



**Evolve
Academy**

Evolve Academy Reading Policy

Approved by: C Maddock and R Stewart **Date:** November 2024

Last reviewed on: November 2024

Review Period: Annually

Next review due by: November 2025

Statement of intent:

Evolve Academy's intent is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for pleasure. We believe that sound English skills are essential for progress across the curriculum and to equip pupils for future education and adult life.

All teachers have a responsibility to develop pupils' competence in reading, speaking and listening; including in non-English subjects. This ensures that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

Aim:

Encourage a love of reading:

- Promote reading for pleasure across all key stages.
- Create an engaging and rich reading environment.

Develop reading skills:

- Provide a structured approach to phonics in KS1 and KS2.
- Provide a structured approach to reading strategies across all key stages.
- Support comprehension and analytical skills in KS3 and KS4.
- Foster independent reading in all key stages.

Close the gap:

- Implement targeted interventions to support students who have a reading age significantly below their chronological age in order to improve their reading skills and achieve age-appropriate levels.

Diverse text selection:

- Ensure a wide variety of genres, authors and formats are available.
- Include texts that reflect diverse cultures and experiences.

Integration across the curriculum:

- Incorporate reading into all subject areas.
- Utilise texts that enhance understanding of topics studied in class.

Legislation and guidance

This policy reflects the requirements and expectations set out in the:

- [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- [Equality Act 2010](#)
- [Reading framework 2023](#)
- [National Curriculum programmes of study for English](#)

Our guiding principles for teaching English and literacy

We teach English and literacy best when:

- There is a joyful culture around reading and reading for pleasure in the school
- All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- There is sufficiently detailed and frequent ongoing assessment of pupil/student progress
- We expose pupils/students to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- We involve families in supporting their children's reading and writing
- The English curriculum is coherently planned and sequenced

- We identify where pupils/students have learning gaps or aren't making the expected progress, and put in place interventions that target these
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils/students in high-quality back-and-forth interactions
- We model new language and accurate grammar to pupils/students
- We support pupils/students with speech, language and communication needs – for example, with extra small-group activities
- Pupils/students have plenty of opportunities to develop their speaking and listening skills through activities such as small-group work, presentations and role-play

Roles and Responsibilities:

The reading lead's role is:

- Ensure staff are familiar with the reading policy document.
- Review changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of reading, providing support for staff where necessary.
- Encouraging staff to provide effective and equal learning opportunities for pupils.
- Helping to develop colleagues' expertise in reading – particularly around Read Write Inc. and Fresh Start.
- Organising the deployment of reading resources.
- Liaising with teachers across all key stages.
- Providing staff members with the appropriate training.
- Ensuring common standards are met for recording and assessing pupil performance.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' reading skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the reading lead about key topics, resources and support for pupils including those who may require interventions.
- Monitoring the progress of pupils in their class six times per year and reporting this on an annual basis to parents in an end of year written report
- Reporting any concerns regarding the teaching of the subject to the reading lead, teaching and learning lead or any other member of the SLT.
- Undertaking any training that is necessary in order to effectively teach reading.

National curriculum

All pupils are taught reading in line with the requirements of the English national curriculum.

The programmes of study for reading across all key stages consists of:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.

Primary Phase (KSI and KS2)

- Evolve Academy will observe national events such as World Book Day in order to instil a passion for reading.
- Pupils have access to books from the school library and take books home weekly.

- Daily reading sessions in primary for all pupils.
- Lower school pupils have daily whole class reading sessions and have three timetabled weekly group reading sessions.
- Upper school pupils have daily individual reading sessions and three group reading sessions per week.
- Book Club takes place weekly and provides all pupils with an opportunity to change their reading book.
- KS1 and KS2 pupils identified as needing support with phonics, will follow the either the RWI or Fresh Start programs.
- Staff should provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
- All staff should be aware of the specific requirements of their subject and should prepare pupils where necessary.

Read Write Inc:

- Read write inc (RWI) is implemented into the KS1 and KS2 curriculum to enable students to build strong decoding skills.
- There are four timetabled sessions per week.
- Pupils are assessed every half term and placed into a phonics group relevant to their current ability.
- Staff are provided with individual progress records which shows which highlights sounds pupils are working on.
- Read Write Inc leads monitor the progress of all pupils and will assess sooner if required and regroup.
- All pupils have access to a range of Read Write Inc books according to their assessed phonics level.
- Pupils have the opportunity to take these phonics books home to continue to build their decoding skills at home.

Fresh Start

- Pupils in KS2 who require the Fresh Start program are taken out for smaller group sessions four times per week for additional sessions.

Primary Pupils Who have completed the RWI Program.

- All English lessons take place at the same time for both classes across both the Kennington and West Norwood sites. This allows all pupils who have completed the RWI programme or who not require it are able to move up into the upper English group.
- The upper school uses schemes of work from the Hamilton Trust which we then differentiate in order to ensure that we meet the needs of all learners.
- Over the year we take two units each from, fiction non-fiction and poetry modules which are distributed over the six terms so that pupils received a broad plethora reading across the subject.
- Pupils, individual and group reading session book selections will fall in line with the topics taught in English. We will also support the topic through requiring pupils to take home books in line with the termly topic. I.e., If the termly topic studied is non-fiction, pupils take home non-fiction books to read, they study non-fiction texts during English lessons and they are read non-fictions book during class reading time.

Matching Reading Books to Ability

- We will establish the pupils reading age through STAR assessment and WRAT5 assessments.
- We use pupils established reading ages to match to the pupil's ability ie., a pupil with a reading age of a year 5 will take a year 5 reading book home.
- We use a weekly time tabled Book Club to give classes time to change their reading books and ensure that they align student abilities and interests.

