



Woodend Farm school

Kindness comes in many forms

Reading Policy

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RECORD OF POLICY AMENDMENT / HISTORY

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Aims

At Woodend Farm School we aim to foster a love and enjoyment of reading which encourages all children to read regularly, experiencing a selection of books from a wide range of genres and authors. We value reading as a life skill, and we are committed to our pupils becoming lifelong readers who are able to read for pleasure and apply their skills functionally. We want pupils to develop a love of reading and be able to understand more about the world in which they live, through the knowledge they gain from texts. Reading will also allow them to access the world they live in meaningfully.

Our Curriculum

Our reading curriculum is designed with the understanding that each pupil will have unique starting and destination points. It is split into separate curriculums areas, those being the Seedling, Budding, Flowering and Fruiting pathways. Reading will look varied across the pathways and have different intentions based on student's reading stages of development. For some pupils, they will access learning through immersive interaction with texts through sensory stories and interactive technology which makes reading more accessible for high quality learning. For some of our pupils, reading is an emergent skill and includes tracking, interaction with objects, and recognition of shapes, contrasts, people and faces amongst many other things. As pupils develop their reading skills further it incorporates recognising Makaton signs, recognising Communication in Print symbols and common environmental print such as warning signs, information texts and timetables.

Many of Woodend Farm School's pupils also read in the more traditional sense of the word and are able to decode text using picture books and indeed many pupils are able to read and comprehend books independently. Pupils at Woodend Farm read to recognise words but also comprehend texts to explore and understand their surroundings especially through social sight vocabulary.

Phonics

Phonics is one of the core strategies used across school to support the student's reading development. All staff understand and strongly promote the learning of phonics throughout school and is delivered daily across school. Phonics is taught using a systematic and synthetic programme called '*Read, Write, Inc.*' Teachers may need to differentiate the pace, learning techniques and supporting resources, such as symbols (Widgit), based on the needs of their pupils. A lot of revision and repetition is built-in, as well as the application of phonic skills in all reading and writing. Pupils at the very early stages of their phonics development will engage with phase one phonics alongside communication development and will heavily rely on strategies such as objects of reference, photos and symbols and sensory exploration rather than the traditional learning programme.

As pupils develop their phonic awareness, they will access the scheme in line with their abilities and development needs. The programme will have a core focus and staff will follow the teaching and learning requirements within this, but an appreciation of

our student's needs may require the scheme to be highly adaptable while keeping the main aspects at the core.

Reading for Purpose

Pupils also apply and practise their reading in the community and in all areas of the curriculum. Our pupils gain skills that enable them to access our local communities functionally. Our approach to teaching and learning in our school community enables all pupils to have the best possible skills set they can achieve to be ready for their next steps in life.

Reading for Pleasure

We value reading for pleasure highly. We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Woodend Farm School and our local community as well as books that open windows into other worlds and cultures.

Every classroom has an inviting book area that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. Each class will visit the local library at frequent opportunities to allow access to a wider range of books.

The school library is made available for classes to use at protected times. These sessions will be booked in advance so that the space is solely used for that class during library time. Children across the school have regular opportunities to engage with a wide range of reading for pleasure events (book fairs, author visits and workshops, national events etc).

Reading Journals

All pupils will be provided with their own reading journal to log their reading throughout the year. The parent/carer records comments to share with the adults in school and the adults in school will write in this on a regular basis to ensure communication between home and school. As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read. Throughout the year we will engage with our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both through letters home and during in school meetings.

Assessment of Reading

Regular and ongoing assessment takes place throughout the year and this information is used to plan for future lessons, ensuring pupils are challenged and supported

appropriately. Logging and monitoring of these assessments is recorded on Assessment for Learning.

Assessment for learning is used:

- daily within class to identify children needing additional support
- weekly in lessons to assess gaps, address these immediately and secure fluency of phonics, words and spellings.

Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the support that they need.
- by SLT and scrutinised through the Assessment for Learning tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

The Read, Write, Inc. assessment is used:

- with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.
- termly to assess progress in phonics.

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