto a reading intervention programme ('IDL cloud' or 'Read, Write, Inc' if appropriate) to improve their reading skills with immediate effect. Small classes of pupils are established in Year 7 and maintained throughout their journey at INWS. KS3 learners also benefit from a reading curriculum where they are exposed to a variety of genres across the academic year.

Learners are categorised into coloured 'zones' which reflect the targeted reading age and ability. These coloured zones are reflected in our reading section where different texts are available for learners to read based on their reading level.

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Further to this, all pupils undergo rigorous starting initial assessments i.e NGRT. From this, early stage readers and striving readers are identified and enrolled onto the above intervention programs. In line with the EEF literacy strands, INWS provides high quality literacy interventions for striving readers.

Therefore, it is imperative that teachers use available data on pupils' reading levels to make informed choices about appropriate texts and to plan appropriate support for pupils in order for them to successfully access a wide range of texts.

By encouraging teachers across the curriculum to develop reading skills in their lessons thematically, we can develop reading confidence in our learners, enabling them to access new and unfamiliar texts.

Pupils who have effective reading skills can do the following:

- Employ a range of strategies to access texts.
- Vary their reading styles to suit different purposes.
- Read fluently, accurately and with understanding.
- Read independently.
- Be critical readers and make informed and appropriate choices.

The role of the teacher in developing reading skills

To support and enhance pupils' reading skills, it is essential that teachers across the curriculum provide opportunities for learners to do the following:

- Read and engage with a variety of different texts both in print and on screen.
- Learn how to sift and select information appropriate to the task.
- Follow up their interests and read texts of varying lengths.
- Question and challenge printed information and views.
- Use reading to research and investigate.

Reading activities pupils will have the opportunities to engage with:

- Use reading to research the subject area and the key words associated with the subject. This helps provide targeted vocabulary instruction in every subject **(EEF Strand 2)**
- Use the reading materials and ICT to support subject learning.
- Read for pleasure.
- Read a range of non-fiction text types within the English subject and other areas which develop students' ability to read complex academic texts. **(EEF Strand 3)**
- Read texts in different media e.g web pages, books, audio books, ebooks.
- Read narratives of events, this can enable students to Break down complex writing tasks. **(EEF Strand 4)**
- To locate and retrieve information.
- To select and make notes from a text.

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- To use a range of reading skills such as skimming, scanning, reading for meaning.
- To read fiction texts which will support their learning in a subject area, this then supports 'disciplinary literacy' across the curriculum.
- 'Nurture phase reading' takes place at the beginning of two days per week for 10 minutes. This aims to encourage a love of reading for our learners in each year group. Learners select a text to read and the aim is for each learner to complete a book per term. Additionally, 'stop, drop and read' takes place for the 10 minutes following lunch time. Each class takes part in a group reading exercise for 10 minutes. These reading sessions change in text per year, group and genre per term. This is done to try to encourage readers to take an interest in certain extracts and bring them into their independent reading. Teachers employ the use of different reading strategies such as 'teacher-led reading', 'echo reading' and 'choral reading'

Reading for Regulation

'Reading for regulation' learners can access reading materials when dysregulated in the INWS sensory room. This helps foster a positive relationship with reading within our learners and helps relate reading with relaxation and enjoyment.

Approaches

Teachers will aim to:

- Facilitate reading development through their subject and will facilitate disciplinary literacy for children to use across the curriculum. **(EEF Strand 1)**
- Present reading tasks at a suitable level.
- Draw pupils' attention to structure, layout, format, print and other signposts. This can support learners combining writing instruction with reading in every subject. **(EEF Strand 5).**
- Help pupils to skim, scan or read intensively according to the task.
- Teach pupils to select or note only what is relevant.
- Help pupils to question, challenge and recognise bias in a range of texts.
- Support pupils who are at the early stages of reading. **(EEF Strand 7).**
- Teach pupils to read identified subject vocabulary.
- Support pupils in their verbal articulation through class discussions which gives learners opportunities for structured talk. **(EEF Strand 6).**
- Provide high quality literacy interventions for struggling students. **(EEF Strand 7)** through targeted assessments and phonics interventions.

Materials Pupils will be provided with:

- A range of materials to support the subject topic.
- Texts at appropriate readability levels which cater for the range of pupils' reading needs. (Colour zones).
- Materials reflecting a balance of culture and gender.

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- Materials which are up-to-date and attractive.
- Resources / reference materials which enable all pupils to be independent.

