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# **Reading Policy**

## **Evergreen Pupil Referral Unit**

## **2025**

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# **Evergreen Reading Policy**

**Intent for Reading**

At Evergreen, our curriculum is intentionally designed with the unique needs of our children at its heart. Many of our children arrive from a diverse range of schools, academies, and settings, often bringing with them a history of challenging educational experiences. For some, this may include negative perceptions of themselves, the curriculum, and education as a whole. Our children come from across the city and beyond, each with distinct backgrounds, experiences, and prior engagement with education.

Evergreen offers short-term placements for children who have been excluded, are at risk of exclusion, or are in the process of transitioning into the city. Our initial focus is on addressing the individual needs of each child—whether that involves improving their attitudes, behaviour, or attendance. Given the short-term nature of their placement, our objectives are initially focused on these core areas, while also providing a foundation for future academic development, considering the duration of their stay and the circumstances surrounding their placement.

As a result, the teaching and learning at Evergreen must be flexible, personalised, and responsive to the diverse needs of our children. Many children will transition from Evergreen to different schools, often facing further changes in curriculum and expectations. Therefore, we prioritise providing a curriculum that adapts to the individual needs of each child, preparing them for these transitions and fostering a positive, sustainable educational journey.

At Evergreen we want our children to develop a love of reading, regardless of their starting points or the challenges they may face. We are committed to providing opportunities for reading so that our children can develop confidence and positive dispositions towards reading and foster skills that help them to be more confident, curious readers.

Our intent is to create an environment where reading is seen first as a pleasurable activity and second as an essential tool for expanding one's understanding of the world. Through engaging with texts, we aim to equip children with the skills to comprehend new knowledge, acquire practical life skills, and re-engage with their broader educational journey.

To further support our children’s potential return to mainstream, we align our reading with the outcomes of the National Curriculum.

Our Aims for Reading Development:

* To cultivate an enjoyment of reading and help children to recognise the value and importance of reading in everyday life.
* To encourage children to read a wide range of texts.
* To understand the role of authors, poets, and playwrights and explore a variety of writing styles and voices.
* To develop confidence with reading so that children are able to search for and interpret information and make sense of deeper meanings in texts and images.
* To expose children to texts that inspire, enthuse, enhance and challenge, experiences and views.
* To build increased automacy, boosting confidence and helping students develop the skills needed for lifelong learning and increase reading fluency.

**Implementation of Reading**

Through the teaching of Bug Club phonics, the children are taught the essential skills needed for reading. Phonics is taught daily to all children in KS1. Extra support is provided to those who require further intervention. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Children have regular reading sessions where the pupil’s current knowledge and understanding is further developed.

Teachers regularly assess the children’s phonics knowledge using the Big Club phonics assessment. These regular assessments inform planning and allow teachers to identify any gaps in learning. The children have reading books which they are encouraged to read regularly, and which match their current phonics level.

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, teach, practise and apply element to every session, providing the children with consistent routines that they can become familiar with. 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 with an action video to help children remember and retain the phoneme. The children learn how this is used in a variety of words, are taught how to segment the sounds and then blend them to read a word and then apply this understanding to spelling words. Nonsense words (alien words) are also taught as part of the programme which helps ensure our children are ready for the Year 1 Phonics Screening Check.

Throughout the programme, teachers supplement the provided materials and embed the taught skills through a range of activities that they have identified to be successful. The programme is highly interactive and uses CBeebies videos, action for sounds videos, interactive games and captivating reading through online eBooks. This helps to secure essential phonic knowledge and skills as well as ensuring the lessons are fun, interactive and engaging.

Typically, in mainstream settings, Reception children will start at Phase 2 and move onto Phase 3 with most Year 1 children starting the year within Phase 4 and 5.  For those children in Year 2, their Phonics will continue through phase 5 and 6 where they will continue to review and learn new sounds while also focusing on their application of this through their spelling, reading and written work.

However, staff at Evergreen are very mindful, that many of our children may not be able to keep pace with the programme in its entirety. Due in part to significant individual academic needs, SEMH needs or neurodiverse needs. For many children their attitudes toward learning, attendance, or transition circumstances can have an impact upon their efficacy with the Bug Club programme.

Daily lessons in KS1 include revision of the previously learnt sound, and words that were read the day before providing consolidation. Children quickly move to reading captions and sentences and decodable readers are introduced at the beginning of their Phonics journey. Daily lessons are in short, discrete sections.

