



# Reading Policy

## Evergreen Pupil Referral Unit

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## Evergreen Reading Policy

### **1. Intent**

Our curriculum is designed with the children, who arrive at Evergreen, firmly in mind. Unfortunately, our children, join us from a wide range of schools, academies, and settings and many may already come with a significant negative view and experience of themselves, the curriculum and wider education. Our children come to Evergreen from across the city, with some from beyond its boundaries with varied experiences of different and diverse curriculums and expectations.

As Evergreen provides short-term placements for children who are either excluded at risk of exclusion or with us for a limited period as they transfer into the city. The work at Evergreen may first focus upon specific improvements for the individual regarding their attitudes, behaviour and/or attendance. As a result, Evergreen, in the first instance will set objectives and provide support, related first to the reasons why the child is placed at Evergreen, the needs of the pupil, the duration of placements and if on transition, the proportion of time that pupils stay with the provider each week.

To support our children, it is important that the teaching and learning of our curriculum is flexible, personalised and adapted, especially if we are to meet the wide range of needs that arrive at Evergreen. It is also important as after they spend time with us, many children will move on to new schools and again experience further differences and expectations.

At Evergreen it is our intention for children to develop a love of reading regardless of what ability or challenges they may have. We aim to ensure a balanced mix of approaches to reading so that our pupils develop the skills required to understand the texts that they read, foster positive attitudes to reading, develop confidence and interest and grow a life-long love of reading. We intend to ensure that all pupils are supported and encouraged to read to the best of their ability, whatever their ability, whatever their starting point, with growing confidence and passion. At Evergreen we work with our children to establish an ethos where reading is seen, first for pleasure and then a skill necessary to develop and increase their knowledge and understanding of the world. Evergreen works with children to develop the skills necessary in reading so that they can comprehend new knowledge acquire new skills for everyday life and reengage and continue with their educational journey.

To support all our children and to support their eventual reintegration, whether that is back to mainstream or onwards to specialist provision, children's reading development is always sympathetic to the objectives and outcomes of the National Curriculum.

We aim to support our children to:

- Enjoy reading all genres of books and appreciate the value and worth of reading in everyday life.
- Read a range of different kinds of reading material with increasing understanding and autonomy.
- Make choices about the sorts of authors and texts that they enjoy including poets and playwrights.
- Use reading skills to search for information.
- Read 'between the lines' and behind the images and understand what is being shared or portrayed.
- Be exposed to literature that is beyond their current experience.
- To develop autonomy and to build confidence in the pursuit of greater fluency.

## 2. Implementation

Children, who arrive at Evergreen, join us from a wide range of schools and academies and do so after experiencing a range of different curriculums and expectations. We understand that our children may come to our setting with significant challenges or prior negative experiences which may make them reluctant readers. Many of our children enter Evergreen working below age-related expectations and may not be able to read age-appropriate texts. To support our children, it is important that teaching and learning is adapted, flexible and delivered according to the diverse needs of our pupils.

Although we are sympathetic with the outcomes of the national curriculum, the implementation of reading may need to be different from that delivered in mainstream or dedicated specialist settings and we adapt reading accordingly to meet the needs of children.

Evergreen is dedicated to delivering a broad and balanced curriculum, even though we are very aware that many of our children will be not able to follow it in its full entirety, either due to their bespoke academic level, need, attitude to learning, attendance or transitional expectations. Reading is implemented and adapted to re-engage learning, motivate, inspire and reignite the joy of learning so that we can support the children to make the most of their time at Evergreen.

We implement this by:

- Continuing to set high expectations for reading and being ambitious for all pupils regardless of their starting points through a range of reading opportunities that nurture and engage a new joy of reading.
- Removing barriers to reading that impact on reading so that children can engage with reading to its fullest, develop skills, behaviours and attitudes needed for future reading efficacy.
- Providing reading activities and experiences that engage and inspire children and expose our children to national curriculum reading outcomes, so that our children are less likely to be left out of the learning undertaken by their peers.
- Establishing our texts and narratives on engaging topics, themes.
- Provide reading enrichment opportunities that culturally develop our children and provide reading opportunities that explore, develop, challenge, and enhance social-emotional development and relationships.
- Provide reading themes that enable children to discover strategies to build and maintain positive mental health.
- Provide reading opportunities that support fundamental British Values.
- Taking children through a reading baseline assessment, to identify gaps in learning and allow staff to develop a personalised curriculum, whatever their starting point.

## 3. Teaching and Learning

We teach reading through the study of narratives, books, poems and plays. We carefully select our books to ensure they are interesting to children of all abilities, that they cover a range of genres and will appeal to a wide range of children with different reading experiences. We also select texts that align with and support the topics and areas of study that are explored through our wider curriculum. We offer reading material that will appeal to but maybe also challenge our children.

