



FARNEY CLOSE SCHOOL

The Importance of Reading (and Literacy)

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Our Intent

At Farney Close we know and understand the importance of developing reading and other literacy skills for our young people now and in the future. Reading underpins our whole curriculum and pupils who develop their skills in reading can grow not only as readers, but also as people who understand and can act on what they read. This is incumbent upon us as educators and care colleagues to ensure that our pupils know how important reading is and that they are given time, strategies and support to improve. We set to work on improving the literacy skills of our pupils from the point they arrive with us at Farney Close.

The Implementation of Reading and Literacy at Farney Close School

Currently, the assessment of reading and spelling is led by the SEND team. This has been a very deliberate choice, in order to further embed our strong belief at Farney Close, that reading is a critical issue for every child in every subject, not limited to English and literacy specialist subjects only. The SEND department carries out baseline assessments of single word reading, comprehension and spelling of new pupils on entry to the school and at assessment points in October and March for all pupils.

Since March 2019 as a school, we decided to assess all pupils using WIAT-III-T-UK for single word reading and spelling and Access tests for comprehension to ensure our process and judgements are as robust and consistent as possible.

Testing is conducted by the SEND team and comprise of single word reading, spelling and comprehension and be reported as reading and spelling ages and standardised scores. Ongoing teacher assessment of spelling and literacy is conducted by the English department and results reported using B Squared. Should a pupil's progress be of concern in ongoing teacher assessment they are referred to the SEND team for additional support.

The school has practitioners trained in the delivery of Soundwrite Phonics. The use of Phonics at Farney Close School is delivered under three separate strands:

1. Initial teaching - this is through explicit phonics lessons in our Key Stage 2 provision for year 5 and 6.
2. Intervention - this is through targeted sessions delivered by the SEN department.
3. Support – this is the responsibility of all education staff when teaching or supporting in class by assisting pupils with reading using the strategies that have been taught to the pupils during their time in Key stage 2.

Reading is delivered as a whole school approach through ERIC (Everyone reading in class) in all afternoon tutor times as well as two morning tutor time sessions. These sessions are recorded in pupil's individual reading record booklets. We also have the Accelerated Reader programme which ensures that pupils are given books to read that are identified as being in their zone of proximal development, this ensures that we are encouraging pupils to progress and challenge themselves appropriately with their reading.

Accelerated reader enables pupils' to:

- **Be Guided** – giving personalized goals to help pupils stay focused on the factors that matter most for reading growth as well as helping teachers monitor their progress and provide feedback to keep learners on track.
- **Engage** - Individual reading recommendations use pupils' interests and reading levels to suggest "just-right" titles from over 200,000 choices!
- **Practice** - "Just reading" transforms into high-quality reading practice that fuels growth: Reading quizzes monitor comprehension, while literacy skills and vocabulary quizzes extend pupils' learning and build skills *mastery*.
- **Grow** - Detailed reports provide insights into pupils' progress.

Beyond this there are numerous opportunities to read across the curriculum which can be found as an appendix to this policy. This includes the active use of the schools Marking and Feedback Policy which is based on Strength, Improvement and Response (SIR) where pupils are encouraged to read the feedback given them in each lesson and respond to the learning that has taken place.

We use Twinkl Phonics as our phonics scheme for both Primary and for interventions in our Secondary provision. Our SEND team deliver reading interventions aimed at increasing both comprehension and single word reading scores, this is measured through the bi-annual testing undertaken by the SEND team.

It is the responsibility of all staff at Farney Close school to encourage and engender a love of reading in our pupils. Our Education and Care teams work collaboratively on a Thursday and Friday to support pupils in their morning tutor time reading sessions which are recorded in their reading booklets.

