



## Reading Policy

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|--------------------------|---------------|-----------------------|----------|
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## **1. Statement of Intent**

Victory Park 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.

## **2. Aims**

### **2.1 Encourage a love of reading:**

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

### **2.2 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 critical thinking and independent reading in all key stages.

### **2.3 Close the gap:**

- Identify students whose reading age is significantly below their chronological age.
- Implement targeted interventions to support these students in improving their reading skills and achieving age-appropriate levels.

### **2.4 Diverse text selection:**

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

### **2.5 Integration across the curriculum:**

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

## **3. Roles and Responsibilities**

### **3.1 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 – this is completed by conducting half termly reading log scrutiny for those pupils on reading intervention, all pupils in LEAP and primary.
- 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.
- Alongside the headteacher and senior leadership team (SLT) evaluate assessment data and set new priorities for the development of reading in subsequent years.

### **3.2 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 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.

## **4. 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.

### **4.1 Whole School**

- Victory Park Academy will observe national events such as World Book day in order to instil a passion in reading.
- Pupils have access to books from the school library.
- Daily guided reading sessions in primary for those pupils who are not accessing phonics.
- 1:1 reading. All pupils in primary will read to an adult once a day.
- All pupils who have been identified as urgent intervention on Standardised test for assessment of reading (STAR) assessment to read with an adult three times per week.

- KS1 and KS2 pupils identified as needing support with phonics, will take home a phonics book at the appropriate level.
- 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; for example: each subject provides a list of keywords each half term.

## **4.2 Key Stage 1**

### **4.2.1 Read Write Inc:**

- Read write Inc is implemented into the KS1 curriculum to enable students to build strong decoding skills.
- Sessions run daily for 20 minutes; pupils who are making limited progress have access to additional sessions during the day.
- 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.
- Reading Lead monitors 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.

### **4.2.2 Shared and guided reading:**

- Conduct regular adult-led shared reading sessions to model fluent reading. This takes place in phonics sessions, during Literacy lessons and at the end of the day during story time.
- Reading groups will support individual needs and promote comprehension.
- These will be tracked using progress statements for reading and registered on Go4Schools. The reading lead will monitor these each half term.

### **4.2.3 Reading for Pleasure**

- KS1 classroom has an inviting reading corner with a variety of picture books and early readers.
- Storytelling sessions occur daily; different staff are encouraged to come down and read stories.
- At Christmas pupils are engaged with a storybook advent calendar and enjoy listening to stories daily.
- Pupils read daily to adults and are encouraged to read during their free time.

### **4.2.4 Closing the Gap**

- Pupils are regularly assessed using STAR assessments to monitor their reading age and identify students needing support.
- Any pupils who require urgent intervention are placed on a reading intervention.

- All students engage with an online program called Lexia which is designed to support pupils reading and comprehension skills.

## **4.3 Key Stage 2**

### **4.3.1 Read Write Inc:**

- For those pupils who require it continue using the Read Write Inc program for targeted intervention and skill development.
- Encourage the transition from phonics to reading comprehension with a variety of texts.
- Sessions run daily for 20 minutes and those pupils who are making limited progress have access to additional sessions during the day.
- 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.
- Reading Lead monitors the progress of all pupils and will assess sooner if required and regroup.
- For those no longer needing RWI pupils will access daily guided reading sessions to support the development of reading comprehension skills.
- 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.

### **4.3.2 Reading Comprehension**

- Teach comprehension strategies, including predicting, questioning and summarizing.
- Use a range of texts, including fiction, non-fiction and poetry.
- Pupils read daily to an adult and their comprehension skills are assessed using questioning and progress statements to ensure they are progressing.
- All pupils complete 20 minutes of Lexia daily which is an online program designed to support pupils reading and comprehension skills.

### **4.3.3 Independent Reading**

- Encourage students to select their own books for independent reading.
- Implement reading logs to track progress and reflections. These are completed by adults when pupils read to them daily.

### **4.3.4 Closing the Gap**

- Monitor reading ages regularly using STAR assessment and implement intervention programs for students below their chronological age.

## **4.4 Key Stage 3 and Key Stage 4**

### **4.4.1 Fresh Start**

- Implement Fresh start program for students who need additional support with reading.
- Focus on building confidence and fluency through targeted instruction and engaging texts.

