



Reading Policy

Date of Policy: January 2022

To be reviewed: Every three years.

This policy should be read in conjunction with other relevant school policies:

- Writing Policy
- Communication Policy
- Teaching and Learning policy
- Assessment and Recording Policy

Intent

Our vision, our values and our rights underpin all of our policies and the education we deliver. Article 3 of the United Nations Convention on the Rights of the Child states that: “The best interests of the child must be a top priority in all decisions that affect children”. This policy has been created to keep the children at Delamere School safe and happy.

At Delamere, we value the impact that Reading can have on children’s lives. Reading is a fundamental life skill and builds the foundations for lifelong learning. We believe Reading opens up new worlds for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures.

At our school, we place Communication at the heart of everything we do. As identified in The Reading Framework [July 2021] rich language experiences when children are very young promote success in reading. But conversely, a love of books can develop language. One of the strategies we use to develop communication skills is to foster a love of stories, books and independent reading wherever possible and appropriate.

Reading forms the backbone of our whole curriculum, with texts used in every subject to enhance and bolster learning. We believe children and staff should love sharing books and stories and see themselves as readers wherever possible.

All children at Delamere are on a personalised learning pathway which may be less dependent on age and based more on their individual starting point. However, we aim for all children to be able to make their own choices about books when reading for pleasure and where possible for children to be able to talk confidently about books and form their own opinions.

In conjunction with our work on communication, we work towards children where appropriate to be able to use specific reading skills to comprehend and analyse a range of texts. We ensure these build in complexity throughout their time at school, so that children become critical readers. We understand that in order for this to happen, as a first step, children must be taught how to decode and read fluently using systematic synthetic phonics.

As our children all have varying degrees of learning difficulty and additional complex needs such as limited communication skills or autism, we place additional significance on the teaching of vocabulary

throughout the curriculum, including in reading. We believe in being aspirational for all children at Delamere despite the obstacles they face and therefore emphasise rigorous teaching of small steps and additional support interventions for those that need it. Every child should leave Delamere with the reading skills they need to access their next steps in life.

Implementation

Early Reading and Phonics

At Delamere all children undergo an initial assessment as part of their transition into the school which ascertains the level they are working at cognitively and their preferred learning style. Following this assessment all children begin a personalised learning programme with planned outcomes and a pedagogy to suit.

In regard to reading there are many aspects of learning which need to be mastered before a formal phonics curriculum can begin. These aspects include;

- General Sound Discrimination
 - Environmental sounds
 - Instrumental sounds
 - Body percussion
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

In addition;

- Visual skills as a pre-requisite to reading will be taught through use of: objects of reference, photographs, pictures and symbols to convey meaning.

When children reach the required standard for formal phonics, we use ***Essential Letters and Sounds*** to structure our teaching of systematic synthetic phonics. As part of this, children have daily Phonics sessions where they participate in speaking, listening and spelling activities that are matched to their developing needs. Phonics lessons follow the structure suggested by *Essential Letters and Sounds*;

- Essential Letters and Sounds follows the original Letters and Sounds teaching order.
- Keeps routines simple to reduce cognitive load and maximise the chances of success.
- The programme includes harder to read and spell words from the original Letters and Sounds 'tricky words' list with some additional words from the National Curriculum.
- Matched decodable books mean you can closely match children's phonics practice to their secure phonics knowledge.
- Every lesson gives opportunities to review previous learning, model new learning, practise new learning, and apply and consolidate new learning.

Although we follow the same teaching sequence as ELS suggests – our timeline is clearly different as we are supporting children with significant learning difficulties and complex needs.

The sequence of learning / **ELS Progression** is as follows;

/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	l, the, no	put, of, is	to, go, into	pull	as, his
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVC -er -est
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge>(fri nge) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

Review all previously taught GPCs for reading and spelling and teach further rarely used GPCs.

In addition, children access a range of activities across the curriculum that allow them to apply their decoding learning. Staff draw upon observations and assessment to ensure children are stretched and challenged and to identify children who may need additional support through interventions and 1:2:1 reading.

As a school we take every opportunity to engage in special needs reading research such as the Headsprout Phonics programme which is currently being researched with Bangor University. Findings from the research then feeds into our knowledge about how to support children with learning difficulties learn to read.

Reading for Understanding

At Delamere we recognise that being able to decode a text is just the start. We prioritise the teaching of Communication all the way through school, throughout the curriculum and this underpins comprehension [Reading for Understanding] skills.