Through reading staff at Evergreen want to:

- Use discussion to support understanding so that children can elaborate and clearly explain their understanding and ideas around reading.

- Be confident when speaking and listening, and participating in debate and drama activities.
- Have time to enjoy reading and enjoy listening to stories as recipients of storytelling.
- To see staff modelling reading for pleasure
- To challenge children to read more.
- Read in a supportive environment where confidence is nurtured.
- Use our library.
- Have access to reading areas.
- Read during allocated each day for reading texts of own choice.
- Celebrate reading progress, attainment, and the joy of literature.

Reading is taught daily throughout all bases and lessons support the aims of the National Curriculum

The teaching of reading at Evergreen includes:

- The teaching of phonic awareness.
- Questioning about character/story/events/structure/plot.
- Awareness of layout/features.
- Awareness of punctuation.
- Prediction of the story
- Developing decoding skills of unfamiliar words
- Awareness of the reading and spelling of common exception words/tricky words
- Deduce meaning from context, syntax, and previous experience.
- Skimming and Scanning text for information and to support comprehension.
- Exploring new vocabulary and teaching skills to support understanding of meaning
- Discussing the effectiveness of the chosen language.
- Encouraging talk and discussion in groups.
- Encouraging clear speaking and expression when reading texts aloud.

### **Early Reading**

KS1 Children are exposed to Phonics immediately as they arrive at Evergreen. When they arrive, children are taught synthetic phonics through Bug Club Phonics, a comprehensive teaching programme and DfE-approved systematic synthetic phonics scheme. The scheme follows a proven progression and assists our children to progress in Phonics and Early Reading at a time when the provision of phonics may have been impacted by the reason for their placement at Evergreen. As well as helping children academically, we believe the lesson progression and books in our scheme help increase positive attitudes to the development of reading for our children and to reengage learning so that they can once again realise the enjoyment of reading and resume their reading journey once again.

The Bug Club Phonics programme follows the teaching sequence of letters and sounds and lessons are structured in the same way each day with an introduction, revisit, and teaching of the sound, practice and apply element to every session. This provides the children with consistent routines that they can become familiar with to recall and embed their knowledge of the sounds that they are learning. The scheme follows a programme where children are taught the phonemes (smallest unit of sound) and graphemes (number of letters that represent a sound in a word) through a series of phases.

Each phonics lesson reviews previous sounds taught and then introduces a new sound through a range of resources including videos and books that complement the development of the sound and help children to recall, practice and retain the phoneme. The children develop their knowledge of the sound through a variety of words and learn how to segment sounds and then blend them to read

words and then apply this to spelling. Nonsense words (alien words) are also taught as part of the programme which helps ensure our children are prepared should they remain at Evergreen and can undertake the Year 1 Phonics Screening Check.

On arrival at Evergreen children are baselined to ascertain the level of their phonetic knowledge and this information is used to identify the correct stage or starting point. At Evergreen Bug Club phonics is used to support our Key Stage One children and is adapted to meet the needs of our children. Children are regularly assessed using the Bug Club Assessments to monitor progress and celebrate success. Daily lessons include revision of the previously learnt sound, and words that were read the day before providing consolidation. Children move to reading captions and sentences and decodable readers are introduced at the beginning of their Phonics journey. Daily lessons are in short, discrete sessions.

A child will only move on to the next stage of their phonic development when:

- Children are secure and able to articulate the letter and sound of a specific phoneme/grapheme.
- Children can correctly pronounce the letter and sound phonetically.
- Children can segment and blend words in reading and writing.
- When children can recognise initial, middle, and final sounds.
- When children spell the word and use it in the correct context.

### **Reading KS1:**

Throughout the school day, children are provided with many opportunities to develop and strengthen their reading, these include:

- Children share regular stories throughout the week that are linked to English topics that week.
- Daily Bug Club phonics sessions
- Daily guided reading
- Reading books that accompany the development of phonics and link to the sound/s being taught.
- Paired and peer reading opportunities per week.
- Weekly visits to 'Starbooks' Evergreens school library.
- Free reading after lunchtime.
- Use of sound buttons, and flash cards.
- Reading through other contexts across the curriculum.
- Modelling of reading.

When a child needs additional support, support is continued through regular intervention in class or as part of targeted external class 1:1 or small group settings that are adapted to meet the needs of our children. Interventions can be to support additional phonetic development or to support reading.

### **Reading KS2**

- Children share regular stories throughout the week that are linked to English topics that week.
- Daily phonic intervention sessions where the need has arisen.
- Daily guided reading
- Phonics intervention through Rapid Phonic scheme.
- Reading intervention through the Rapid Reader scheme
- Paired and peer reading opportunities per week.
- Weekly visits to 'Starbooks' Evergreens school library.

