



Reading Policy

November 2022

Approved by Local Governing Body

Chair of Governors: John Garner

Date: 15th November 2022

Review date: May 2023

1. Background information

This policy sets out the school's approach to reading. Reading is vital to allow students to access the curriculum and to be successful. Research (EEF) has shown that students' learning in reading has been adversely impacted by the COVID-19 pandemic, with students identified as disadvantaged being affected more than other students.

At Ruislip High School, reading is seen as the key to students' learning and therefore reading is prioritised as part of our commitment to sustained recovery following the pandemic and to ensure that all students are able to read with fluency to access the entirety of the school's curriculum.

2. Aims

The primary aims are:

- To ensure every student is able to read fluently, comprehend texts effectively and develop a love of reading.
- To support students with reading ages below chronological ages, particularly those students with the lowest 20% of reading ages, to improve their reading.

These will be achieved through the following measures:

- To ensure teachers are equipped with the tools to support students to read in every subject discipline in order to unlock the academic potential of students.
- To meet the increasing demands of reading in the curriculum through the acquisition of background knowledge and skills to address the unique challenges of reading subject-specific texts.
- To enable consistency in the teaching of reading across the curriculum.
- To promote student engagement with reading and support students to develop a love of reading.

3. Principles

- **Reading is the key to unlocking the curriculum for students.**
- **The Simple View of Reading (EEF) highlights successful reading as word reading and language comprehension.** Comprehension is specific to the text being read; it is not transferable to another text and therefore is not a skill that can be taught. Word reading is the ability to recognise, decode and understand the meaning of individual words. Language comprehension is the process used to access the underlying meaning of language and includes knowledge of word meaning and syntax and making inferences. Students who need support with word reading and/or language comprehension will receive tailored interventions and will have passports with useful strategies for staff to follow.
- **Students need to read regularly to improve fluency and comprehension.** Providing students with structured opportunities to read in the classroom allows teachers to support students with fluency and comprehension.
- **Disciplinary literacy is vital to ensure students read as an expert in each subject.**
- **Prior knowledge is vital to success.** The reading students undertake in school is typically more complex than other forms and requires substantial background knowledge. Through

shared reading strategies, teachers can equip students with background knowledge to aid reading and comprehension.

- **Able readers read more.** Given that students' reading ability affects how much they read, and how much they enjoy reading, improving the teaching of reading will increase students' reading ability and subsequently how much they read independently.

4. Reading in practice

There are three main strands to reading at Ruislip High School: reading across the curriculum; reading intervention; and reading for enrichment.

| Reading across the Curriculum | Reading Intervention | Reading for Enrichment |
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| <p>All teachers teach disciplinary literacy with training prioritising subject specificity. The curriculum is sequenced to ensure background knowledge can activate students' understanding of what they are reading and the end points for each subject are carefully considered to map out the tier 2 (high-frequency words that are more present in written than spoken language) and tier 3 (subject-specific) vocabulary, which are explicitly taught and regularly revisited to check knowledge and understanding. This is evidenced by subject reading lens guides which outline how to read like an expert in each subject, and how these strategies are taught. These are quality assured as part of teaching and learning quality assurance.</p> | <p>All students in KS3 complete the NGRT (New Group Reading Test) at the start of each academic year. This data is cross-referenced with KS2 scaled scores for reading and with information provided by colleagues from the feeder primary schools during the transition period. Students who are part of intervention complete the NGRT termly. Reading ages and KS2 scaled scores are used by all subject teachers to ensure texts are accessible in class.</p> | <p>The Learning Resource Centre (LRC) is the hub of the school with thousands of books for students to read for pleasure. Books are organised by genre to promote further reading, and include books chosen by students and those recommended by staff to provide access to rich texts relating to the curriculum. The LRC includes displays for themed months, such as recommendations of texts by black authors during Black History Month. LRC ambassadors are recruited and trained by the LRC Manager to support students with choosing books and to help to organise the LRC.</p> |
| <p>Teachers ensure students read a wide range of high-quality reading material across the curriculum, including during tutorial time. Reading material is carefully chosen to ensure students encounter progressively more challenging material in each subject.</p> | <p>Students with the lowest 20% of reading ages in Years 7-9 undertake additional diagnostic assessments (including WIAT-iii and WRAT-5) to identify the specific area of reading requiring support, for example whether the need is related to phonological awareness or decoding, or with comprehension or fluency.</p> | <p>The LRC not only stocks books to support the curriculum but also provides a supportive environment for students to read independently at social times and the LRC Manager, with the English department, runs Above and Beyond reading activities before and after school each day. Particular groups of students are targeted to attend to ensure that students who need support with reading are given the required support. The data is carefully scrutinised and students discuss the provision, and how to improve this, as part of student voice.</p> |
| <p>All students in Years 7-11 follow the English curriculum which allows students to read a wide selection of carefully-chosen, sequentially-challenging material, with teaching adapted to meet the needs of students to ensure all students make progress. Teachers teach reading skills as part of teaching texts in English lessons, including skills of retrieval and inference.</p> | <p>Following the diagnostic assessments, students in Years 7-9 receive intervention based on their area of need, including: group-based comprehension intervention; fluency reading groups; Lexonik intervention in groups of four to improve vocabulary and spelling; Toe-by-Toe and Word Wasp one-to-one intervention to support decoding and phonemic awareness.</p> | <p>A number of reading initiatives are run by the LRC Manager. These include the Reading Challenge, where students are rewarded once they have read a range of books, and paired reading, where Sixth Form students read with younger students. Students provide feedback on these initiatives as part of student voice and the impact is monitored through student reading age tests.</p> |

