

Reading Policy

Supporting Children Who Need Help

Pine Green Academy

September 2024-5

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Last SLT Review:	Sept 24

Intent

At Pine Green Academy we recognise the importance of reading.

Students who can read are more likely to achieve in school and have positive life outcomes.

Research has linked age-appropriate reading ability with greater rates of employment, a reduced chance of homelessness, divorce, health problems and criminal offending. Research has also linked poor reading ability with lower employment prospects, home ownership, political engagement and life satisfaction (Dugdale and Clark, 2008a; Parsons and Bynner, 2008).

We recognise that by the start of Key Stage 2, students should have a sufficient word-reading ability so that they are able to engage with the demands of the curriculum. Additionally by the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Key Stage 3.

However due to a range of special educational needs, including 'Cognition & Learning', 'Social, Emotional & Mental Health' and 'Communication and Interaction' needs, students will often arrive at Pine Green Academy substantially behind their peers.

The majority of students in the Secondary phase of Pine Green Academy will require extra help to support their reading including...

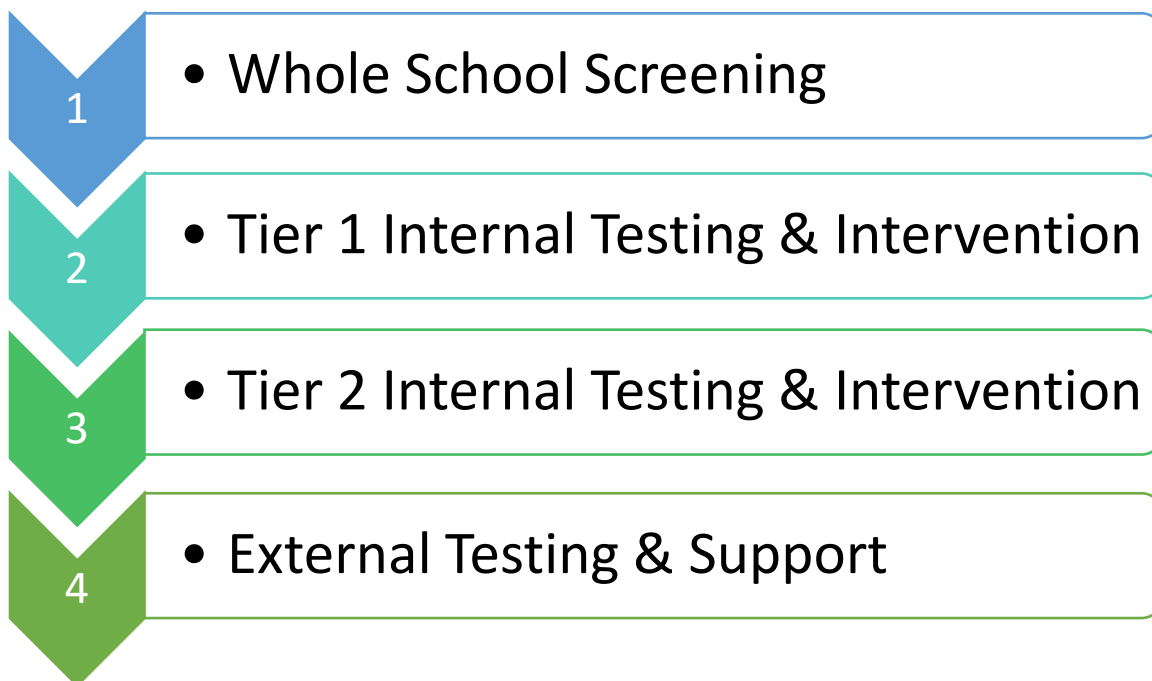
Basic Phonics Knowledge

Word reading

Comprehension (both listening and reading).

This document aims to detail the whole school approach to reading across the Academy to ensure the students who are behind age-expected standards, are afforded every opportunity to succeed.

Reading Pathways



Diagnosis & Testing

Who needs the most support?

There are many different routes to access a place in the Secondary phase at Pine Green Academy.

