



READING POLICY DORIN PARK SCHOOL

Intent

At Dorin Park School we aim to:

- Develop learners' decoding or word recognition skills to the best of their ability.
- Develop learners' reading skills which allow them to access all areas of the curriculum.
- Help our learners make sense of what they have read or has been read to them.
- Provide our learners with the functional literacy skills they will need to help them live as independently as possible.
- Provide our learners with the cultural capital that comes from experiencing a wide variety of texts and genres.
- Develop a genuine love of reading and storytelling for all our learners.
- Develop a culture of reading for pleasure.

Purpose of Policy

This policy is created collaboratively by our Key Stage English leads. The policy's purposes are:

- To create a coherent and cohesive vision for reading across the school.
- To establish an expectation that all teachers will promote and develop reading in line with the whole school policy aims.

Strategies for Implementation

Phonics

Dorin Park School adopts a whole school approach to systematic synthetic phonics using the Read Write Inc. phonics programme. All teaching staff and teaching assistants are trained to deliver Read Write Inc. phonics sessions and to use the programme across all areas of the curriculum to support literacy skills.

Whole Word Recognition

Learners who benefit from a whole word recognition approach access the See and Learn programme, supported by the Special Words apps.

Afternoon Literacy Sessions

All learners participate in a 20-minute literacy session during afternoon registration. These sessions are adapted to suit the individual learner's ability and needs. This may include (but is not limited to) phonics, word recognition activities, sensory stories, and guided reading. Learners on the semi-formal curriculum may use this time to maintain their existing literacy skills and apply their phonics knowledge to their spelling and writing.

Literacy Interventions

Learners making less than expected progress with their EHCP outcomes or accreditations participate in literacy interventions with the school's Intervention HLTA. Learners access a bespoke intervention that is tailored to suit their abilities and needs.

Independent Reading

Learners are given lots of opportunities to read on a 1:1 basis with staff, allowing them to strengthen their decoding skills and build up their stamina to read longer texts. Staff ask questions to develop their literal comprehension and inference skills. The school Speech and Language Therapist assesses many learners using Blank Levels, which then influence the level of questioning used by staff.

Reading Schemes

Learners access a book band reading scheme, predominately made up of the Oxford Reading Tree books. Learners are monitored continuously throughout the year to ensure they are reading books appropriate to their phonetic ability. When learners are fluently decoding and understanding books at the Lime level of the book band scheme, they move to the Grey free reader books. These are a shorter, more manageable selection of non-scheme texts aimed at building reading stamina and bridging the gap between the reading scheme and the longer novels found at the Black free reader level. When learners are comfortably reading the texts at the Grey free reader level, they progress to the Black free reader books.

The Learning Environment

All classrooms cultivate a learning environment that is conducive to developing a love of reading and books. Where suitable, classrooms have a dedicated reading corner or zone which allows learners a calm, quiet space to read or explore books.

Assessment and Recording

All learners in Primary who can access a reading test are assessed using The New Salford Sentence Reading Test. In Seniors, learners on the semi-formal pathway who can access a reading test continue to be assessed using The New Salford Sentence Reading Test. Learners on the formal pathway are assessed using the online GL New Group Reading Test. Learners are assessed within the first two weeks of the autumn term and within the last six weeks of the summer term. Reading ages are stored on a centralised spreadsheet that is accessible to all teachers, the EHCP lead and MIS manager. The reading ages are added to learners' SEND Profiles and shared with parents and the LA.

Implementation by Pathway

EYFS

The Early Years Foundation Stage curriculum provides a firm basis for the development of reading.

Throughout EYFS our focus is on developing language and communication skills. Early matching, categorizing, and sorting activities are used within the environment to develop visual discrimination skills needed for early reading. Children start to develop their early reading skills through listening to and joining in with songs and rhymes, including action rhymes.

As many of our learners do not enter school with the foundation skills needed to develop their literacy, we focus on their listening skills, including listening to and identifying environmental sounds, animal sounds, instrumental sounds, body percussion, rhyme, alliteration, and oral segmenting.