How we Teach Spelling

- For all pupils, we help them to learn to spell with weekly spellings. These are sent home on a Friday with the pupils who are then tested the following Friday.

- Pupils spelling home work will be matched to ability. For RWI and Fresh Start pupils, the words which are given for homework will be from the RWI curriculum. For all other pupils these will be matched to ability based on the pupils assessed levels in writing from Go4Schools and words will be taken from the National Curriculum Spelling lists. For example a pupil with an assessed English writing age of year five will have spelling taken from the National Curriculum Spelling Lists for Year five and Year six.
- Pupils who spell a word incorrectly are notified that they have spelt a word incorrectly as per our Marking and Feedback Policy.
- We run weekly 'Catch Up'sessions where we pupils have one to one time with their teacher where they are able to go through the learning which has been captured in their books for the week. This time provides an opportunity for pupils to reflect on their work and recognise words which have been spelt incorrectly.

Reading for pleasure:

- KS1 and KS2 classrooms have inviting reading corners with a variety of books in order to engage readers.
- Each pupil is given opportunities to read throughout the day
- Pupils read or are read to daily and are encouraged to read during their free time.
- Pupils take reading books home and this information is recorded in Reading Logs.
- Pupils have timetables Book Club time which they use to change their reading books from the school library where necessary.

Closing the gap:

- Pupils are regularly assessed using Go4Schools and bi-annually using WRAT5 assessments to monitor their reading age and identify students needing support.
- Read Write Inc and Fresh Start programmes are used as interventions in order to catch pupils up.
- Targeted students have a timetabled hour of an online program called Lexia which is designed to support pupils reading and comprehension skills.

Reading comprehension:

- Teach comprehension strategies, including predicting, questioning and summarizing.
- Use a range of texts, including fiction, non-fiction and poetry.
- Pupils read daily and their comprehension skills are assessed using questioning and progress statements to ensure they are progressing.
- All pupils complete an hour of Lexia weekly which is an online program designed to support pupils reading and comprehension skills.

Secondary Phase (KS3 and KS4)

Testing

- We use both the WRAT 5 Test and also Star Assessment to assess and monitor student reading ages. The WRAT 5 tests are administered by Learning Advisors and the Star Assessment is a standardised test administered using computers, and reliably measures against national averages.
- We test all students in Term 1 and Term 5.
- The Term 1 data is used to ascertain the students who will need additional support, this will be either in the form of Lexia and or Fresh Start.
- Reading scores are made available for teachers and are displayed on class seating plans to support and inform planning

Fresh start:

- The Fresh start programme is for students who need additional support with reading.
- It focuses on building confidence and fluency through targeted instruction and engaging texts.

- The sessions run daily for 20 minutes and those students who are making limited progress have access to additional sessions during the day.
- Students are assessed every half term and on entry then placed into a fresh start group relevant to their current ability.
- Staff are provided with individual progress records which highlights sounds students are working on.
- The reading leads monitor the progress of all students and will assess sooner if required and regroup.
- The programme provides opportunities for independent reading and exploration of complex texts.

Closing the gap:

- We provide tailored interventions and support including small group instruction and personalised reading plans.

Curriculum

Our curriculum ensures the following areas are cover in English

<p>Critical analysis:</p> <ul style="list-style-type: none"> • Introduce literary analysis, focusing on themes, characters and narrative techniques. • Encourage comparative reading across different texts and genres. <p>It is important that students develop an ability to read complex academic texts through a range of reading strategies such as:</p> <ul style="list-style-type: none"> • Activating prior knowledge. • Predicting. • Questioning. • Clarifying. • Summarising. <p>Strategies can then be introduced through modelling and group work, before support is gradually removed to promote independence.</p>	<p>Textual diversity:</p> <ul style="list-style-type: none"> • We ensure a range of texts are delivered including classic and contemporary literature from various cultures. • We promote creative responses to texts through projects and presentations linked to students interests. <p>Advanced literacy skills:</p> <ul style="list-style-type: none"> • We focus on analytical writing and argumentation in response to texts. • We prepare students for GCSE and functional skills exams through targeted reading assignments.
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We will facilitate cross-curricular learning of English and literacy skills, making sure the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects, such as:

- Annotating sources
- Group discussions
- Comprehension
- Topic-based research

We provide suitable differentiation to make sure that every pupil makes maximum progress in English and literacy, by:

- Recognising where some students need specific help with their English skills – for example, if they have dyslexia
- Providing resources such as writing frames to scaffold students' learning
- Identifying students who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure students who need it are extended through the use of additional, more demanding and open-ended tasks and planned challenges within each lesson

Monitoring and Assessment

We will monitor teaching and learning in our school to make sure that all of our pupils/students make the best possible progress from their starting points.

The Senior Leadership Team will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Pupil progress meetings
- Gathering input from the student voice
- Planning scrutinies
- Book scrutinies

We will track pupils'/students' progress through the curriculum using a combination of formative and summative assessment. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions.
- Discussing pupils' work with them.
- Marking work against the learning objectives.
- Pupils' self-evaluation of their work and of their peers' work.
- Classroom tests and formal assessments
- Read write inc and Fresh start assessments conducted each half term.
- STAR assessments.
- Termly assessment of pupils reading, writing and spoken English abilities using Go4Schools.

Monitoring Evaluation and Review:

- Conduct annual reviews of reading practices and policies.
- Gather feedback from students, parents and staff to inform improvements.

Professional development:

- Provide ongoing training for teachers on effective reading instruction, including Read Write Inc. and fresh start methodologies. This will be tailored to individual teachers depending on what part of RWI they will be teaching.
- Coaching sessions in RWI sessions to take place and individual training to be provided.
- Staff to access RWI training videos on the Ruth Miskin website.
- Share best practices and innovative approaches to teaching reading.
- Lexia training provided annually for all staff who teach the programme.