- Some students will join us at the start of Year 2 with a finalised EHCP and professionals have obtained a good understanding of their reading ability.
- Due to significant SEMH barriers, some students start with us in Year 2 either working below standard or have had no prior assessment.
- Some students will have completed phase transfers from our Primary setting and staff will have a detailed understanding of reading knowledge and gaps.
- Some students will join us having completed KS1 and/or KS2 SAT assessments.
- Some students will join from our Primary phase or from other settings and have not completed SATs due to barriers created by their special educational needs.
- Some students will join midway Key Stage 3 & 4 with or without relevant assessments.

As such, Pine Green conducts a rigorous series of assessments in a range of cognitive and social domains to screen students for difficulties when they join the Academy. These include...

Whole School Screening

- CAT (GL Assessments)
- NGRT (New Group Reading Tests on GL Assessments) and Literacy Assessment online
- Progress Tests in English
- DASH Handwriting Assessment
- Analysis of data from previous settings

Tier 1 Internal Testing & Intervention

Where difficulties are identified, the school enacts further testing to identify the precise nature of the difficulties. Where difficulties with reading or phonics are identified, we employ Literacy Assessment Online which assesses pupils in a range of domains including phonics, spelling & comprehension. The test is also used when students struggle to access NGRT/PTE/CAT assessments to provide the school and parents with a current understanding of reading ability. On the basis of the results from these assessments, school will schedule interventions to address the learning barriers of our students.

Tier 2 Internal Testing & Intervention

Where students fail to make progress when supported by interventions or when it is considered that further assessment is required, our Level 7 Access Arrangement Assessor conducts further assessments to identify the precise nature of the difficulties. Using Lucid LASS (8-11 & 11-15), Lucid Exact & WIAT – III, school can identify 'Reading & Comprehension' difficulties and produce a detailed examination of a student's 'Phonics' ability, examining a student's ability to understand high frequency words, blending and non-words.

When difficulties have been identified, we purposefully offer a range of interventions so that students can quickly gain the skills they need to access an age-appropriate curriculum.

External Testing & Support

Following outcomes of assessments and interventions taking place, if progress is still minimal, then External agencies will be deployed. E.g. CAMHS, GPs and Educational Psychologist.

Interventions

Tier 3 Support – Reading Pathway

What we do – Phonics

Two established phonics programmes are used. In our Primary setting we use ‘Bug Club’ Phonics – a fast-paced phonics scheme for teaching systematic synthetic phonics in a structured way.

Within our Secondary setting, Pearson Education’s ‘Rapid Phonics’ is used to provide students with age-relevant materials to help bridge the gap between a student’s reading age and accessing the Key Stage 3 Curriculum.

As our learners all have ‘Social, Emotional & Mental Health’ needs, we’re aware that practising phonics and/or reading in front of peers may evoke a range of negative emotions. As such, where phonics difficulties have been identified, students are offered small group and 1:1 interventions to help them catch up.

Addressing deficits in phonics

These include...

- *Rapid Phonics & Rapid Plus Phonics*
- *1:1 Interventions based on ‘Precision’ principles to support students with high need phonics or reading difficulties focussed explicitly on systematic synthetic phonics.*

Interventions are tailored to specific outcomes and needs and will be scheduled throughout the year. Assessments of Reading Age and Phonics difficulty are scheduled during each term. Interventions will also be revisited to ensure that the skills gained from interaction with adults are reinforced and are retained.

Tier 2 Support – Reading Pathway

Addressing Reading Difficulty

When underlying phonics difficulties are addressed, some learners may still have a low reading age. In these scenarios, the school offers 'Rapid' (Key Stage 2) and 'Rapid Plus', a reading scheme that supports KS3 learners with special education needs. Unlike most reading schemes, the materials are age-appropriate and contain books relevant to our learners. We offer Rapid Plus 3-9 and stages 10-12.

A number of Key Stage 3 groups within the academy, also benefit from a 'Literacy' class that is taught alongside the English Curriculum with the aim of reinforcing, revisiting and embedding the skills needed to access age-appropriate curricula.

Literacy opportunities are built into schemes of work and form a mandatory part of class displays, ensuring key words are evident.

Whole School Reading Curricula

Tier 1– Whole School Reading Pathway

Reading for Pleasure

The academy also promotes ‘a love of reading’ and attempts to raise the profile of reading in a variety of different ways. The school proudly celebrates the books read by our students and staff as we see to establish a ‘culture’ of reading in our vulnerable young people.