Once learners have acquired these basic listening skills, we move on to our school Systematic Synthetic Phonics (SSP) programme – Read Write Inc. We focus on Speed Sounds Set 1, which are split into 6 groups. We move onto the next group of sounds once the children have consolidated their knowledge, and will continue to move onto Speed Sounds Set 2 and 3 if appropriate. Learners are assessed termly on their phonics ability and are taught in groups, or 1:1, at a level that is appropriate for them. Those learners who arrive with a greater phonics knowledge or progress quickly through the foundation skills are moved through the Read Write Inc. programme in line with their development.

We also use See and Learn as a tool for teaching whole word recognition, as appropriate.

A wide range of reading materials is provided, and books are regularly enjoyed and talked about to provide a rich atmosphere for children's development of reading behaviours and comprehension. We encourage staff to share their passion for, and excitement of, books with the children. A stimulating book corner and outdoor reading area are accessible for the children throughout the day. Sensory stories are frequently used to bring the books and stories to life for the learners, and to support them to engage with the story. Resources are tactile, engaging and motivating for the learners and bring the story to life. Role-play areas reflect our topic books and learners are encouraged to act out the stories in the role-play areas.

Pre-Formal

All learners must experience and retain a series of pre-requisites to learning for them to move on to develop recognised skills in literacy. These pre-requisites include self-awareness, a sense of rhythm, pattern and order, and communication skills. At Dorin Park School we recognise that learners within the pre-formal curriculum are developing the prerequisites to reading. Sensory Stories, songs of interaction and Intensive Interaction, alongside SaLT. programmes, are used to further develop individual learners' communication and to support the development of pre-linguistic skills that are a foundation for children becoming independent communicators e.g., turn taking, sharing and vocalisation. Objects of reference are used with some learners as a precursor to symbols and photographs. Children at this earliest level will not respond to the printed symbol, word, or picture, nor be able to follow the sequence of a story presented in a book. They may well, however, enjoy a story presented to them in a multi-sensory way, and learn to make consistent responses to repeated actions, sounds or phrases. Children will use multi-sensory stories to develop the skill of anticipation which will encourage early sequencing, discrimination of objects and making choices. Sensory stories and journeys will be a child's earliest introduction to accessing stories, poetry, and rhymes. These will involve the use of props and movement to encourage responses, engagement and awareness of repetitive phrases and actions. Use of a variety of stimuli including lights and sounds to develop early tracking is particularly vital to pre-formal learners. Eye pointing, gesture and vocalisations will be used by a child to discriminate between different objects or experiences. Pressing a Big Mac switch to communicate, make choices, and engage in stories and rhymes e.g., by repeating a phrase or sound at the appropriate point in the story, will develop prerequisites to reading.

Semi-Formal

Primary

In Primary, we teach learners the skills they need to communicate in ways relevant to their individual needs, developing their skills in communication and reading. Cross-curricular themes have been developed to incorporate National Curriculum objectives whilst meeting the individual learning needs of our learners. Learners use the Read Write Inc. phonics programme, delivered in discrete sessions. Phonics levels are monitored half-termly through an assessment record, to ensure progress is on track and that sessions are relevant and targeted. Where appropriate, semi-formal learners will be streamed in these sessions, to further develop and embed reading and comprehension skills.

In addition to the reading carried out during Read Write Inc. phonics sessions, learners who can are encouraged to undertake independent reading and will have access to a reading record. Learners have access to a wide range of fiction and non-fiction, to enrich and broaden their experiences, and to further encourage a love of reading. Where appropriate, Year 1 learners undertake a phonics screening test, repeated in Year 2 if necessary. This is a short test to establish whether learners have learnt to decode to an appropriate standard. In Year 2 and Year 6, learners are assessed at the end of the academic year against the Pre-Key Stage Standards for language comprehension and reading. For semi-formal learners struggling with phonics decoding, the See and Learn programme is used in addition to systematic phonics teaching. Sight words are taught to support the development of functional literacy. Learners are assessed half-termly on their knowledge of these words, using an assessment record. The delivery of the See and Learn programme is further supported by the Special Words app.

