

READING POLICY

Reading is actively encouraged at My Choice School to support learning and for enjoyment, pleasure and to broaden our students' knowledge, horizons and opportunities.

All classes have a designated area for books and we have a school library.

My Choice School is resourced with

- Multiple sets of fiction books to read as a group
- Scholastic Phonics pack 1
- A range of teaching support resources in the resource room
- Coloured overlays to support reading
- Phonics training for all staff
- Accelerated Reader
- Abigaile Steele Phonics

Teachers source books and magazines to support the interests of individual students and to support lessons. Subject specialist newspapers and local newspapers are used across the curriculum and to support work in English.

Reading Interventions

DEAR (Drop Everything and Read) A time when the whole school stops what they're doing to read anything.

ERIC (Everyone Read in Class) used as a morning starter

The Big Read Teachers or TAs read to the class

WOW Word of the Week

Phonics All students complete the Abigail Steele Phonics assessment within their initial 2 weeks at My Choice School. The Abigail Steel Phonics programme is designed for Key Stage 3.

If the assessment indicates need, students will have phonics intervention sessions and progress through Workbook 1, Workbook 2 and Workbook 3.

Progression of Reading

Working at or towards Entry2

Students have a comfortable, designated area for reading in the classroom.

Students are introduced to picture books, collections of poems, songs and rhymes (where age and socially appropriate), folk tales, myths, legends, historical and contemporary stories, and information texts, comics, newspapers and magazines.

Reading material is available in print, on screen and using story CDs.

Where appropriate students are introduced to the local library to explore the range of books on offer and to listen to any age appropriate organised reading activities, such as Reading Detectives or Storytime.

Phonics is taught discretely and with specific weekly interventions.

Students' own writing forms part of the resources which the teacher uses to promote reading, for instance, students making their own phonics flash cards.

For students who have EAL books will be available in bilingual (the students' first language and English) editions in classrooms.

Students are surrounded by meaningful print in the classroom, in addition to that in books. This print is present in and on labels, captions, notices, instructions, plans, maps, diagrams, and displays.

Students listen to and watch audio-visual resources which combine sound, picture and text eg close captions. Students often listen to and watch audio and audio-visual resources which combine sound, picture and text.

Students are introduced to texts as sources of reference. They are shown how to use printed and electronic dictionaries and encyclopaedias, appropriate to their age-group. They are shown the purpose of contents lists and indexes in books.

As a result of frequent and pleasurable encounters with books, students build up a vocabulary of words that they recognise on sight.

Students are helped to use all the clues or cues which readers need to make successful sense of print and other writing. These cues are

- semantic,
- syntactic,
- grapho-phonetic,
- textual and
- bibliographic

Students are helped to an understanding of the grapho-phonetic regularities which exist in written English words. Letter-to-phoneme regularities and regularities in onsets and rimes are pointed out in reading, and examples of such regularities are in evidence in classroom displays. It is made clear to students that such regularities are partial, not complete; there are many words, especially amongst those that students encounter most commonly, which do not observe such regularities.

Building on their knowledge of the letters of the alphabet, students learn more of the diversity of speech sounds which letters, especially vowels, commonly make in the context of different words.

Students have opportunities to relate their reading to their spoken language. In addition to talking to the teacher and to each other about their reading, they may recite, retell and dramatise texts they have read.

In their own writing, students have opportunities to retell or adapt texts they have read.

The teacher arranges for a variety of groupings for reading. They regularly share books with the class, inviting students' participation in the reading and discussion of the text. The teacher also organises the class in small groups or pairs in which, regularly, the same text is being read and discussed by students, with the support of the adults working in the room.

The teacher often listens to the reading of individual students.

Students discover the pleasure of independent reading through weekly **DEAR** (Drop Everything And Read).

Working at Entry3

Students have a designated area for reading in each classroom.

Where appropriate students are introduced to the local library to explore the range of books on offer and to listen to any age appropriate organised reading activities, such as Reading Detectives or Storytime.