- In our primary phase, students are regularly exposed to new books through the use of our intervention programme ‘bug club’.
- Staff display their current ‘reads’ and students record the book or magazine they are reading on our tutor group displays.
- Our students love competition and we have attempted to develop competition between form groups to encourage reading.
- Students also ‘encounter books’ and other sources of literature as well as ‘practising reading at relevant levels’.

Students encounter books

Our reading curricula is explicitly taught as well as being embed into lessons and is developed in two phases. During 2023-24 students are exposed to a range of literature during tutor groups. These include news articles, graphic novels and audio books.

Once a week in an English lesson, teachers also ‘read to students’. Books are chosen from the BBC’s Big Read and students are introduced to the excitement of reading books and the stories they contain.

Reading is a feature of all lessons here at the Academy, from our regular Big Read sessions in the morning through each and every lesson in the school day.

Importance of Talk

Our Big Read and ‘Bug Club’ programmes encourage pupils to talk about the information they are reading. Students are encouraged to discuss information they have read. This is a deliberate strategy to encourage participation around the text but also to teach meta-cognitive strategies to help students with understanding and comprehension.

It must also be noted that many of our students struggle to communicate. Where reading difficulties are paired with communication difficulties, problems engaging in all aspects of the school curriculum become prevalent. To combat these difficulties as part of our tutorial

programme, students are encouraged to take part in a 'discussion' about 'current affairs', equipping students with the discursive skills that may hinder their ability to talk about text.

Teach reading and comprehension

When our students join our setting, many will be below age-expected standards. 'Bug Club', a dfe approved programme, is used to provide support for phonics to develop age-appropriate abilities in our primary phase. The use of 'Bug Club' also aims to rapidly comprehension abilities and activities to improve comprehension are built into the structure of the activity.

As part of the Tuesday and Thursday tutorial sessions, students are taught reading and comprehension strategies. Throughout the year, a number of strategies (e.g. making predictions, visualising outcomes, inferences) are built in to the activities that students are engaging with. Teachers also ensure that strategies to access texts are built into the differentiation that is needed for all of our learners allowing them to practise reading at relevant levels and gaining the skills to allow them to read in an age-appropriate manner.

Spelling

To raise literacy levels, teaching assistants immerse students in high frequency spellings to reduce barriers to learning and students are introduced to a 'word of the week'.

Students in our primary phase are exposed regularly to common exception/high frequency words as part of daily phonics delivery and receive live-marking to support the use of correct spelling.

Organising and Promoting Books


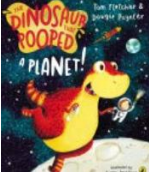
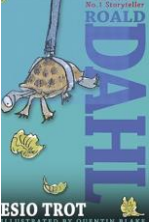
Many of our students have few tangible resources at home and many live in houses where there are no books. For many, the only experiences they have with books are negative and associated with school work that they have invariably failed along the way to accessing schooling in a specialist setting.

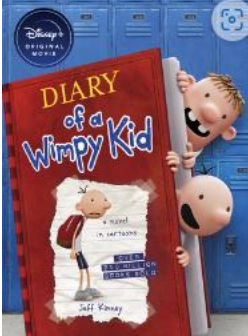
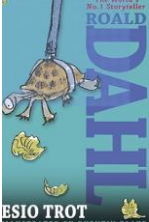
Historically, in our SEMH setting, books will often be a focus of destruction. As students build respect for their environment and classrooms, books that students can read for pleasure will be on display in all classrooms.

This year in secondary we have introduced a Secondary library where timetabled reading sessions take place. In Primary, our library entitled "The Hive" is accessible to students during break and lunch time and provides a space where students engage in interventions.







Students will also experience weekly reading sessions in our library and reading will also form part of our school half-termly homework policy where students will be allowed to choose books from our school library (and public libraries) to encourage engagement with literature and reading for pleasure.

