



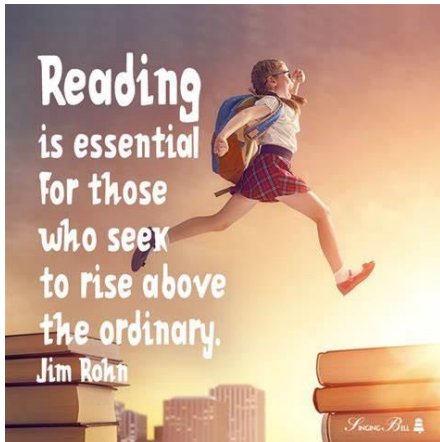
SENDScope

Independent School

Reading Policy

POLICY WRITTEN BY:	SENDScope Director Jacqueline Bebbington
DATE POLICY PREPARED:	August 2023
DATE POLICY REVIEWED:	August 2024
DATE FOR NEXT REVIEW:	August 2027

READING POLICY



This document aims to support teachers, students and parents/carers in their understanding of what effective reading looks like, how we read and understand across the curriculum and the strategies that can be adopted for accelerated progress and success. **The key focus is the ongoing routine of whole-class subject reading and an embedded understanding of Disciplinary Literacy.**

The development of an effective literacy skillset is fundamental to the achievement of a rich, secure and fulfilling life.

We use our literacy skills daily in order to communicate with and make sense of the world around us. As such, the better our students are at these skills the more successful we can expect them to be in life.

We know that poor literacy blights life chances. We know being able to read, write and speak with confidence and accuracy opens doors, otherwise barred and bolted.

David Didau

Therefore, SENDSCOPE has developed a Reading Commitment to our students which promises the following:

- SENDSCOPE is committed to reading across the curriculum
- We will strive to seek out every opportunity to improve standards in reading
- We will encourage reading for pleasure
- We will enable pupils to read in depth across a wide range of subjects, deepening their knowledge and understanding across the curriculum
- We will work with other schools, our local library and other organisations to promote reading as a life-long skill.

At SENDSCOPE, we recognise that **all staff are teachers of Reading**; at the heart of our curriculum is our commitment to closing the vocabulary and reading age gap, a key reason why we encourage our students to read in every subject lesson and apply a consistent approach to reading across all subjects. Improving a child's reading ability will have a direct impact on the student's self-esteem, motivation, behaviour, attendance, mental well-being and attainment. Extensive research shows that disciplinary reading directly correlates with independent learning; it is therefore empowering and life changing.

Our SENDSCOPE Reading Commitment is designed to change the reading culture of students as well as supporting every student to:

1. Meet or make accelerated progress towards age related expectations.
2. Read with fluency and confidence.
3. Develop an enjoyment of books and reading.
4. Understand how reading can enhance and enrich life.

Reading is embedded in the Ofsted framework and is cited as a key ingredient in supporting students, emphasising *how all subjects can contribute* towards closing the vocabulary gap, adding that *‘an inability to fluently read, as well as poor reading comprehension, contributes to and correlates with multiple negative markers of academic success, social outcomes, mental health and economic success’*.

E.E.F. (Education Endowment Foundation) 2019

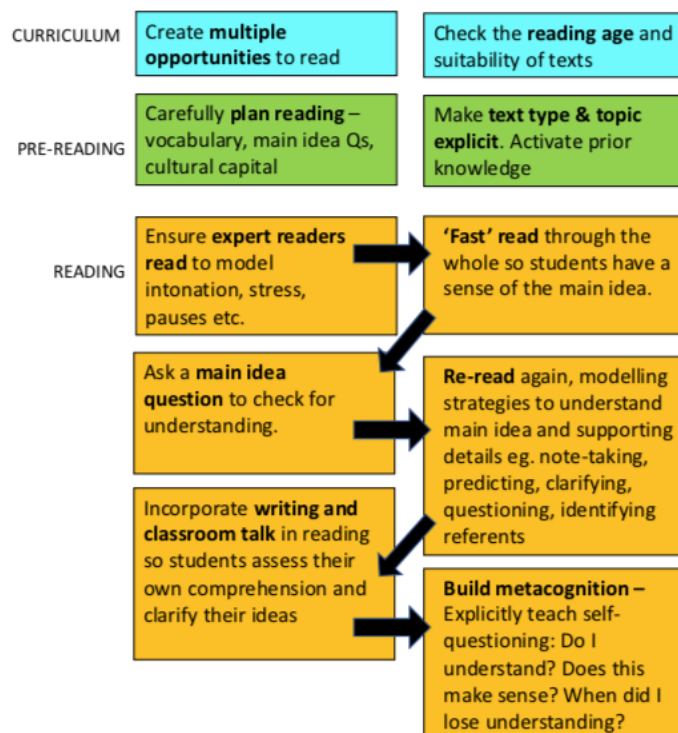
Strategies for Effective Reading at SENDSCOPE

Effective reading requires planned and deliberate practice. At SENDSCOPE, the whole class reading strategies, present in each and every one of our lessons, has been carefully selected so that they are appropriate to the students we teach and drive forward progress in reading.

The strategies presented in this document are from a range of educational experts and researchers, all with significant experience of the process of reading, from both the Primary and Secondary Sector, and across the curriculum. The key guiding principles that follow are not only summarised below but divided into **three** categories: **Why you are reading?** **What you are reading?** and **How you are reading?**

National Literacy Trust Report 2018

The Reading Rationale



Why are you reading?