- Sessions run daily for 20 minutes and those pupils who are making limited progress have access to additional sessions during the day.
- Pupils are assessed every half term and placed into a fresh start group relevant to their current ability.
- Staff are provided with individual progress records which highlights sounds pupils are working on.
- Reading Lead monitors the progress of all pupils and will assess sooner if required and regroup.
- Provide opportunities for independent reading and exploration of complex texts.

#### **4.4.2 Critical Analysis**

- Introduce literary analysis, focusing on themes, characters and narrative techniques.
- Encourage comparative reading across different texts and genres.

In our secondary provision it is important that pupils develop an ability to read complex academic texts through a range of reading strategies such as:

- Activating prior knowledge.
- Predicting.
- Questioning.
- Clarifying.
- Summarising.

Strategies can then be introduced through modelling and group work, before support is gradually removed to promote independence.

#### **4.4.3 Textual Diversity**

- Include classic and contemporary literature from various cultures.
- Promote creative responses to texts through projects and presentations linked to pupils' interests.

#### **4.4.4 Closing the Gap**

- Conduct regular assessments using STAR assessment to identify students whose reading ages are behind their chronological age.
- Pupils who require urgent intervention or intervention, according to STAR assessment, will receive regular 1:1 reading sessions – three times per week.
- Provide tailored interventions and support including small group instruction and personalized reading plans.

#### **4.4.5 Advanced Literacy Skills**

- Focus on analytical writing and argumentation in response to texts.
- Prepare students for GCSE and functional skills exams through targeted reading assignments.

#### **4.4.6 Independent Study**

- Encourage self-directed reading and research to deepen understanding.
- Provide resources for students to explore literature independently.

#### **4.4.7 Reading Areas**

- The school has a library in the secondary provision which is furnished with cushions and chairs. The library is available throughout the day.
- All classes have a reading corner where children can choose a book to read. They have cushions and blankets to create a calm area and encourage reading.

#### **4.5 Planning**

- Planning of the reading curriculum is focussed on promoting 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 enjoyment.
- The school creates long-term plans and staff highlight to show the opportunities for reading within their individual subjects.
- All teachers in charge of delivering English ensure that their long-term plan includes the topics studied, texts and genre coverage.
- In the school reading is taught as: whole class guided reading, read write inc and fresh start sessions and as part of cross-curricular themes.
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage in their learning.
- There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

#### **4.6 Combine Writing Instruction with Reading in Every Subject:**

Integrating reading and writing across all subjects offers a more holistic approach to literacy development by creating a continuous cycle of learning where each skill supports and enhances the other. In the classroom, reading becomes not just a tool for absorbing information, but a way to model effective writing techniques, whether it's understanding the structure of a scientific report or the persuasive strategies in a historical argument.

As students read, they encounter different forms of writing, genres, and rhetorical styles that can be directly applied to their own writing tasks. In turn, writing reinforces comprehension and analytical skills by requiring students to synthesize information, express their understanding clearly, and engage critically with the content. By explicitly connecting reading and writing in every subject, from math to literature, teachers help students build a comprehensive literacy toolkit that supports their ability to think critically, communicate clearly, and engage deeply with the material. This integrated approach not only strengthens language skills but also cultivates a deeper, more interdisciplinary understanding of knowledge.

Effective ways of combining reading and writing include:

- Writing before reading, for example: asking pupils to list what they currently know about a topic or generate questions they will later try to answer through reading. In primary provision this is completed at the start of each new topic in a KWL (know, want-to-know and learned) grid.
- Using annotations to identify information or explore key features of texts, for example: underlining information about the types of evidence being cited in a science textbook.
- Asking pupils to write short summaries of texts they read.
- Creating checklists based on examples of good writing in each subject.



- Anticipating common misconceptions of errors and highlighting how writers avoid them in high quality texts.
- Teaching spelling, grammar and punctuation explicitly.
- Staff will ensure pupils are linking reading and writing across all subjects for example: when reading in science, students might observe how clear, concise explanations are structured, which they can then apply to their own writing.

## **5. Assessment and Record Keeping**

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.

Formative assessments, which are carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

## **6. Monitoring and Evaluation:**

### **6.1 Regular Reviews:**

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

### **6.2 Feedback:**

- Each term pupils will give staff feedback on their reading using the reading questionnaire attached in appendix one.
- Each term parents will give staff feedback on their reading using the reading questionnaire attached in appendix two.