The Impact of Reading and literacy Interventions at Farney Close School

There are several measures in place to assess the impact of reading and literacy interventions at Farney Close School, the first of which is the data collated by the SEND team as they undertake their bi-annual testing. Analysis of current data indicates a large majority of pupils make expected or accelerated progress in single word reading. The average being 2 years one month in a sixth month period. However, it should be noted that due to some pupils making exceptional progress the mean score should be viewed with some caution. It is vital that our overall success, does not mask the high level of needs that a number of our pupils continue to have. It is also critical to be cognoscente of the fact that this progress happens firstly because our pupils work hard, but also because they are supported on an individual basis to make rapid progress, using resources and techniques that are grounded in solid research utilised by experienced professionals in multi-sensory learning activities that meet individual need.

Levels of literacy are monitored by the English department through a literacy programme that is designed to follow them through from year 7- 11 with clear indicators of progression. Additionally, with the implementation of Accelerated Reader there are clear functions in place to assess the impact of reading through the Star reading tests and comprehension quizzes; these two areas combined give us indications of progress in reading and

comprehension levels that then feed into pupils progressing in their reading by always targeting their zone of proximal development.

Appendix 1

Subject	Opportunities for reading
English KS4	<p>Pupils are encouraged to read from the interactive white boards.</p> <p>Guided reading takes place with explanations to clarify what is read. Power point presentations further embed the reading process.</p> <p>Supported reading is linked to the topic being studied, from set texts such as Sunlight on the Grass and Shakespeare's R&J.</p> <p>We visit past examination papers with them to support with their read and prepare them for formal examinations.</p> <p>From Literacy lessons - pupils access read through a wide range of own choice reading materials (young literature - D Williams / autobiographies/ First News newspapers etc) in the final 15 minutes of their literacy time.</p> <p>GCSE English Language and GCSE English Literature will both be being studied from September 2022 (previously only English Language has been sat at GCSE)</p>
English KS3	<p>All English KS3 classes read at the start of each lesson. Each pupil is on the reading scheme and can progress through them at their own pace. Pupils read independently but will have to read to the teacher and the Teaching Assistant in their lessons throughout the week.</p> <p>They read a selection of factual and non-factual books. The schemes are easy to read but stretch pupils as well, and they should complete a book every two weeks if not sooner. The aim is to expose them to lots of different texts and vocabulary and to provide them with the confidence to succeed at reading.</p> <p>Each year group reads a class text each term and studies it, normally one book per term.</p> <ul style="list-style-type: none"> • Year 7 Harry Potter, Harrys Mad and Stories from other Cultures and Poetry. • Year 8 The Daydreamer, Great Uncle Stilton, Newspapers, Holes and Poetry. • Year 9 Oliver Twist, MacBeth /The Tempest, Dracula. <p>We promote "World Book Day" each year. Dressing up and sharing texts that adults and pupils love as well as running reading activities and live zooms with authors.</p> <p>There are opportunities for reading in comprehension texts and short plays.</p>

Music	<p>PowerPoint presentation encourage pupils to read in lessons which includes the classes learning objectives for each lesson.</p> <p>In addition, there are lots of opportunities to read simplified rhythmic notation, graphic notation and for a few conventional notations.</p> <p>Also, song lyrics.</p>
Primary	<p>Reading is embedded across all subjects in our primary curriculum. The children read a wide range of fiction and non-fiction texts, as well as recipes, instructions, magazines, and signs/notices around the learning environment.</p> <p>Adults also model reading for pleasure through daily story time (which the children all engage amazingly well with).</p>
Art	<p>The opportunities for reading for pupils are during lessons where we research artists work and compile power points for their sketchbooks to complement the practical work. Pupils are asked to read information about the work and compile their own written responses.</p> <p>There is also a large archive of art books for pupils to read as extension work as well as informing their learning in class. Pupils also read from the board when presenting resources.</p>
Science	<p>Pupils access reading in this lesson via power points and Learning objectives.</p> <p>They also read out answers to questions set (their own written work), mark each other's work and read to access the materials provided for their learning.</p>
Food	<p>Opportunities to read are presented at the beginning of a new sub theme both through power point presentations and on work sheets produced for the corresponding activity.</p>
Motor Vehicle Mechanics	<p>During theory lessons reading take place via:</p> <ul style="list-style-type: none"> • Board presentations (pupils will be asked to read sections - if they are comfortable in doing so) • Using google to research information/feedback to the group • Creating posters • Worksheets for each unit • Handouts for each unit • Theory work/Write-ups (sentence structures when answering). • Searching the word wall for the item they mean • End of unit tests • Health & Safety Test • Self-assessment traffic light sheet • SIR marking/Live marking • Word Banks