Primary Books







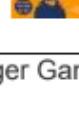
Book		Pub	SMSC Themes	Summary
Astro-Chimp		2024	Supporting conceptual and language development through an understanding of and debates about social issues	NASA's scientists thought he'd be the PERFECT chimp to send into space. Little did Chump know that he had been selected for a deadly-dangerous mission. If a chimp could orbit Earth, then chances were a human could too. With Chump the chimp at the controls of a spacecraft, what could possibly go wrong? As it turned out, EVERYTHING.
Dinosaur-Pooped Series		Various	Exploring stimuli for thinking about the consequences of right and wrong behaviour	<p><i>Danny and Dino went to the city to see the spectacular sights -the palace, the people, and all the skyscrapers that soared to sensational heights...</i></p> <p>Join Danny and Dino on a superhero-filled adventure as they try and save the city!</p>
Esiotrot		2013 reissue	<p>Experiencing wonder and joy through learning about and from stories</p> <p>Exploring what is right and wrong and to work out what we need to do</p>	<p><i>Esio Trot</i> tells the story of Mr. Hoppy, a shy, older man who is desperately in love with his neighbor, Mrs. Silver. Unfortunately, he is too shy to speak to her. Mr. Hoppy creates a plan to win her heart by going to absurd lengths to impress her. Dahl uses Mr. Hoppy's story to explore themes of loneliness in later life, companionship, deception, and more.</p>

Book		Pub	SMSC Themes	Summary
Diary of a wimpy kid		2007	Supporting conceptual and language development through an understanding of and social issues Self Identity	Greg Heffley is a normal American kid, albeit one with a habit of getting into (and out of) trouble. His diary, complete with hilarious cartoons, records a year in his life and follows his relationships with his nerdy best friend Rowley, annoying brothers Roderick and Manny and long-suffering parents.
Silly Dizzy Dinosaur		2015	Identity Curiosity Social development by facilitating the use of a range of social skills in different contexts	<i>Over here, Dizzy! We're behind you! Dizzy Dinosaur loves to have fun! But sometimes he's a little bit silly. Uh-oh! Dizzy needs our help . . . again!</i> <i>A fabulously interactive book for young children from the best-selling author-illustrator, Jack Tickle (Dizzy Dinosaur and Friends, The Very Lazy Ladybird). The reader is invited to shout, tickle and shake the book to interact with Dizzy Dinosaur.</i>
Esiotrot		2013 reissue	Experiencing wonder and joy through learning about and from stories Exploring what is right and wrong and to work out what we need to do	<i>Esio Trot</i> tells the story of Mr. Hoppy, a shy, older man who is desperately in love with his neighbor, Mrs. Silver. Unfortunately, he is too shy to speak to her. Mr. Hoppy creates a plan to win her heart by going to absurd lengths to impress her. Dahl uses Mr. Hoppy's story to explore themes of loneliness in later life, companionship, deception, and more.






Year 7 Books

Book		Pub.	SMSC / PSHCE / Themes	Summary
Millions by Frank Cottrell-Boyce		2008	Faith / Religion / Family / Loyalty / Compassion / Moral Dilemmas / Empathy	Brothers Damian and Anthony, are caught up in a train robbery during Britain's countdown to join the Euro. Torn between the vices of buying a million pizzas and the virtues of ending world poverty, the boys soon discover that being rich is a mug's game. For the clock ticking and the bungling bank robbers are closing in.
Pig Heart Boy by Malorie Blackman		2004	Ethics / Identity / Health / Family	Cameron is thirteen and in need of a heart transplant when a pioneering doctor approaches his family with a startling proposal. He can give Cameron a new heart - but from a pig. Cameron is fed up with just sitting on the side of life so becomes the pig-heart boy.
Skellig by David Almond		1998	Caring for others / Change / Self-identity / Faith Transformation	With moving house and a seriously ill sister, Michael's world seems suddenly lonely and uncertain. Then, one Sunday afternoon, he stumbles into the old, ramshackle garage of his new home, and finds something magical. A strange creature - part owl, part angel, a being who needs Michael's help if he is to survive.
Diary of Anne Frank		1947	The Holocaust / Identity / Family Isolation / Growing up	<i>The Diary of a Young Girl</i> , tells Anne's remarkable true-story; the daily life of a Jewish girl against the backdrop of the horrors of the Second World War. Adolescent issues and emotions are recorded alongside the growing powers of the Nazis and their imposition of Anti-Jewish Laws.
Ghost Boys by Jewell Parker Rhodes		2020	Black Lives Matter / History / Racism / Community	Twelve-year-old Jerome is shot by a police officer who mistakes his toy gun for a real threat. As a ghost, he observes the devastation that's been unleashed on his family and community in the wake of his death. Soon Jerome meets a ghost from a very different time. Together they learn how historical racism may have led to the events that ended his life.
The Wild Way Home by Sophie Kirtley		2020	Responsibility / Family / Bravery / Adventure / Friendship	Charlie has been eagerly awaiting a baby brother for years, but when Dara is born with a serious heart condition, Charlie's world becomes scary. So, Charlie runs away and somehow stumbles into the stone age, where a boy named Harby awaits with a family tragedy of his own!
Plus "The Hunger Games" by Suzanne Collins, "Clockwork" by Phillip Pullman, "Boy Missing" by Sophie MacKenzie, "Blackberry Blue" by Jamila Gavin, "Skin" by Roald Dahl and "Unnatural Creatures" by Neil Gaiman.				