### **6.3 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.

## 7. Appendix 1 – Pupil Reading Questionnaire

|                                                                     |                               |                                          |                                      |                                         |                                |
|---------------------------------------------------------------------|-------------------------------|------------------------------------------|--------------------------------------|-----------------------------------------|--------------------------------|
| How do you feel about reading in school?                            | I love reading                | I like reading                           | I don't mind reading.                | I don't really like reading.            | I don't like reading at all    |
| How often do you read in school?                                    | Every day                     | A few times a week                       | Once a week                          | Once a month                            | Never                          |
| What type of books do you enjoy reading most?                       | Story books                   | Information books                        | Comics or graphic novels             | Rhyming books                           | Other                          |
| What helps you the most when you are learning to read?              | Reading out loud in class     | Listening to the teacher read.           | Reading with a friend or in a group. | Having help from the teacher or LSA.    | Learning new words (phonics)   |
| What makes reading difficult for you?                               | Not understanding some words. | Finding it hard to remember what I read. | Getting distracted easily.           | The books are too hard or too easy.     | The books are not interesting. |
| I like reading with my teacher or LSA.                              | Strongly agree                | Agree                                    | Disagree                             | Strongly disagree                       | Don't know                     |
| I like reading in front of the class                                | Strongly agree                | Agree                                    | Disagree                             | Strongly disagree                       | Don't know                     |
| I have enough time to read in school.                               | Strongly agree                | Agree                                    | Disagree                             | Strongly disagree                       | Don't know                     |
| I think the books in the classroom are interesting and fun to read. | Strongly agree                | Agree                                    | Disagree                             | Strongly disagree                       | Don't know                     |
| What could make reading in school more fun for you?                 | More exciting books.          | Reading with friends.                    | More time to read.                   | Activities or games related to reading. | Different places to read.      |
| I get to talk about the stories I read in school.                   | Strongly agree                | Agree                                    | Disagree                             | Strongly disagree                       | Don't know                     |
| I read books at home                                                | Strongly agree                | Agree                                    | Disagree                             | Strongly disagree                       | Don't know                     |
| I feel I am getting better at reading.                              | Strongly agree                | Agree                                    | Disagree                             | Strongly disagree                       | Don't know                     |

## 8. Appendix 2 – Parent Reading Questionnaire

|                                                                                                 |                                 |                                          |                                |                                      |
|-------------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------|--------------------------------|--------------------------------------|
| How often does our child read at home?                                                          | Daily                           | Several times a week                     | Occasionally                   | Never                                |
| What types of reading materials does your child enjoy at home?                                  | Books                           | Magazines                                | Comic books                    | E-books                              |
| Does your child prefer to read independently, or do they enjoy being read to?                   | Independent reading             | Being read to                            | Both equally                   | Neither                              |
| How would you describe your child's engagement with reading in school?                          | Very engaged                    | Somewhat engaged                         | Not very engaged               | Not engaged at all                   |
| What helps your child the most when you are learning to read?                                   | Reading out loud in class       | Listening to the teacher read.           | Learning new words (phonics)   | Having help from the teacher or LSA. |
| What makes reading difficult for your child?                                                    | Not understanding some words.   | Finding it hard to remember what I read. | Getting distracted easily.     | The books are too hard or too easy.  |
| My child likes reading with their teacher or LSA.                                               | Strongly agree                  | Agree                                    | Disagree                       | Strongly disagree                    |
| My child likes reading in front of the class                                                    | Strongly agree                  | Agree                                    | Disagree                       | Strongly disagree                    |
| My child has enough time to read in school.                                                     | Strongly agree                  | Agree                                    | Disagree                       | Strongly disagree                    |
| I get to talk about the stories I read in school.                                               | Strongly agree                  | Agree                                    | Disagree                       | Strongly disagree                    |
| I feel my child is getting better at reading.                                                   | Strongly agree                  | Agree                                    | Disagree                       | Strongly disagree                    |
| Do you think your child is reading at the appropriate level for their age?                      | Reading at or above their level | Reading slightly below their level       | Reading well below their level | I'm not sure                         |
| How would you rate the level of support your child receives in developing their reading skills? | Excellent                       | Good                                     | Fair                           | Poor                                 |