

Reading Across The Curriculum

'Once you learn to read, you will be forever free' – Frederick Douglas



Knowledge

As a Trust we believe that reading is the cornerstone of education. It is the gateway to accessing information across subjects, enabling students to comprehend instructions, absorb new concepts, and engage with the curriculum effectively. By teaching reading to pupils, we provide them with a fundamental skill set necessary for academic success and lifelong learning.



Character

We ensure that pupils develop their own character attributes by engaging with challenging and thought-provoking literature from a range of genres, social, cultural and historical contexts. Through empathetic engagement with fictional characters, our pupils will develop a deeper understanding of what it is to be human and will develop key characteristics like empathy, tolerance and respect for other people, their cultures and beliefs.



Creativity

We show pupils that reading can offer an escape from reality and provides entertainment in the form of real and imaginative worlds, captivating stories and intriguing characters. Reading also stimulates our pupils' own creativity and expression.



Innovative Thinking

We know that reading stimulates cognitive processes such as critical thinking, problem-solving, and analytical reasoning. By ensuring that pupils engage with various texts, we ensure that they develop their cognitive flexibility and learn to approach information from different perspectives. This equips them with the tools necessary to tackle complex challenges both inside and outside the classroom.



Transform

By teaching pupils to read and encouraging them to develop a habit of reading for pleasure we are ensuring that our pupils become lifelong learners who are empathetic, resilient, can acquire new skills, stay informed, effectively communicate and think critically. They are well prepared for the world of work and for their future.

At Bolton Impact Trust we have a Reading Charter which outlines our commitment to prioritise reading for every pupil in Park School and throughout the curriculum in the following ways:



Displaying and promoting subject specific ways of reading to ensure that pupils understand the 'disciplinary literacy' of each subject and can use subject-specific reading strategies.



Explicitly teaching subject specific vocabulary across the whole school curriculum



Promoting a love of reading by providing time to read for pleasure both collectively and independently



Providing carefully curated collections of reading materials which are accessible to all pupils



Ensuring that reading materials used in class are accessible for each pupil



Teaching pupils to read using a DfE approved phonics scheme



Providing reading and phonics interventions to pupils whose reading ages fall well below their chronological age



Regularly assess and measure individual pupils' progress in reading



Provide opportunities for pupils to experience reading outside of the classroom and immerse themselves in the narrative



Encourage and celebrate reading using our rewards schemes

Park School recognises that the majority of our students on entry are reluctant readers who, in addition, may have a SEND difficulty such as dyslexia or autism that specifically impacts on their reading skills. We know that students need to re-build their reading habits and develop their confidence and ability to access their curriculum fully either at Park School or at mainstream.

Testing and Screening

All pupils on entry complete the Access Reading Test, which is a standardised reading test. This is repeated bi-annually and provides important information about every pupils' reading ability and progress. A pupil's reading age result may not fully reflect their actual ability and therefore a combination of data and teacher judgment is used.

For some students the Access Reading Test is not appropriate due to their ability and PM Benchmark resources are used; these support emerging readers up to age 12.

In addition, experienced staff listen to pupils reading 1-2-1 in the initial few weeks of them starting at Park School, to gauge reading fluency and phonic knowledge.

From this testing and screening, Park School is able to quickly identify and support students who require intervention.

Learning to Read

Pupils are appropriately supported with their reading in the following ways:

Toe by Toe

A pupil may receive intervention through Toe by Toe 1-2-1 with a specialist teacher to support their phonic knowledge.

Toe by Toe is a highly structured phonics programme, delivered for 20 minutes a day. It can support all readers, including those with dyslexia, to decode words and read more fluently, thus improving confidence levels and engagement.

Dockside Reading Scheme

Students who require intervention in relation to their reading fluency and skills can access the Dockside Reading Scheme. This is a 'second-chance' tightly structured phonics-based reading scheme to support reluctant readers with age-appropriate storylines.

Reading Time

All pupils who access the main school participate in a reading time session with their Form Team. This takes place Monday – Thursday for 15 minutes. Students may read independently either a novel or The Week magazine for 1-2 sessions. Depending on the dynamics of the Form group, they may take part in a whole class reading of a text.

The aim of the session is to promote a love of reading and have further opportunities to improve their reading as well as listen to reading being modelled.

During this session, students who have been identified in the screening and testing as requiring reading intervention, access this with a specialist.

Intervention is reviewed weekly due to the transient nature of the cohort to support new starters or students whose pathway has changed.



Bedrock Learning

Since September 2023, all pupils who attend the main school access Bedrock learning, which is a digital literacy programme. Pupils access Bedrock for one session per week in their Reading Time as well as in English lessons.

Students who have alternative pathways are encouraged and supported to access Bedrock at home to support their learning.

Bedrock explicitly teaches vocabulary and grammar diverse and engaging texts. The literacy programme supports a pupils reading, writing and oracy skills. Crucially, it exposes them to tier 3 subject specific vocabulary.