



PARKSIDE MIDDLE SCHOOL READING POLICY

Dated: September 2024

Review date: September 2025

Headteacher.....

Chair of Governors.....



Parkside Middle School

Reading Strategy

Rationale

"We shouldn't teach great books; we should teach a great love of reading"
B.F. Skinner

Reading is a vital skill which is central to pupils accessing the full curriculum. As a result, all teachers are teachers of reading. We ensure that our pupils are taught to read with fluency, accuracy and understanding through a variety of discrete and cross-curricular learning opportunities. Above all, we want children in our school to become confident, enthusiastic, independent and reflective readers. We strive to give pupils a stimulating environment which promotes and rewards reading achievements. Teachers act as role models in their enthusiasm for both reading and writing, by keeping up to date with current children's literature and introducing pupils to the best that has been written. To promote reading and stimulate engagement and enthusiasm, the Accelerated Reader Program and STAR testing is used throughout the school to engage, motivate and monitor pupils' reading.

Reading responsibility is not isolated purely to English but is adopted as a whole school. We recognise that pupils need vocabulary, expression, and organisational control to cope with the cognitive demands of all subjects. Reading allows pupils to learn from sources beyond their immediate experience; vocabulary knowledge and understanding word formation empowers pupils in all subjects to decode and acquire new knowledge; writing helps them to sustain and order thought; language awareness helps pupils to reflect, revise and evaluate the things they do, and on the things others have said, written or done. Reading ability empowers pupils to respond to higher order questions and encourages the development of thinking skills and enquiry. Being empowered to read age-related texts, fluently and with comprehension, impacts on pupils' self-esteem, on motivation and behaviour. It allows them to learn independently. Reading is not and will not be used as a punishment, rather it is treated as an exciting and powerful tool which is promoted and rewarded by all.

Intent

- To enable our pupils to read for enjoyment, confidently, fluently, accurately and with understanding.
- To instil a love of reading, an enthusiasm for literature and recognise the value of reading as a life skill.
- To recognise that all teachers are facilitators of literacy through their subject and to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to pupils.
- To raise reading attainment at every level of ability, in all subject areas, to ensure that we maximise the potential of every pupil.
- To ensure our children have sound phonic awareness and can comprehend texts appropriate to their age.
- To broaden pupils' range and knowledge of vocabulary, ensuring that word gaps are closed and therefore disadvantaged learners are empowered across the curriculum.
- To arm our pupils with critical and analytical thinking skills so that pupils are able to utilise what they have read creatively in their own original work.
- To balance appropriate reading challenge, reading practice and reading motivation to accelerate pupils' reading progress.

The Reading Curriculum implementation

Reading Lessons

Key Stage Two

In Key Stage Two, reading is embedded across the English curriculum, with writing and speaking opportunities centred around high-quality, engaging, age-appropriate texts. In addition to this, all pupils have a dedicated Reading lesson every week. Reading lessons allow pupils to read widely and often, with rigorous and sequential teaching of texts that are of an appropriate challenge for their age. Pupils are explicitly taught vocabulary, utilise background knowledge, explore text structure, develop knowledge of sentence structure and are explicitly taught reasoning processes such as inference skills within the lesson. Reading lessons encourage classroom talk and discussion about fiction and non-fiction texts, whilst also providing time for teachers to advise on books with challenge and to monitor individual reading progress and records.

All reading lessons operate in a similar way. Pupils spend the start of the lesson reading independently (low attaining readers may read aloud to an LSA / teacher). During independent reading time, teachers may hold 1-1 learning conversations or work with small groups of pupils who have been identified as lower attaining readers; this information is available from STAR tests and the Accelerate Reader diagnostic quiz reports. Teachers will maintain a conversation log which tracks these conversations and ensures that pupils are having regular, focused input to help guide their reading and comprehension. Teachers may also take some time to listen to pupils read aloud, developing fluency and confidence, and to actively question pupils about comprehension.

