

Reading at Sir Charles Parsons School

“Teachers should develop pupils’ reading ... in all subjects to support their acquisition of knowledge ... and be encouraged to read for pleasure.” DfE (2013)

Intent

Reading at Sir Charles Parsons School is aimed at developing and promoting students’ love of literature, their ability to access meaning of a text and to develop a wider vocabulary.

Students should be immersed in a wide range of reading experiences within which they share fiction and non-fiction texts, including novels, short stories, poems and plays. They should access a wide range of genres, forms and authors. Stories should challenge and interest our students.

We encourage our students to see themselves as readers for both pleasure and purpose.

We want them to develop a lifelong enjoyment of reading, taking genuine pleasure from what they read.

Competence in reading is the key to independent learning. It has a direct effect on progress in all areas of the curriculum and is crucial in developing children’s self-esteem, confidence and motivation.

Implementation

Reading should be paramount across all curriculum areas. Teachers within the English and literacy departments work together to ensure that students are exposed to a wide range of books and authors that are meaningful and motivate.

We aim to incorporate reading opportunities through:

- Dedicated literacy lessons
- Individualised reading skills
- Reading for pleasure time
- Reading a range of non-fiction texts across all subjects
- Using high quality texts in our English and literacy lessons.
- Class novels
- DARTS (directed activities relating to a text)
- Additional reading intervention
- High quality reading displays and reading areas.
- Whole school book days/weeks.
- Personalised reading targets

The delivery of reading at Sir Charles Parsons is differentiated to meet the cognitive needs of all learners. Materials are provided, that enable all students to access reading, for example,

sensory stories, objects of reference, social sight vocabulary, Boardmaker symbols dual language reading resources, books for a range of interests, ages and abilities, eBooks, audio books, newspapers and comics. These resources are adapted wherever necessary, for example, in large print, braille to accommodate the physical needs of some learners.

Teaching of texts will be taught through explanation, demonstration, modelling, scaffolding, and direct questioning. Teachers will provide explanations, for example of unfamiliar vocabulary and themes.

Student pathways

Students in indigo and violet pathways explore and share a wide range of books, poems and songs. Stories are experienced in a variety of ways, including sensory stories, story massage and cooking to stories. Students should respond to and associate objects with meaning (use of objects of reference). Students begin to understand and discuss with others the meaning of what is read to them and what they read. Students develop their recognition of core vocabulary and social sight words.

Students in yellow to blue pathways experience a wide range of books and poems. They continue to build their knowledge of phonics using the Letters and Sounds programme to develop their reading skills as well as continuing to build upon their recognition of social sight vocabulary, high frequency, and common exception words. Students should give an opinion on the texts. Students should develop the reading skills they need to access all areas of the curriculum.

In red and orange pathways, students experience a wide range of books and poems. Students should read easily, fluently and with a good understanding. Students should develop a critical appreciation of the work of authors, poets, and illustrators to emulate these skills in their own work. They should be able to infer from the texts they experience and demonstrate the ability to predict. Students should give an opinion on the texts they read and justify their responses. Students should develop the reading skills they need to access all areas of the curriculum.

In literacy lessons, students are taught in pathways from Year 9 onwards. Their reading experiences should continue to be differentiated to a high level to ensure that they are prepared to read as independently as possible for life after school.

Whole staff training is delivered on a regular basis to ensure our staff are up-to-date with school policies and procedures.

Assessment

When students join us in year 7, we have a baseline of their reading ability, and their reading ages are assessed.

Students are assessed at sensory, pre-readers, phonics, sight and phonics/sight levels.

We continue to monitor and assess students' phonic, social sight vocabulary, high frequency, and tricky words on sight. Their reading skills are also tracked and recorded through weekly one-to-one reading sessions.

As students experience texts, teachers will assess their comprehension through questioning and discussion.

English and literacy teachers will identify students who will benefit from additional intervention. This will be delivered by N6 support staff under the guidance of the curriculum leaders for English and literacy.

Impact

By the time they leave school, students should have acquired a level of functional reading which they can apply to everyday life.

Through reading a variety of books, students should have learnt about a variety of people, places, and events outside of their own experience.

Most students should have developed their word-reading skills – both phonic decoding skills and the quick recognition of common exception words.

Most students should have developed their comprehension – including retrieving information, summarising, making inferences and using evidence

Most students should have learnt new words when reading and listening to stories that they can apply to their writing and speaking.