Key stage 3

In KS3, semi-formal learners following the EQUALS curriculum will continue to develop their reading skills to the best of their ability. This may be through Read Write Inc. activities or by extending their personal repertoire of recognisable words through the See and Learn word recognition strategies. Learners who have learnt to read phonetically continue to strengthen their decoding skills and understanding of what they have read. They are encouraged to apply this knowledge to a wide variety of functional texts such as recipes, instructions, leaflets etc. whilst also accessing fiction and non-fiction texts to foster a love of reading for pleasure.

Learners who have undertaken rigorous SSP sessions for an extended amount of time but have been unable to master the skills needed to decode words using learnt phonics sounds participate in word recognition activities based on the See and Learn model. This allows learners to acquire the functional words needed for them to live as independently as possible in the future and to learn words of personal significance to them to allow them to access leisure activities independently.

Key Stage 4

In KS4, learners on the semi-formal pathway complete the Developing Reading Skills unit from the ASDAN Personal Progress (Entry Level 1) accreditation or the reading units from the OCR Life and Living Skills accreditation (Entry Level 2) alongside the other communication units.

Key Stage 5

In KS5, learners on the semi-formal pathway complete the Developing Reading Skills unit from the OCR Life and Living Skills accreditation (Entry Level) alongside the other communication units.

Formal

Primary

In Primary, formal learners are taught the skills they need to communicate in ways relevant to their individual needs. Cross-curricular themes have been developed to incorporate National Curriculum objectives, whilst meeting the individual learning needs of our learners. Learners use the Read Write Inc. phonics programme, delivered in discrete sessions. Phonics levels are monitored half-termly through an assessment record, to ensure progress is on track and that sessions are relevant and targeted. Where appropriate, formal learners will be streamed in these sessions, to further develop and embed reading and comprehension skills.

In addition to the reading carried out during Read Write Inc. phonics sessions, learners following the formal pathway will have their own reading book and reading record. They will be encouraged to undertake independent reading, developing skills in fluency and understanding. Learners have

access to a wide range of fiction and non-fiction, to enrich and broaden their experiences, and to further encourage a love of reading. Year 1 learners undertake a phonics screening test, repeated in Year 2 if necessary. This is a short test to establish whether learners have learnt to decode to an appropriate standard. In Year 2 and Year 6, learners are assessed at the end of the academic year against the Pre-Key Stage Standards for language comprehension and reading. Learners will also be assessed half-termly on their knowledge of the Common Exception Words.

Key Stage 3

In KS3, formal learners access an adapted National Curriculum which builds upon the skills they acquired in their Primary setting and develops their skills to encourage them to read easily, fluently and with good understanding. The curriculum alternates between a language focus and a literature focus each half-term to expose learners to a wide variety of texts. More able learners are challenged to analyse the language and structure of texts and find evidence within them to support their arguments, in preparation for GCSE at KS4. Learners participate in a weekly reading session, in addition to their timetabled English sessions, to develop a habit of reading widely and often for pleasure.

Key Stage 4

In KS4, formal learners complete the AQA Step Up to English Entry Level qualification. Learners may also complete the AQA English Language GCSE if capable of doing so.

Key Stage 5

In KS5, formal learners complete a one-year programme of study to gain the Edexcel Functional Skills qualification.

Impact by Pathway

Pre-Formal

Learners leave KS4/5 with the ability to listen and understand instructions, take enjoyment from engaging in sensory stories and anticipate what comes next. They will be able to engage with interactions, making their needs known and understood.

Semi-Formal

Learners leave KS4/5 ready for college with functional literacy skills, an interest in texts and the ability to make some sense of what they have read.

Formal

Learners leave KS4/5 as confident and fluent readers, with the literacy skills needed to access the next steps of their learning at college and an interest in reading for pleasure.

Monitoring

The senior leadership team, middle leaders and governing body will take steps to monitor and evaluate the reading provision with the school to ensure all the aims of this policy are implemented.