In the second part of the lesson, teachers will use the opportunity to focus on comprehension of texts. Through the use of carefully sequenced booklets, pupils encounter whole texts and extracts, with questioning and activities concentrating on language comprehension. Teachers will ensure that pupils are exposed to suitable age-related reading materials, with challenging structure, vocabulary and content, and teach pupils *how* to comprehend and respond to unseen texts. At KS2, this includes explicit teaching of reading skills, using a range of non-fiction and fiction extracts and whole texts. There will be an explicit focus on teaching inference, vocabulary, decoding challenging texts and how text structures affect meaning.

Key Stage Three

With a secure foundation established for independent reading and reading for pleasure in Key Stage Two, the Key Stage Three Reading curriculum prioritises an analytical approach to reading. The teaching of reading continues to be embedded across the English curriculum. Pupils continue to build upon those core reading skills through the explicit teaching of inference, explicit vocabulary instruction, decoding texts, and recognising social / cultural references. At Key Stage Three, a greater emphasis is placed on how language and structural devices and choices contribute to wider meaning, thus developing their complex inference and analytical skills.

Pupils in Year 7 have a Reading lesson every other week, with this increasing in Year 8 to once a week. Reading lessons use carefully planned and sequenced booklets, which contain carefully selected fiction and non-fiction texts of increasing complexity and academic thought. The focus for Reading lessons is on the skills required for academic reading, developing reasoning processes and comprehension strategies – pupils are encouraged to follow a process within these lessons that include considering a viewpoint or question as a pre-reading exercise, explicit vocabulary instruction, active text reading with the use of highlighters to identify key quotations or specific examples within the text and post-reading or reflection questions. Teachers continue to plan regular opportunities for independent reading and 1:1 conversations, to ensure that the momentum of reading for pleasure is built upon, and that pupils continue to read texts which are age-appropriate and suitable challenge. They will continue to work closely with those pupils identified as low-attaining readers.

Some of the strategies used for the teaching of reading include:

- The teaching of phonic awareness.
- Questioning about character/ story/ events/ structure/ plot. Awareness of layout / features.
- Awareness of punctuation.
- Prediction of the story / text from clues embedded.
- Developing decoding skills of unfamiliar words.
- Awareness of the reading and spelling of common exception words or challenging vocabulary.
- Deduce meaning from context, syntax and previous experience.
- Scanning text for information and to support comprehension.
- Discussing the effectiveness of chosen language.
- Encouraging talk and discussion in groups.

- Encouraging clear speaking and expression when reading texts aloud.
- Teaching complex inference and deduction skills.
- Exploring relevant and contemporary social and cultural issues.

Whole School Reading

Tutor-Reading programme

All teachers recognise the importance of reading and its impact on pupils' attainment across every subject. All teachers promote reading for pleasure and encourage / monitor pupils' independent reading. To ensure that all pupils are supported to achieve 30 minutes daily independent reading practice, Form Tutors ensure that registration times are used proactively and for independent reading. This is time for pupils to take quizzes, exchange books and to read independently. Form Tutors monitor pupils' reading during registration times, encouraging pupils to read a broad range of books, of suitable challenge and promoting reading for pleasure through rewards. In addition to this, the Tutor Reading programme is closely intertwined with the Thrive curriculum, encouraging and recognising the significance and impact of reading on pupils' wellbeing and development of empathy skills. Tutor-Reading time is used to read a shared class novel aloud, listen to a shared audio book or to read news articles for information collectively. The Tutor-Reading programme is planned to complement the English curriculum. Form tutors use oracy to encourage book talk and discussion, often embedding this into class Talk Time.

Cross-curricular reading

Subject Leaders ensure that there is a wide range of opportunities to develop reading skills across all subjects. These opportunities are highlighted clearly on medium term plans and will consist of a range of DART (Directed Activities Relating to Text) activities. Subject Leaders ensure that teacher's model and explicitly teach individual subject reading skills and behaviours within each subject. Where relevant, wider reading opportunities are highlighted to pupils and real-life stories used as an inspirational tool across subjects to bring content and knowledge to life.

