

## Woodlands Academy **Reading Policy**

Last Reviewed: September 2023

Review Date: September 2024



### **Intent**

#### Starting points

Our students' reading abilities and starting points vary widely. Some students are at the beginning of their reading journey, whereas others are reading and understanding challenging texts.

To respond to the diversity of need in reading, our reading intervention pathways focus on both decoding and comprehension. To provide appropriate modelling and scaffolding of reading, all teachers ensure that they prioritise disciplinary literacy across the curriculum and develop students' ability to read academic texts. This is done by: teaching Tier 2 and Tier 3 vocabulary; adapting reading resources; and activating prior vocabulary knowledge. This follows the advice given in the EEF's summary of recommendations, [Improving Literacy in Secondary Schools | EEF](#)

#### Reading goals

Our continuing aim in the teaching of reading is to equip all students to become confident readers, to enrich their vocabulary and to enable them to access the whole school curriculum.

This starts by teaching struggling readers to decode phase 1-5 GPCs. This is done through the teaching of phonics, consolidated through the reading of a decodable reading book.

For more able readers, the focus is on reading for meaning and extracting information from texts. Students who are able readers have access to challenging texts and extension activities that require them to build on areas such as inference and prediction.

## Woodlands Academy **Reading Policy**

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The end goal is for all students to be able to read fluently and to access their GCSE and Functional Skills exams without barriers. We want our students to leave school with recognised qualifications and reading skills which empower them in their post 16 choices.

### **Implementation**

#### Overview

1. An initial reading assessment (The NGRT and, if required, a Little Wandle placement assessment)
2. Reading interventions
3. Whole school reading strategies, as outlined in 'Intent'.

1. Initial reading assessments

#### New Group Reading Test (NGRT)

In Term 1, we use the NGRT to establish students' reading ages. The outcome of the test determines whether a phonics screen is required. The NGRT also highlights which students should be accessing challenging texts and working at a level suited to higher reading abilities.

#### Little Wandle Placement Assessment

Students with a reading age of below 10 years take the Little Wandle placement assessment to determine whether they require phonics support. This assessment tests all phase 2-5 GPCs and establishes a starting point for teaching.

2. Reading interventions

#### Little Wandle Phonics

Students in Year 7 who are still learning to decode, receive phonics support through Little Wandle Letters and Sounds . This SSP programme closes phonic gaps and builds on GPC knowledge. Remaining phonic gaps after Year 7 are taught using *Little Wandle Rapid Catch Up* which continues to focus on phase 2-5 GPCs but at a faster pace.

- 5 x 25 minutes daily phonics per week for main programme (3 x 25 mins phonics for Rapid Catch Up)
- 3 x week reading a decodable book matched to their GPC knowledge
- Reading focus: decoding, prosody and comprehension

#### Fix it Reading Intervention

Students who have mastered phonics but need comprehension support use Fix it reading. This is an intervention programme which uses a range of text types.

- 1 or 2 x 45-minute lessons per week
- Reading focus: inferring; summarising; word recognition; reading aloud; reciprocal reading

3. Whole school reading

#### Read it and Reap

Every student in school has a daily reading session of 'Read it and Reap'. This is a guided reading activity which focuses on 5 areas of reciprocal reading. These are:

## Woodlands Academy **Reading Policy**

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- Prediction
- Questioning
- Clarifying
- Summarising
- Activating Prior Knowledge.

### Reading for pleasure

Every student reads for pleasure every day.

- Books are interest age and reading age appropriate.
- Tutor rooms have a seated reading corner.
- Staff model reading.
- Reading cards are displayed to show what staff are currently reading.
- Staff are encouraged to read to students and listen to children read.

### Disciplinary literacy

- Subject based vocabulary is displayed on the board in lessons.
- Subject classrooms such as Art, Science and DT display subject based books, which students are encouraged to use for research or wider reading of a topic.

#### 4. Home reading

- Students are allocated a decodable eBook which matches their class reading book, for the child to read to a parent/carer at home.
- Parents are kept updated as to what intervention their child is receiving.
- The [Little Wandle Letters and Sounds Revised parents' resources](#) is on our website to share information about phonics with parents.
- Author testimonies, book recommendations and blogs are available to parents in [Everybody read! - Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](#)

## Woodlands Academy **Reading Policy**

Last Reviewed: September 2023

Review Date: September 2024

### **Impact**

Impact is measured through B squared assessment, NGRT retesting and pupil feedback. Reading will be a key topic of discussion in the next parent forum.

Summative assessment

B Squared Assessment

B Squared Assessment is an online assessment tool which allows teachers to track their students' reading achievements against national curriculum-based reading statements. It is a live document that accurately measures reading progress and sets reading targets for students.

Little Wandle

Summative assessment is recorded on the Little Wandle Tracker, which tracks half termly progress and identifies students who need additional, keep-up support.

NGRT

Students retake the NGRT in Term 5 to assess progress in reading and determine new reading ages.

Pupil voice- World Book Day

World Book Day was celebrated with reading-based activities such as book treasure hunts, and mystery readers.

The students' response to World Book Day was overwhelmingly positive and demonstrated a willingness to embrace reading, especially if there was a fun element to it.