Year 8 Books

Book		Pub.	SMSC / PSHCE / Themes	Summary
Face by Benjamin Zephaniah		1999	Identity / Gangs Peer pressure / Growing up / Urban poverty	Martin seems to have it all. He's the undisputed leader of the Gang of Three, who roam their East London estate during the holidays looking for fun. But one night after the Gang leave a late night rap club, Martin accepts a ride from Pete, a Raider's Posse gang member. Too late, he realises that the car is stolen, and that the police are after them.
A Monster Calls by Patrick Ness		2011	Grief / Death Finding Strength / Coping with loss / Family	Conor's been expecting the monster from his nightmare, the one he's had nearly every night since his mother started her treatments, the one with the darkness and the wind and the screaming... The monster in his back garden, though, this monster is something different.
Animal Farm by George Orwell		1945	Power / Politics Truth and Lies / Struggle / The power of words	When the downtrodden animals of Manor Farm overthrow their master Mr Jones and take over the farm themselves, they imagine it is the beginning of a life of freedom and equality. But gradually a cunning, ruthless élite among them, masterminded by the pigs Napoleon and Snowball, starts to take control.
Stone Cold by Robert Swindell		1995	Homelessness / Crime / Ethics / Bravery/ Friends	Forced onto the street, a young homeless boy (Link) eventually finds friends on the cold pavements of London. But when a killer starts picking off the homeless of London, Link and his friends are thrown into a very different kind of danger.
Bone Talk by Candy Gourlay		2018	Colonialism / Culture/ Coming of age /Prejudice	1899; Samkad belongs to the Bontoc tribe in the Philippines and he is about to become a man, but first he must find his soul-brother, a boy called Kinyo. Kinyo, however, is now attached to the Americans who are forcing their way into the Philippines and taking over.
Boy in the Striped Pyjamas by John Boyne		2006	Holocaust / Friendship / War / Family conflict / Prejudice	Bruno is the son of a high ranking German Officer. When his father is told to take the family from their grand house in Berlin to some strange place that Bruno thinks is called "Out There" life gets very lonely. Until he meets Schmuel, a boy who wears pyjamas and lives on the other side of a fence. A young boys innocence meets the horrors of the Holocaust.
Wink by Rob Harrell		2020	Cancer / Peers / Friendship / Identity	With his recent diagnosis of a rare eye cancer, blending in is off the table for Ross. Based on Rob Harrell's real life experience, this incredibly personal and poignant novel is an unforgettable, heartbreaking, hilarious, and uplifting story of survival and finding the music, magic, and laughter in life's weirdness.
Plus "The Hunger Games" by Suzanne Collins, "Blackberry Blue" by Jamila Gavin, "Skin" by Roald Dahl and "Unnatural Creatures" by Neil Gaiman.				