Vocabulary is taught explicitly and with consistency across all subjects. Pupils are encouraged to use previous knowledge of root words / prefixes / suffixes, as well as etymology when encountering new vocabulary ("Use what you know to work out what you don't know"). Subject Leaders and SLT monitor the quality of literacy and reading opportunities across the school, as part of their monitoring of the subject.

In all subjects, teachers will aim to improve the reading skills of pupils by:

- Explicitly pre-teaching key subject specific vocabulary.
- Exposing pupils to high-challenge texts, to continue to ensure that pupils encounter the best that has been written and said.
- Identifying the most common types of reading 'behaviours' required by their subject.
- Presenting reading tasks at a suitable level – adapting texts or approaches to reading wherever possible, but ensuring age-related content, extended texts, and high expectations at all times.

- Drawing pupils' attention to structure, layout, form, print and other signposts.
- Taking new pupils through any book they use regularly (e.g., textbooks) and showing them how to find their way around it.
- Modelling how to approach and read texts (e.g., how to skim or scan, how to take notes, how to identify key points).
- Promoting reading (for pleasure and information) to pupils.
- Providing texts at appropriate readability levels for all pupils (the layout, size and clarity of print, length of sentences and vocabulary appropriate to pupils).
- Ensuring worksheets are clear, in presentation and language, and tasks are appropriately / helpfully worded.
- Providing a range of practical strategies to encourage the development of whole-school literacy e.g., wall displays, subject specific spelling lists, clear labelling, and provision of dictionaries, good quality worksheets and board work.
- Varying the way texts are read within lessons: this could involve silent reading, bringing a text alive by reading to pupils, oral reading by pupils, audio recordings or guided reading.
- Avoiding reading becoming a dull and slow business.
- Not using reading as a punishment.

Accelerated Reader

Accelerated Reader (AR) is a powerful tool for monitoring and managing independent reading practice. At Parkside, we use the best classroom practices of the programme to improve student reading skills. AR is used as a guidance and motivational tool; pupils are not restricted to what they read for pleasure but use book levels for a guide and to ensure incremental difficulty of texts chosen.

The programme encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, AR helps teachers set personalised goals for each pupil, and guide pupils to books that are difficult enough to keep them challenged, but not so difficult as to cause frustration. In addition, AR helps teachers monitor pupils' vocabulary growth, literacy skills development, and other reading skills.

At Parkside, the program is implemented in the following stages:

- 1) A pupil's optimal reading level is determined through the termly STAR Reading assessment. This assessment suggests a range of book levels for each student called the "zone of proximal development", or ZPD. Children should begin reading books that have a level at the lower end of their ZPD and gradually move up the range in order to make optimum progress.
- 2) Teachers support pupils by setting individualised reading practice targets based on reading quantity, quality and difficulty. They then monitor progress toward those goals. Personalised reading practice means students read books of interest at their own reading level. AR BookFinder makes it easy to find the perfect book.
- 3) Students take an AR Quiz. AR offers more than 150,000 quizzes of three types on both fiction and non-fiction titles.

- 4) AR provides teachers with immediate information (TOPS reports), helping them monitor the comprehension skills of each student and inform further instruction or intervention.
- 5) Students and parents get instant feedback to help motivate success with the use of Renaissance Home Connect.
- 6) Pupils are regularly rewarded for quiz-taking through the whole-school “Reading Olympics” and achievement points. Weekly word counts are totalled and link to the House Competitions within schools – pupils and Houses who have read the most words receive points in weekly “heats” towards their Houses. In addition to this, form groups compete against one another for the highest number of quizzes taken each term to win a class prize and the Reading Trophy.

Reading Diagnostic Intervention

The Curriculum Team identify pupils for extra support and intervention during regular Pupil Progress meetings, through close analysis of STAR tests, teacher assessments and performance in assessments. Where pupils are identified as reading below expected standard, the Reading Diagnostic Intervention plan ensures that pupils receive prompt, targeted intervention that concentrates on individual need (see appendix 1 flowchart).

