

Reading Policy



Groveside
School

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CONTENTS

INTRODUCTION..... 3

INTENT 3

OUR AIMS: 3

PRINCIPLES OF READING: 4

IMPLEMENTATION 5

TIMETABLING/STRUCTURE..... 5

PARENTAL SUPPORT 5

ASSESSMENT 5

INTRODUCTION

At Groveside School we believe that being able to read is essential to being able to learn as it informs all other activities in the classroom; it is also a key skill that our pupils will need to access a successful future after school. Our aim is to not only teach our pupils the fundamental skills required to read but induce a love of reading that will help them to learn independently and unlock their own goals throughout their lives. We don't undertake this task lightly and recognise that there are significant obstacles to some of our pupils in achieving this goal, so we commit ourselves to it throughout the school environment and try to weave it into all areas of school life as appropriate.

INTENT

At Groveside School, we actively promote the development of reading skills through a positive reading culture embedded throughout the school. We are ambitious about teaching pupils to enjoy books and become successful readers, ensuring a carefully sequenced approach taking into account pupils' individual strengths, weaknesses, profile of need and current knowledge and skills. Early reading has a high profile in the curriculum, ensuring sufficient time and emphasis is given to pupils developing pre-reading skills and learning to read effectively.

OUR AIMS:

- **To develop fundamental reading skills** – Ensure that all pupils acquire strong phonics knowledge and decoding skills through a structured and systematic approach, using Little Wandle as the primary method.
- **To build reading fluency and confidence** – Enable pupils to read with accuracy, fluency, and confidence, progressing towards comprehension and independent reading.
- **To promote a love of reading** – Foster a positive reading culture where children develop an intrinsic motivation to read for pleasure and explore a variety of genres.
- **To ensure individualised reading support** – Recognise the diverse reading abilities of pupils and provide tailored interventions and support to meet individual needs.
- **To enhance reading comprehension** – Equip pupils with the ability to understand and interpret texts, develop critical thinking, and engage with more complex written material.
- **To create a supportive reading environment** – Embed reading across the curriculum and provide a print-rich environment with accessible, high-quality reading materials.
- **To engage parents in reading development** – Encourage parental involvement in reading at home through resources, guidance, and collaboration.
- **To use robust assessment to track progress** – Implement a consistent approach to assessing and monitoring reading progress, ensuring timely interventions when needed.

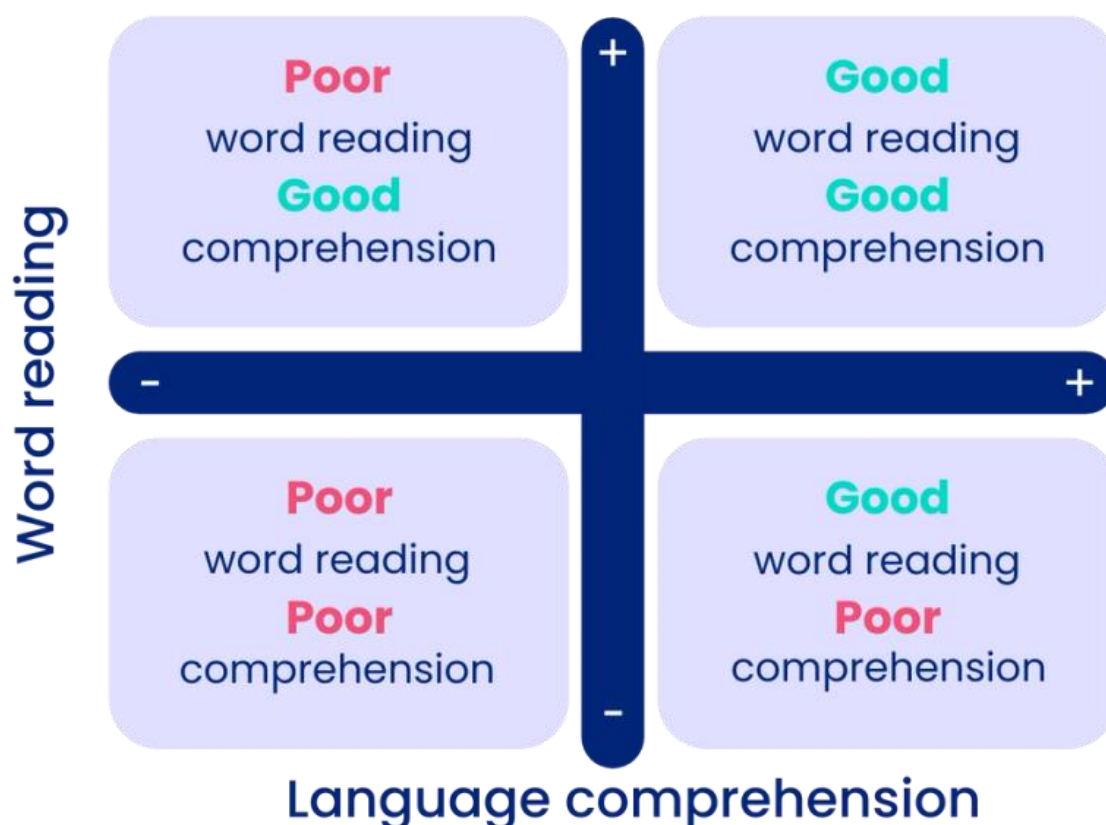
PRINCIPLES OF READING:

These guidelines have been written to ensure that every child within the school becomes a reader. Teaching a child to read is a simple ask, but a complex undertaking.

The Simple View of Reading (from the EEF) provides a helpful point from which to understand that complexity. Breaking it down to its component parts, the model highlights that successful reading is a product of two complex, but separable processes:

- **Word reading:** The ability to recognise, decode and understand the meaning of individual written words.
- **Language comprehension:** A multidimensional process that is used to access the underlying meaning of spoken and written language. This involves the integration of multiple sources of knowledge and skills, including knowledge of word meanings and syntax, and making inferences (for example, drawing on background knowledge as we listen and read).

There is the need for a balanced approach to the teaching of reading. At Groveside, we understand the importance of word reading through systematic teaching of phonics. We also focus our attention to the development of comprehension of the spoken and written word.



Due to our mixed key stage cohort and complex needs of our young people, we don't have a "one-size" fits all approach to teaching reading. Some children arrive at Groveside able to read fluently and need us to help them develop reading comprehension and appreciation for the rich depth of reading sources available to them; others arrive unable to decode grapheme-phoneme-correspondences and need discrete phonics tuition to enable them to access reading.

Following initial assessment during the transition into school we create individualised programmes of study for pupils that will best enable them to grow and learn as readers.

IMPLEMENTATION

Where children need support to develop their word reading we complete a phonological assessment and then start teaching them from the point their current knowledge reaches, regardless of age and year group, this is following the Rapid Catch-up programme from Little Wandle and is proven to show rapid improvement. This then follows on into securing fluency in reading through appropriate reading materials and support in class. This is performed alongside developing their ability to comprehend what they are reading which we do through class-based learning, Accelerated Reader, and Literacy Shed as sources of both ongoing development and direct intervention.

TIMETABLING/STRUCTURE

Dedicated reading time is included in each English lesson during the week and there are multiple slots of tutor time given over to Accelerated Reader, reading for pleasure, and class story sharing. Children can also access both hard copy books and online reading materials, in school and at home, that are targeted to their zone of proximal development in order to see the highest level of engagement and development with reading that challenges them but doesn't overwhelm them.

PARENTAL SUPPORT

We encourage parental involvement in securing learners understanding of phonics and can provide resources and training to enable parents to help children consolidate learning at home. This should equip parents to manage expectations around tricky words, answer questions, and, most importantly, to hear their child read aloud regularly.

ASSESSMENT

Regular assessment will be used to keep pupils on track. A baseline assessment will take place within a few weeks of each child starting school. Formative assessments will be ongoing daily as teachers observe pupils' participation in lessons. Summative assessments will be used at the end of each term in line with the STAR Reading scheme.