Year 9 Books

Book		Pub.	SMSC / PSHCE / Themes	Summary
Of Mice and Men by John Steinbeck		1937	Poverty / Friendship / Liberty / Dreams / Hope / Sacrifice	Set in the Great Depression in the American Mid-West the novel sees travelling companions George and Lennie start yet another short term job on a ranch. Finally it seems their life long dream of owning their own land is in sight when life throws yet more challenges at them.
The Curious Incident ... by Mark Haddon		2004	Asperger's / Autism / Family Differences / Growing Up / Trust / Honesty	Christopher is 15 and lives in Swindon with his father. He has Asperger's Syndrome, a form of autism. He is obsessed with maths, science and Sherlock Holmes but finds it hard to understand other people. When he discovers a dead dog on a neighbour's lawn he decides to solve the mystery and write a detective thriller about it.
The Bone Sparrow by Zana Frallion		2017	Asylum Seekers / Empathy / Religious persecution / Racism	Subhi is born into a refugee camp off the coast of Australia. All he has ever known is wire fences, a tent he shares with other families and heavy handed security guards. One day a local girl, Jimmie, appears with a mystery to solve which will create a link between them; a link that will bring both their damaged worlds crashing down.
Chinese Cinderella by Adeline Yen Mah		1999	Acceptance / Self-worth / Pride Culture / Identity	Chinese Cinderella is the true memoir of Adeline Yen Mah's childhood, describing her life up until she is fourteen years old. Adeline is born to a wealthy family in Tianjin, China , as their fifth child. Her mother dies due to birth complications and her family thus views Adeline as "bad luck" and a curse upon them.
The Boy Who Steals Houses by C.G. Drews		2019	Homelessness / family/ poverty / identity	Sam is only fifteen but he and his autistic older brother, Avery, have been abandoned by every relative he's ever known. Sam survives by breaking into empty houses when their owners are away, until one day he's caught out when a family returns home. To his amazement this large, chaotic family takes him under their wing
When the Sky Falls by Philip Earle		2020	Animal Rights / Bravery / Honour Duty / Isolation / Identity /	It's 1940, and Joseph has been packed off to stay with Mrs F. To Joseph's amazement, she owns a rundown zoo where Joseph meets Adonis, a huge silverback gorilla. But when the bombs begin to fall, it is up to Joseph to guard Adonis's cage should it be damaged by a blast. Will Joseph be ready to pull the trigger if it comes to it?

Year 10 Books

Book		Pub.	SMSC / PSHCE / Themes	Summary
The Hate U Give by Angie Thomas		2017	Race / Class / Culture clash / Injustice / Prejudice	Sixteen-year-old Starr lives in two worlds: the poor neighbourhood where she was born and raised and her posh high school in the suburbs. The uneasy balance between them is shattered when Starr is the only witness to the fatal shooting of her unarmed best friend, Khalil, by a police officer. Now what Starr says could destroy her community. It could also get her killed.
Things Fall Apart by Chinua Achebe		1958	Culture / Identity Community / Colonialism / Diff. Cultures	Set before the arrival of Europeans in what is now Nigeria, Okonkwo is the strong, warrior-leader of his village until his life unravels. Then the White Men arrive and his place in the world is thrown into even further confusion as everything he knows falls apart around him.
To Kill a Mockingbird by Harper Lee		1960	Bravery / Racism / Segregation / Law (and challenging it) / Inequality	Scout and Jem's father is a lawyer as he represents a black man falsely charged with the rape of a white girl. Harper Lee explores the irrational attitudes to race and class in the Deep South of the 1930s. The conscience of a town steeped in prejudice, violence and hypocrisy is pricked by the stamina of one man's struggle for justice.
Things The Eye Can't See by Penny Joelson		2020	Disabilities / Crime / Secrets / Independence	A chance meeting and a secret message drags Libby into a thrilling mystery, but no one believes she can spot the clues. Can she make them realise what she is really capable of, before it's too late? Libby is visually impaired and she knows there's no way her parents would let her get involved. But what if she's the only person who can solve the mystery...?
A Change is Gonna Come by Johnston, Okwonga		2017	LGBTQ+ / BAME Love and relationships / Friendship / Mental Health	This prize winning collection of short stories and poems is penned by a wide range of young voices from different countries, social backgrounds and walks in life. Covering a huge range of topics the collections aims to reflect the challenges and joys of being a young person in a world that is fast changing around us!
Life of Pi by Yann Martel		2001	Philosophy / Truth / Environment / Independence	After the tragic sinking of a cargo ship, a solitary lifeboat remains bobbing on the wild, blue Pacific. The only survivors from the wreck are a 16 year-old boy named Pi, a hyena, a zebra (with a broken leg), a female orang-utan and a 450-pound Royal Bengal tiger. The scene is set for one of the most extraordinary and best-loved works of fiction in recent years.