Lessons will provide:

- Opportunities to facilitate the assessment of reading either formally or informally.
- Activities which focus on reading and reading skills.
- Opportunities to understand and use specialist vocabulary (key words).

Progression in Reading

- Pupils move from using texts selected by the teacher to finding their own texts.
- Pupils identify and select their own texts rather than using texts selected by the teacher.
- Pupils select texts which demand higher order reading skills rather than simple reading texts which require limited reading skills.
- Pupils use many relevant sources rather than using one source.
- Teachers develop the reading habits of pupils to encompass new authors and challenging texts.

Reading Zones:

- Learners placed in the 'Yellow zone' have a reading age of between 14-16 years old.
- Learners placed in the 'orange zone' have a reading age of between 12-14 years old.
- Learners placed in the 'Pink zone' have a reading age of between 10-12 years old.
- Learners placed in the 'White zone' have a reading age of between 8-10 years old.
- Learners placed in the 'Green zone' have a reading age of between 6-8 years old.

N:B INWS will not label the colours with reading ages but staff will know and understand the targeted age ranges.

L2L texts

- *The Breadwinner by Deborah Ellis.*
- *'Our Day Out' by Willy Russell.*
- *'Nature Poetry' including;*
 - *'The Tempest' by William Shakespeare.*
 - *Wonder by R.J. Palacio.*
- *Non Fiction Information extracts.*
- *Diary of Anne Frank.*
- *Greek Mythology.*

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'Aspire Group' texts.

- 'Stone Cold' by Robert Swindells changing to 'Ruby in the Smoke' by Philip Pullman in September 2024.
- '*Much Ado About Nothing*' by William Shakespeare.
- Holes by Louis Sachar.
- Identity Poetry.
- Non Fiction Newspaper Articles.
- Victorian poetry.
- Dracula play.
- Hero's Journey - Short stories based on myths.

The majority of year 7 and 8 texts for English are taken from the Birkenhead Park School SOW and reading list. This is to enable our learners a smooth transition back into a mainstream setting.

Year 9 texts

- Gothic Literature' including extracts of: '*Jane Eyre*' by Charlotte Bronte, '*The Tell Tale Heart*' by Edgar Allan Poe and '*Frankenstein*' by Mary Shelley. (scheme of work change during Autumn term, now taught in Year 8 and texts include '*The Monkey's Paw*; by W.W Jacobs, '*The Red Room*' by H G Wells and '*10 Days in a Mad House*' by Nellie Blye (non-fiction) This will be taught in Year 8 from September 2024 and replaced with '*Dr Jekyll and Mr Hyde*' by Robert Louis Stevenson.
- '*Noughts and Crosses*' by Malorie Blackman.
- '*Range of famous speeches from Shakespeare's plays.*
- *I am Malala* by Malala Yousafzai with Christina Lamb.
- *The Boxer* by Nikesh Shulka.
- *Myths and legends from around the world.*
- *Poems with similar themes and characters.*
- *Blood Brothers* play.

KS4 texts

- Range of fiction extracts with a focus on Dystopian genre.
- Non-fiction extracts.
- (Learners who study English Literature will be given the opportunity to read texts such as '*Macbeth*' by William Shakespeare, '*A Christmas Carol*' by Charles Dickens and the '*AQA Power and Conflict Anthology*' .

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IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations

<p>1</p> <p>Prioritise 'disciplinary literacy' across the curriculum</p>  <ul style="list-style-type: none"> Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches. 	<p>2</p> <p>Provide targeted vocabulary instruction in every subject</p>  <ul style="list-style-type: none"> Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words. Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning. 	<p>3</p> <p>Develop students' ability to read complex academic texts</p>  <ul style="list-style-type: none"> Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively. To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge. Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence. 	<p>4</p> <p>Break down complex writing tasks</p>  <ul style="list-style-type: none"> Writing is challenging and students in every subject will benefit from explicit instruction in how to improve. Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step. Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality. Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write. 	<p>5</p> <p>Combine writing instruction with reading in every subject</p>  <ul style="list-style-type: none"> Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach. Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas. Students should be taught to recognise features, aims and conventions of good writing within each subject. Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning. 	<p>6</p> <p>Provide opportunities for structured talk</p>  <ul style="list-style-type: none"> Talk matters: both in its own right and because of its impact on other aspects of learning. High quality talk is typically well-structured and guided by teachers. Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific. Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection. 	<p>7</p> <p>Provide high quality literacy interventions for struggling students</p>  <ul style="list-style-type: none"> Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7. Developing a model of tiered support, which increases in intensity in line with need is a promising approach. Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions. Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.
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