Students have continual opportunities to read high-quality, entertaining texts. These texts cover a wide range of genres including realistic contemporary fiction, historical fiction, graphic novels, traditional stories such as fairy stories, myths and legends, plays, poetry, magazines and newspapers, vocational books or manuals, information texts, discursive writing.

Students become confident in the use of reference sources such as encyclopaedias, dictionaries and thesauruses, in print and on screen.

Students are shown how meaningful continuous text often combines with other modes, such as illustrations, diagrams, maps and captions, to communicate narratives, ideas and information, in both printed and electronic resources.

In studying poetry, students are shown something of the range of forms, terms and techniques which poets and poems use.

Students' own writing may form part of the resources for reading eg mnemonics.

Students encounter texts which extend their existing competence as readers and have opportunities to read fast and easily texts well within their existing competence.

For students who have EAL books will be available in bilingual (the students' first language and English) editions in classrooms.

Students listen to and view readings on DVD, radio, television and the internet. They watch screen adaptations of books and discuss the differences between the film and the book

Those students who have achieved fluency as decoders of text are offered more intensive help in learning to use all the clues or cues which readers need to make successful sense of print and other writing. These cues are:

- semantic
- syntactic
- grapho-phonic

- phonic
- textual
- bibliographic

Students are shown some of the more advanced skills which successful readers employ in order to construct meaning from texts. These include:

- following the narrative of a piece of writing (whether imaginative or factual)
- inferring what is happening and speculating about what may come next
- interpreting ideas and themes in a text
- forming questions and comments during and after reading
- skimming, scanning and selecting in order to locate and record information
- comparing and combining information from different sources
- describing the features, fabric and fun of language in literary and other texts
- learning and making use of appropriate terminology in discussion of texts

Students make use of on-line sources and platforms, such as websites, wikis and blogs, as well as print

Students' increasing familiarity with a range of kinds of text leads them to try out for themselves some of this range in their own writing

The teacher arranges for a variety of groupings or pairs for reading. They read aloud to the students, often inviting students' participation in the reading and discussion of a text

There are opportunities for individual, independent reading of books chosen by the pupil, with guidance from the teacher

Students are encouraged to recommend to other students books they have read, giving reasons for their choices

The teacher listens to the reading of individual students

Students continue the pleasure of independent reading through weekly DEAR

Phonics can continue to be taught discretely and with specific weekly interventions where needed.

Working at L1 and above

Students continue to develop their appreciation and love of reading and read increasingly challenging material

In addition to reading the kinds of high-quality and enjoyable texts previously specified, students may also be introduced to extended essays and reviews on literary, critical and social topics, written advocacy and propaganda, technical and other demanding factual material

Students' reading of imaginative literature will include classics and contemporary works, with a representation of different genres, historical periods and geographical, ethnic and cultural settings and genders.

Students are shown how to develop mature, critical faculties as readers. These may include:

- identifying and interpreting themes
- ideas and information in a text
- exploring structural aspects of a text, for example its form, setting, plot, characterisation, argument or powers of description
- analysing and evaluating a writer's decisions about vocabulary, style and grammar
- learning to discriminate between more and less effective examples of writing in a genre, and articulating these critical judgements
- comparing surface meaning in a text with an implied sub-text
- placing written texts in their historical and social contexts to understand why a writer has revealed, consciously or unconsciously, certain assumptions and attitudes

In reading poetry, students are shown the characteristics and learn the names of a variety of forms and techniques. They are shown how poets frequently use figurative, metaphorical and non-realist language to achieve effects. Reading will lead to writing.

Discussion, role-play and drama may be used to interrogate, analyse, respond to and extend reading

The teacher continues to read aloud to students, engaging them in discussion of texts as the reading progresses. There are also opportunities for pair and small-group discussion of texts, where there are other students of like ability

Students are encouraged to read widely and independently, and can keep a journal in which they record the details of their reading and their responses to texts. Where students choose not to keep a journal, teachers keep a record of each students' meaningful encounters with reading.

Policy links

My Choice School Curriculum policy

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