- **To make students better readers**, students need to regularly practise reading. If students read frequently, and in every lesson, students will become fluent and confident.
- **To engage with the text**, understand and find the main idea, students need to understand the broad outlines of the area of study' and build a 'conceptual map'. Teachers can build an awareness of the main idea through the use of '*pre-teach*' and *summarising* before reading any text extract, to ensure there is some comprehension. It is important that extracts are checked so that they are both suitable and challenging.
- **To build metacognition** through questioning by explicitly checking for understanding and addressing misconceptions. This can be done through multiple choice initially in order to reduce cognitive load, following this teachers will ask more open ended questions in order for students to begin to explain, clarify and justify opinions when developing a personal response to a text.
- **To enable and encourage students to read independently and develop a love of reading** will inevitably result in students improving their SPaG, as well as developing their vocabulary and ability to verbalise their thoughts and opinions. This will be supported through the use of phonics, segmenting, decoding and encoding during vocabulary work.
- **To close the vocabulary gap**, subject staff plan to introduce new and essential vocabulary. As well, staff use the proven method of *I do, We do, You do* so that students verbalise new vocabulary. If a student, even an adult, does not verbalise a new word out loud, hear themselves say it, pronounce it, segment, decode and encode then research suggests that the chances of the word ever being used is extremely low. Furthermore, new vocabulary should be explored in a manner that enables its use in the written form and retrieved for understanding repeatedly. Frayer Model will be utilised during lessons for this.
- For all of these reasons, SENDSCOPE has adopted a '**no-opt out**' system. **Reading is a non-negotiable**. All students must read, even if at first it is only a title or a single sentence. Reasonable adjustments will always be made for those students who have gaps in their literacy skillset.

What are you Reading?

- To make students better readers, **what students read needs to be appropriate to their reading age**. An Accelerated readability tool such as the *Flesch Kinkaid* formula (used to select appropriate books for *Just Reading the Classics*) will provide teachers with evidence as to the text's suitability and challenge. This is something that anyone can check via Readability.com. Research suggests that weaker students should not be prevented from reading more complex texts, as long as strategies are in place to support students (Shanahan 2019). SENDSCOPE will ensure that independent reading books are age appropriate, however, it is vital that curriculum texts are in line with age related expectations for two reasons:
 - Students with SEND are 'entitled to' the same curriculum diet as their peers
 - We aim to close the gap whilst not creating a further gap in learning

- **The amount of text, in the extract,** should be decided upon based on the needs of the learners and the current cohort. The E.E.F.'s Literacy Review found that in all subjects, a student's reading capability was the best predictor of later achievement. A focus on language and the right text directly correlated with future achievement and was noted to be especially key for E.A.L. students. (E.E.F. 2017)
- **Dual Coding: Avoid distractions around or within the text.** Visual and verbal information are processed differently and along distinct channels in the human mind (Alan Paivio 1971). It is therefore important to take this into account when presenting extracts for reading. The simpler the presentation, the better. Dual coding must be clear, concise and add value when utilised.

How are you Reading?

- To make students better readers, **how students read should be monitored, praised, guided and modelled by the teacher.** A teacher who constantly praises, regardless of the student's reading ability, tone, intonation, fluency and accuracy is a teacher who will enable the student to grow both academically and emotionally,
- **Prepare beforehand.** No matter how familiar the extract, re-read and prepare the key vocabulary as well as the context associated with the words that have been deliberately crafted with purpose and often for effect. The links between this text and the lesson's objectives can be revisited for clarification. Prepare questions beforehand to check understanding and to address misconceptions – even a short summary of the idea.
- An unknown passage requires **prosody preparation** (rhythm, pace, intonation, pause and stress): so much understanding can be lost when reading because of this. (As a guide, the first sentence of every paragraph is often known as a *Topic Sentence*; it is almost always the most important sentence to be read. It is always worth pausing after the first sentence and re-reading this information for meaning.)
- It is therefore important to **decide beforehand what the teacher is going to read.** It is preferable that the teacher reads the introductory and the conclusive paragraph/s. In between, the teacher may choose to select the most fluent readers to read and even re-read the Topic Sentence of every new paragraph.
- Expert researchers (like Willingham 2017) recommend **a full, fast read through the extract, without pausing,** for general comprehension first, so that students gain a flavour of the topic and its overall purpose. Students are twice more likely to retain information if this is done. Upon the second reading, they are more likely to focus more closely on the meaning of particular words and messages. Doug Lemov calls this *The Contiguous Read in Reading Reconsidered* (2016). Westbrook et al. studied the impact of *Just Reading* and found significant reading age gains when teachers read texts quickly, without pausing, to see what students understood first, before returning to unpick the text in more detail. (May 2019)
- Upon **the second reading,** a teacher should adopt the method of **close re-reading,** to unpick the detail. Here the teacher could adopt model reading, self-questioning, summarising, predicting, clarifying – even breaking the text into chunks.
- **Classroom talk after reading** directly supports the writing that will follow and the likelihood of information moving from the short into the long-term memory. Students can contribute to discussions about extracts, background knowledge, past knowledge, make predictions, suggest implied meanings, inference or summarise the text using quotations and referenc

What does reading across the curriculum look like during lessons at SENDSCOPE?

- The lesson content/text is introduced

- The teacher gives a short summary (pre-teach) of what the text is about
- Key vocabulary is introduced through the use of Frayer – I do, We do, You and new vocabulary is phonetically decoded and encoded
- Everybody (including staff) reads with a ruler/pen.
- Teacher reads aloud for the first time and models fluent reading
- Parts of the text are re-read where students can support
- Pre-planned questions are asked about the text (multiple choice to begin with before expanding upon this)
- Recall is completed at the beginning of next session

NB – Where a student is unable to read a particular word teachers utilise the Frayer model process. I do, We do, You do and phonetically decode and encode. This language should be utilised with the pupils.