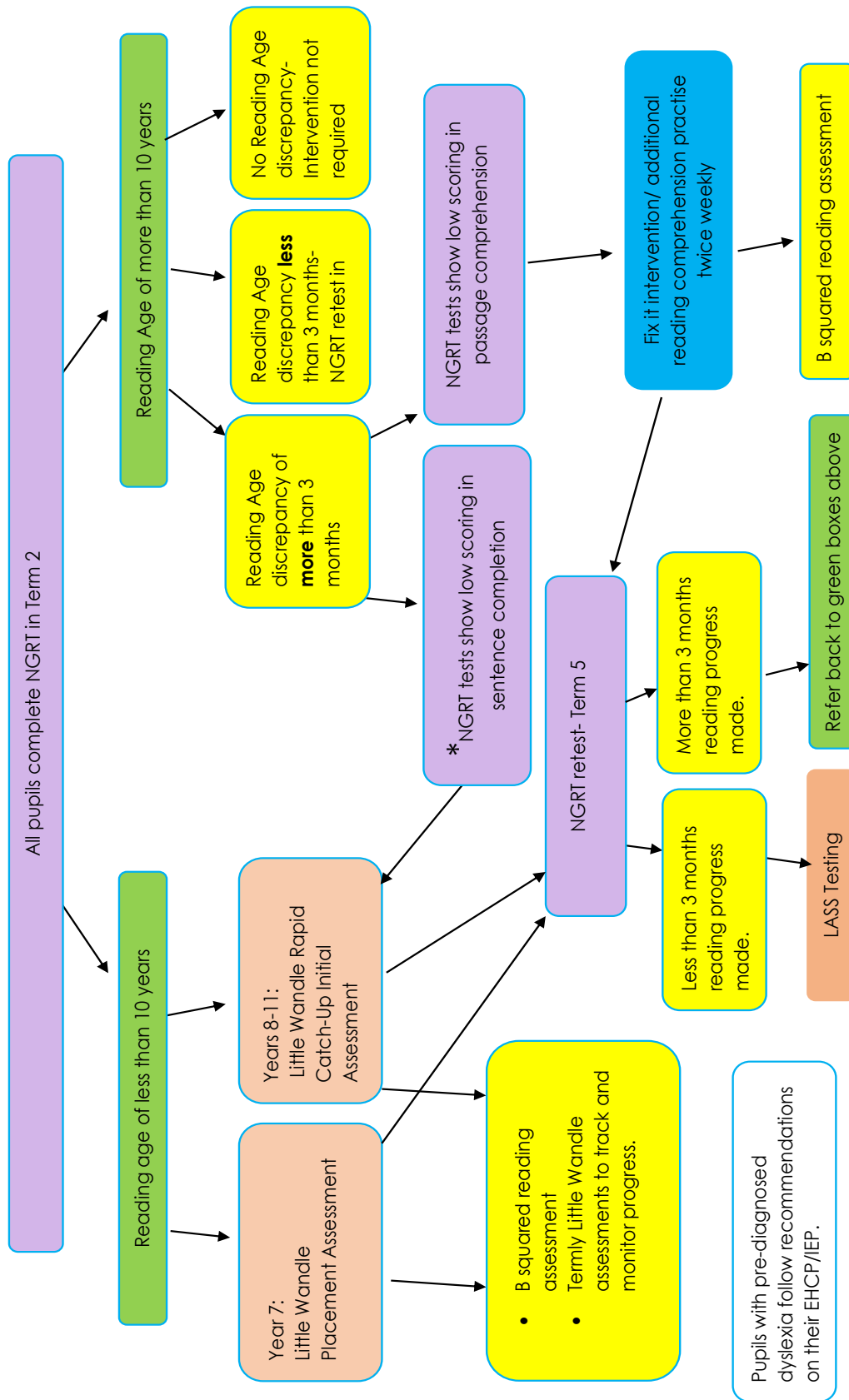
The results of the pupil evaluation report are shown on the World Book Day display in school.

Reading progression at Woodlands Academy

The profile of reading within the school has been raised in the following ways:

- Regular reading interventions.
- The celebration of World Book Day.
- Key vocabulary displayed on the board in every lesson.
- Staff being made aware of the correct phonic sounds for GPCs.
- Staff training in Little Wandle SSP programme.
- Staff 'I am reading...' posters on display.
- 2 sessions of dedicated reading time every day for every student.

**Appendix 1: Woodlands Reading Intervention Pathway.**



\* = A low sentence completion score suggests that the student has difficulties at a word-reading level. They may be lacking in phonics knowledge and have unreliable blending skills. Additionally, it could indicate poor memory retention or an impoverished vocabulary. The Rapid Catch-up initial assessment assesses whether there is a phonics issue or not.

## Woodlands Academy **Reading Policy**

Last Reviewed: September 2023

Review Date: September 2024

### Research

- The reading framework: teaching the foundations of literacy, 2021 [The reading framework: teaching the foundations of literacy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/reading-framework-2021.pdf)
- Improving Literacy in Secondary Schools Guidance Report, 2021 [Improving Literacy in Secondary Schools | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/secondary-schools-improving-literacy)
- EEF Improving Literacy in KS1 Summary of Recommendations, 2020 [Improving Literacy in Key Stage 1 | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/primary-schools-improving-literacy)
- [EEF KS3 KS4 LITERACY POSTER.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.eef.org.uk/primary-schools-improving-literacy)
- Literacy and numeracy catch up strategies, 2018 [Literacy and numeracy catch-up strategies \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711217/literacy-numeracy-catch-up-strategies.pdf)
- Scarborough's Reading Rope, [Scarborough's Reading Rope | Really Great Reading](https://www.reallygreatreading.com/scarboroughs-reading-rope)
- Gough & Tunmer's [Simple view of Reading](https://www.reallygreatreading.com/gough-tunmer-simple-view-reading)