	<p>During practical lessons reading takes place through:</p> <p>Reading the list of which tools should be in the tool trolley/toolbox/cabinet (each lesson to ensure no losses) The lessons briefing (Done verbally but usually on the white board throughout the lesson)</p> <ul style="list-style-type: none"> • When using Google to search for information (e.g. recommended Tyre Pressures or Torque settings) • Using Google/books to research information often feeding back to the group • Information on Tyres (Direction of rotation, Maximum Pressure, Date of production, etc) • Information on Parts • Installation instructions • Tool Names on the pictures along the workshop wall • Reading the labels (e.g., identification and information on contents of Engine Oil)
Maths	<p>Pupils are encouraged to read from the interactive white boards. Power point presentations further embed the reading process.</p> <p>We visit past examination papers with pupils to support with their reading and prepare them for formal examinations.</p> <p>Reading is encouraged across both key stages through the use of online resources such as Mymaths and through the use of bespoke worksheets and topic examination booklets.</p>
DT	<p>At year 7,8,9 there is reading from the interactive white board re tasks, instructions and projects. In year 10 and 11 there is a considerable amount of exam preparation which requires a significant amount of reading in order to gain knowledge of the question associated with the 2-hour exam.</p> <p>As the year groups progress towards GCSE there becomes an increasing emphasis on research and the ability to investigate how things are designed and made.</p>
ICT	<p>Pupils have a considerable range of opportunities to engage in accessing and reading in IT classes. The reading medium can be provided in a variety of methods from online to hard copy sources. Text is used to develop language acquisition and specialised key language in relevant different modules.</p> <p>For each module the young people will be required to read, select and interpret information in order to complete tasks. It is a cross curricular subject that facilitates incorporating both core and additional subjects in KS3 & KS4 which is evidenced in their class folders.</p>

DofE	During enrichment lessons there are reading opportunities such as following instructions on how to do something, how to access the activity or identifying items such as Trees or flora and fauna, animals, or pieces of equipment.
PE	<p>Those pupils who are on the GCSE course read related and appropriate textbooks in the classroom.</p> <p>Reading materials are also available for all pupils to refer to in the sports hall building. There are large posters wall mounted which all provide appropriate reading material related to all aspects of the subject – many pupils often refer to these for points of reference.</p>
SEND	<p>Within 1:1 sessions there is always a targeted reading time. This varies from pupil-to-pupil dependent on need. Some will use graded reading schemes and read aloud. Comprehension and text-based activities to develop vocabulary / phonics / spelling typically follow the reading.</p> <p>Other pupils will have longer 'real' books, extracts of text from different genres, sometimes digital to read and respond to. These may be exam style questions to develop strategies to understand what is being asked and to plan what needs to be done to answer the question. This may be read aloud or silently depending on the young person. Verbal and written follow up questions and tasks are completed to develop strategies which can be transferred to wider reading in class and life. If support is for maths, then young people read vocabulary and discuss meanings with examples and if appropriate to the young person's maths ability worded questions which require reading, comprehending subject specific vocabulary and breaking down into a process.</p> <p>Further to this we use card games and board games which require reading of single words to develop sight recognition and pattern recognition of spelling rules/ letter strings.</p> <p>Sessions are recorded in our lesson notes which are on the server and indicate type of reading, pupil response/ difficulties or success and the next steps.</p> <p>As a department we take the approach that there are reading opportunities in all subjects and environments and help the young people to develop the relevant skills and strategies to read in different contexts whether it be reading signs, timetables, menus etc when out about, reading for academic success or reading for pleasure in audio books, books or digital print.</p>
Humanities	Reading in Humanities includes, power points, textbook activities, case studies, worksheets and comprehension activities.