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| <p>Students in Year 7 have one timetabled lesson per week for guided reading. For these lessons, students are grouped by reading age to support and stretch students' reading. The lessons are planned in collaboration with the KS2 literacy lead at the lead primary school in our Trust, creating a bespoke curriculum that is delivered by English teachers who have received training in reciprocal teaching of reading strategies. The guided reading lessons are designed to explicitly reinforce reading strategies taught in Year 6, through radial questioning that requires students to use key reading skills such as retrieval, inference, deduction, interpretation and prediction.</p> | <p>Students with low reading ages in Key Stage 4 receive support during daily morning club intervention, held before school so as not to impact specialist subject delivery during the school day. In the small number of cases where Key Stage 5 students require support with reading, sessions can be held during free periods and these sessions are pre-arranged with the student receiving the intervention.</p> | <p>During tutorial time in Years 7-11, one tutorial session a week is dedicated to reading. Students read a wide selection of texts centred around a theme with texts carefully selected to provide enjoyable stories to read together and to arouse students' curiosity. These tutorial sessions are planned and quality assured by the English department and staff receive support to deliver the sessions through whole-school CPD. Students provide feedback through student voice and the LRC Manager monitors the books that are borrowed from the LRC.</p> |
| | <p>The computer program Lexia is used to support students with challenges such as dyslexia and is offered for use at home to further strengthen word level, grammar and comprehension skills.</p> | <p>Wider reading is a compulsory part of the Personal and Professional Growth (PPG) sessions in Sixth Form tutorial; students meet one-to-one with their tutor on a termly basis and the targeted questions include discussion on wider reading. Students in the Sixth Form are further encouraged to read around their subjects, particularly through homework set to read with a visible outcome, for example a series of questions about the reading to be completed. Sixth Form teachers have resources for students to borrow including virtual reading material and reading material is shared through Google Classroom.</p> |
| | | <p>The LRC Manager promotes reading at home through regular updates in the parent bulletin including sharing recommended reads with parents.</p> |

5. Roles and responsibilities

5.1 Oversight

This policy will be overseen by the Deputy Headteacher (Curriculum).

5.2 Curriculum Leaders

- Curriculum Leaders will ensure that there are regular opportunities for students to read high-quality texts in their curriculum.
- Curriculum Leaders will teach the specific disciplinary vocabulary that allows students to read as experts in their subject.

5.3 Teachers

- All teachers are responsible for ensuring the principles for reading outlined in this policy are followed.

5.4 Reading across the Curriculum Lead

- The teacher responsible for Reading across the Curriculum will ensure teaching staff are trained in best practice in teaching reading, through staff briefing and INSET time.
- The responsibility also includes line management of the LRC Manager, to ensure that the LRC promotes reading for pleasure.

5.5 Teaching Assistants (TAs)

- TAs will support students in their lessons with reading.
- TAs will run intervention sessions focused on improving the reading skills of students who require additional support.

5.6 Students

- Students will complete all class and homework, including those which involve reading, to the best of their ability.
- Students will attend any intervention sessions that they are invited to, and complete the work in these sessions to the best of their ability.

5.7 Parents/guardians

- Parents will support their child and the school to ensure their child develops their reading ability and their love for reading.

The impact of this policy will be reviewed by May 31st 2023 using a robust evaluation of the reading action plan that accompanies this policy.