- Children develop their expressive language across the whole curriculum – cognitively, socially and linguistically.
- A total communication approach underpins the development of reading.
- Drama, poetry and role play will be used to build children’s confidence and to practice their skills in speaking, listening and understanding.
- Children’s understanding and comprehension skills will be developed and extended through daily, discrete communication sessions.
- Specialist strategies such as Colourful Semantics, Narrative Language Intervention, Lego Therapy and Nuffield Early Language Intervention are all used at Delamere to support the development of Reading for Understanding.

In addition, all children experience staff;

- Modelling key book behaviours
- Engaging in book talk
- Where appropriate, comprehension skills such as;
 - Retrieval
 - Inference
 - Sequencing
 - Summarising
 - Prediction

will be developed through children’s experience of high-quality guided reading sessions, as well as from reading and discussing a range of stories, poems and non-fiction books.

Using our Literacy curriculum guidance, we ensure that all children are supported to build reading skills with increasing complexity and challenge from their individual starting point.

Reading for Pleasure

At Delamere we recognise the importance of children building a love of Reading. As such, we place high importance on encouraging Reading for Pleasure in a wide variety of ways.

Reading is key to our school day, and as part of this, children always have the chance to read for pleasure every day. Staff read aloud to children for pleasure every day for at least ten minutes. The texts chosen by the teacher take account of pupils' interests and where possible, children are given the opportunity to express a choice for their next text. Children themselves as appropriate have independent opportunities to read for pleasure at least three times a week for 15 minutes.

Texts

We understand how important a wide range of texts are to building a love of Reading. As such, we invest in updating our texts regularly. We encourage children to read a wealth of material, not just books, and we include bi-lingual books, catalogues, personalised stories and other texts in our class reading corners. We believe it is crucial for our pupils to see themselves in books, both in the characters they read about and the authors who write the books they read. To support this, we regularly review the texts we have in school, looking where we can encourage more diversity in our text selections.

We use extracts in our teaching of Guided Reading, which enables staff to signpost children to new books by introducing them to texts they may have never chosen for themselves. Our take home books, are either designed to be closely matched to children's Reading attainment or designed to be shared with an adult so that children can succeed in Reading and be more likely to enjoy Reading, rather than find it overly challenging.

Our Reading Environment

We want the pleasure of Reading to be visible to all children at Delamere.

In the Foundation Stage, Reading is prioritised in all areas of the classrooms, with linked books signposted to children. Pupils are encouraged to look at books in the outdoor area, through independent and planned opportunities. We believe immersing children in Reading throughout the environment reinforces the idea that Reading is an important activity and encourages children to build a love of Reading.

In Experiential Learners department adults are charged with facilitating exposure to books and a rich language environment including rhythm and rhyme.

In Independent Learners department classrooms are envisaged as 'Reading Spaces' where Reading does not just happen in a book area, but everywhere. Books linked to current curriculum topics or children's interests are signposted around the classroom and children's personal responses to texts are prominently displayed. Reading working walls are used to form interactive explorations of Reading over time as well as providing scaffolding for those that need it.

Outside the classrooms, we have quiet book areas decided upon by the school council where baskets of books and magazines are left for the children to read in their free time. Our library is an inviting and engaging space that all children can access.

Pupil and staff book recommendations are also shared.

Celebrating Reading

We celebrate Reading and raise its profile continually throughout the year through;

- Assemblies
- Visits to local libraries
- Reading in different places, with different people including therapy dog reading sessions.
- Books as prizes / presents
- Reading Ninjas competitions
- Author / poet visits
- World Book Day / Literacy Week
- National Storytelling Week
- Poetry Day
- Linking books to educational visits and in-school events

Involving Children

We believe our pupils own interests and opinions have a major impact on their Reading success. We place emphasis on listening to pupil voice, through the School Council, Rights Squad and Book Club membership. Discussions and suggestions are shared and incorporated into the school's own Reading action plan. Similarly, a requests box for Reading is placed in the library so that we can respond to children's interests and tastes when purchasing new books.

Impact

We believe that every child should leave Delamere with the Reading skills they need to access their next steps in life. We want every child to make at least good progress from their starting points on entry to our school.

We foster a Reading culture that supports all children to become enthusiastic about books and reading in line with their overall ability.

Assessment

We use a wide range of formative and summative assessment strategies to monitor children's learning and assess the impact of our approaches.

Teaching and learning linked to Reading is reviewed regularly but the class teacher, the subject leader and members of the Senior Leadership team.

Pupil Progress is rigorously investigated through meetings where every individual child is discussed three times a year.

Children needing additional support are provided with appropriate intervention by trained staff which is monitored regularly for impact.

Sally Judge - Headteacher