

Literacy – Reading Policy

LAST REVIEW NEXT	July 2020	REVIEW PERIOD	Annually
NEXT REVIEW DATE	July 2021	TYPE OF POLICY	Non Statutory

This policy was reviewed and ratified by Academy Council.

Date of ratification:

Signature:

Print name:

Member of staff responsible for the policy: Jack Nolan

Introduction

Improving the literacy skills of all our students requires a determined, collective effort. All of us working at Inspire Academy have a responsibility for helping our students become confident and independent readers.

In order to support our students, we adopt specific reading strategies in our day-to-day lessons across the curriculum. We model the enjoyment of reading across the whole school and promote reading to students as a lifelong skill.

Academy-wide aims

- To provide our students with the skills and strategies to develop into competent and fluent readers
- To encourage the enjoyment of books and reading so that our students become lifelong readers
- To develop in our students an increasingly critical appreciation of what is read
- To develop research and study skills, using library and class texts, in conjunction with the Internet
- To support our students to develop understanding of the ways in which writers achieve their effects in order to develop these skills in their own writing
- To encourage care and ownership of books

Academy Core Commitment

All staff will be supported to plan for, deliver and assess reading and writing in all lesson planning and observations.

Strategies

Tutor Time

- Pupils will read collectively as a group, those reluctant to read aloud, in a group setting, will be given the opportunity to read with staff, elsewhere. Audiobooks will be ordered to facilitate reading for pleasure, in consultation with the students.

Monitoring

- Tutors monitor the progress of students through the completion of Log Books and SLT samples and Reading Age tests.

Post Cards home

Rewarding success in reading (all staff)

Competitions incentives/ £5 voucher for rewards every week

Literacy lead will take into consideration pupils' reading in tutor time and in English lessons to award £5 voucher in rewards assembly.

Intervention Groups

1 to 1 intervention is provided for targeted students. Information to be shared with all staff.

Monitoring

Progress is monitored and reviewed by the Intervention Co-ordinator

Events to celebrate reading

These take place regularly and include World Book Day (term 4) and a whole school focus on reading in term four. These will be linked to Rights Respecting Schools.

Library

Students have access to resources to find information, research, read for pleasure and seek help with tasks.

Technology

Students will have access to texts (fiction and non-fiction) on tablets and laptops to help develop reading for pleasure.

English

Students have opportunity to listen to books, be read to and read independently every week.

Speech and Language Therapy

Targeted students receive support to develop speech and language skills.

Subjects

Every subject has subject-specific strategies to deepen the reading skills of students. Every subject identifies commonly used subject specific words and supports students to recognise, understand and spell them.

Staff

Training for staff ensures that students are supported to read, or listen to, appropriate text across subjects and to develop their reading skills including:

- skimming and scanning
- information retrieval
- reading to understand
- analysis
- inference and deduction

Staff model reading for understanding in their subject area.

Staff explicitly guide students to use their text books effectively, these may include dictionaries, thesauruses or other subject specific texts. Staff provide fluent readers access to complex texts using a range of strategies to enable students to understand.