- Free reading after lunchtime.
- Use of sound buttons, and flash cards.
- Targeted reading interventions
- Reading through other contexts across the curriculum.
- Modelling of reading

### **Rapid Reading Intervention Scheme**

The Rapid Reading program is a complete intervention solution for readers working behind age-related expectations in KS2.

The programme assists Evergreen to:

- Develop children's confidence in reading.
- Provide access to age-appropriate books with a wide choice and levels to help children progress.
- Provide a wide sample of fiction and non-fiction books and eBooks with a variety of engaging topics to hook reluctant readers.
- Use texts in print and online.
- To match books to a child's developing phonetic knowledge.
- Help children master core skills to enable them to access the curriculum.
- Deliver reading intervention through one-to-one and small group sessions.

When a child needs additional support, support is continued through regular intervention in class or as part of targeted external class 1:1 or small group settings that are adapted to meet the needs of our children. Interventions can be to support additional phonetic development or to support reading.

### **4. Assessment**

When a child arrives at Evergreen teachers use the following assessments to ascertain a baseline in reading:

- GL NGRT Assessment
- GL PT English assessment
- Bug club phonics assessment (KS1)
- Rapid Phonics assessment (KS2)
- Bug Club Reading assessment (KS1)
- Rapid Reading assessment (KS2)
- Running Reading Record.

The outcomes of assessments are used by the teacher to ensure that any identified gaps in reading can be addressed. Children's progress in reading is made against the English progress documents, which align with the National Curriculum progress measures. This also informs MAPPS and progress from baseline assessments.

### **Monitoring of reading**

During their time at Evergreen, staff will monitor reading daily and update teachers' own class records and any adjustments and adaptations to support are made.

Staff regularly hear children read and monitor children to ensure that they are reading appropriate book bands for their reading ability. This information is recorded in class reading record sheets. Where the teacher wants to ascertain whether a child is ready to be moved to the next book band then a running record is to be completed to identify appropriate reading banding accuracy and

autonomy. Adults may also hear children read to assess progress during independent 'quiet reading' time.

1-1 reading is provided as often as possible for all children, especially those children who are not making progress with a focus on specific barriers in decoding and/or comprehension, either in class or bespoke 1:1 support.

Assessment as outlined in Evergreen's assessment policy is used to support effective planning and teaching of reading.

## **6. Planning and Resources**

Evergreen's, English overview is used as a foundation for creating opportunities for reading in our English lessons, reading sessions and beyond and supports reading within our wider curriculum to provide a focus and context that are linked with the Cornerstones curriculum. There are also reading resources stored throughout the school which are used regularly.

Opportunities for reading are highlighted in planning and quality text is identified in medium-term plans.

## **7. Organisation**

Long-term planning outlines specific texts that can be used to engage and support the teaching of reading across the year and highlight texts that complement the topics taught over the school year.

Medium-term planning provides an outline of the different aspects of the reading within a specific topic and the opportunities for reading speaking and listening that support the development of knowledge and skills across the text.

Short-term planning is done weekly basis. Teachers also plan, modify and source activities and additional tasks which offer support and scaffolding where appropriate, and provide a further challenge for children who can progress further in their learning.

## **8. Equal Opportunities**

The Evergreen is committed to ensuring the active participation and progress of all children in their learning.

All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment, irrespective of gender, ethnic, social, or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

## **9. Inclusion**

Evergreen will aim to provide a broad and balanced curriculum for all children so that they achieve and be successful within the curriculum. Staff at Evergreen will adapt the curriculum so that children can achieve according to their abilities. We will identify which children or groups of children are underachieving and take steps to improve their attainment in liaison with the SENCo. Children's difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group support later the same day or within the lesson.

## **10. Moderation and Leadership of Reading**

The Leadership team and the Academy Council are responsible for monitoring the impact of the school's reading curriculum both in terms of social outcomes and academic progress.

The head of the school is responsible for the day-to-day organisation of the curriculum. Due to the very small staff size class, teachers monitor the impact of learning and the coverage of the curriculum in the base for which they are responsible. They monitor curriculum planning for their base and ensure that all children are taught the full requirements of the National Curriculum, have opportunities to enhance their curiosity and are challenged to apply and deepen their learning.

Senior leaders and teachers work together to inspire learning in each base and monitor how their base is taught. Senior Leaders examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Senior Leaders have the responsibility for monitoring how resources are used. Curriculum monitoring for each base is completed by teachers with the full support of senior leaders who together identify the strengths and actions for further development in that base.