Phonics is taught in small groups within their classes where the children are grouped according to their phonic understanding. This ensures children are taught according to their need and phonemic awareness. After each Phonics lesson, some children may then be identified to need additional one-one or small group support alongside these sessions. Where teachers’ assessments show that children need extensive support to catch-up, they are taught in 1:1 sessions and targeted to their specific needs.

In Key Stage 2, we teach reading through a whole class approach. We use a range of age-appropriate texts linked directly with our Cornerstones curriculum. Children explore vocabulary, prediction, sequencing, making inferences and retrieving information, ensuring that they are able to make justified responses using evidence from the text. Staff also work to stretch and challenge the children’s vocabulary choices and to engage in effective ‘book talk.’ In addition to this, children explore a further range of fiction and non-fiction texts in foundation subjects, which are also based on age-appropriate texts linked to the subjects being studied.

We continue to ensure that children within KS2 are supported with the development of their reading. Intervention in KS2 continues for children who may not have a secure phonic ability or reading ability. Interventions for reading and phonics in KS2 are delivered through the Pearson Rapid Reader scheme and the Rapid Phonics Scheme. in depth through the use of ‘book talk’ sessions to encourage whole class discussion and exploration.

Across Evergreen Children are involved in reading every day through whole class and individual reading opportunities and staff focus on a high-quality core text and use this to teach specific comprehension strategies. Reading is delivered so that it focuses on developing pupils’ level of understanding of the text, through discussion, written and oral tasks; and the exploration of new vocabulary. Pupils will be taught to retrieve, infer, predict, summarise, analyse and evaluate a whole class text.

Classes have opportunities during the week to read independently at school. This is crucial to develop a love of reading and become self-reliant readers, able to select a book and sustain their concentration. The children will visit the library with their class weekly in order to really encourage our reading for pleasure.

**Impact of Reading**

Often as a result of previous experience, many of our children can underperform in Reading because they think they cannot do it or are not naturally good at it. Our support of reading aims to address preconceptions by ensuring that all children experience challenge and success in reading by developing their confidence and positive learning behaviour towards reading through a range of engaging contexts and opportunities.

Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. On arrival into the PRU, children are taken through detailed baseline assessment, which provide us with insight into the child’s ability in Reading. This is further outlined in Evergreen’s Assessment Policy.

Once baselined, personalised objectives are identified and prioritised and assessed against a skills continuum using Mapping and Assessing Personal Progress or MAPPS. Children are targets for Reading. The personal objectives are directly aligned with National Curriculum Outcomes and reviewed regularly. Should children extend their placement at the PRU or remain at the PRU longer than their original period children are re-baselined and further objectives are set.

Staff use assessments to identify the specific learning needs of the children and to develop support for children so that they can begin to narrow gaps in their learning and address any gaps that may have prevented them from progressing and accessing more of the curriculum previously. Ultimately it is the aim of Evergreen to support children so that they can become better placed to re-enter either mainstream education or successfully move on to other destinations, in a much stronger way than they did as they entered the PRU.

**Assessment of Reading**

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)
* Running Reading Record.

**Monitoring of Reading**

During their time at Evergreen, staff closely monitor reading progress on a daily basis, updating individual class records and making necessary adjustments to support each child's needs. Staff regularly listen to children read and ensure that they are reading books within the appropriate book bands for their reading level. This information is recorded in class reading records for ongoing tracking.

When staff wish to assess whether a child is ready to move to the next book band, a running record may be completed to evaluate reading accuracy and fluency. Additionally, staff may listen to children read during independent ‘quiet reading’ time to assess progress.

1:1 reading support is provided as frequently as possible, particularly for children who are struggling to make progress. This focused support targets specific barriers in decoding and/or comprehension, either within the classroom or through bespoke 1:1 sessions.

**6. Planning and Resources**

Using Cornerstones English resources, as outlined in our English Curriculum Overview, Evergreen has the flexibility to adapt planning and delivery to meet the needs of our children.

Suggested, age-appropriate books and novels, poetry texts, writing outcomes and opportunities for speaking and listening are outlined in our English Overview. This relates directly to the Cornerstones projects and topics. Our English overview enables staff to quickly reference learning activities and resources resource linked to a range of relevant and challenging fiction and non-fiction texts, genres, such as explanations, reports and recounts.

Evergreen’s English Overview outlines core texts for focused reading, poetry texts, comprehension activities, grammar, punctuation, phonics, writing opportunities and resources. There are also literacy resources stored throughout the school which are used regularly.

**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 course of the school year.

M**edium-term planning** provides an outline of the different aspects of the reading within a specific topic and the opportunities for reading and 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 and 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.