Wave 2 interventions:

- Lexonik

Lexonik is a research-based programme leveraging metacognition, repetition, decoding, and automaticity, to train learners to develop phonological awareness and make links between unknown words using common prefix, root word and suffix definitions.

The Lexonik programme is delivered on a 1:4 teaching ratio by a trained member of staff, for six one-hour sessions. Pupils are identified for the programme and receive the intervention in Year 5 through to Year 8. The interventions run in addition to their English lessons to ensure that the phonics and vocabulary gap is closed.

The Lexonik approach to teaching vocabulary is also used across the whole-school as a cross-curricular teaching strategy, to ensure that all pupils are challenged to close the word gap, regardless of reading age.

- Lexia

Lexia is a computer-based, research-proven programme, which provides explicit, systematic, personalised learning in the five areas of reading instruction. The programme embeds explicit phonics teaching, to ensure that pupils have secure foundations in the knowledge of phonics and decoding.

In Year 5, pupils who are below age-related expectations in reading will be enrolled on the programme for specific and direct intervention. The programme will run alongside curriculum teaching (both in class and additional intervention time), to ensure that gaps are identified and that

pupils are empowered to accelerate their progress to close the gaps in reading.

- Precision teaching

This intervention is run in a small group setting and is explicitly targeted to pupils in Key Stage Three who find vocabulary and decoding of words challenging. Pupils are led to decode words and are explicitly taught meaning, which supports both their vocabulary understanding and their spelling.

- Reciprocal Reading

Reciprocal Reading is provided as an intervention for pupils who can decode but do not fully understand what they read. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension. In small group intervention, pupils use the cycle: predict, clarify, question, summarise. This develops their independence to read for meaning across the curriculum. This intervention begins with small groups, supported by an LSA, but then is developed further into lessons across the curriculum.

School-led tutoring

Parkside runs an extensive programme of reading intervention as part of the School-led tutoring programme. The sessions are planned with specific focus on reading comprehension skills and with explicit guidance from English teachers. See separate information.

Impact

Assessment

Formal assessment of reading will occur through the use of Accelerated Reader across the school and termly STAR tests, in conjunction with regular reading assessments in English lessons (KS2 through past SATs papers and KS3 through the development of extended, analytical response and summative GL Assessments in reading for every year group). In addition, teachers will continually formatively assess pupils' reading. Individual reading to a member of staff will be used to analyse pupils' strengths and weaknesses and to plan future work and targets accordingly. Group and Guided reading tasks also provide assessment opportunities.

Pupils' attainment and progress is regularly monitored and reviewed against age-related expectations and milestones within the subject. In addition to externally validated assessments (KS2 SATs, STAR Tests, GL Assessments, Common Assessments in KS3), teachers regularly assess their reading Key Performance Indicators. Teacher Assessments will consider the broad range of information about pupils' reading and will use this information when forming a judgment of reading ability against the agreed cross-phase milestones.

Reading KPI judgements will be formed as follows:

Reading Key Performance Indicators			
To read words accurately	To understand texts	To read critically and analytically	To have a positive attitude to reading
Lexia			
	Accelerated Reader and STAR Tests		Accelerated Reader and STAR Tests
Reading Lessons			
GL Tests / STAR Tests			
English Lessons			

Monitoring and Evaluation

English Subject Leaders will determine how to monitor performance and progress of reading at the school. The progress of reading will be central to Pupil Progress Meetings, and the team will respond to any issues accordingly.

Roles and Responsibilities

All Staff

Every member of staff at Parkside will actively promote reading for pleasure and demonstrate enthusiasm for reading. Teachers will share their own personal reading with pupils, in order to motivate and inspire. Reading will not be used as a punishment or as a method of behaviour management. All staff will actively promote academic, curricular reading across all subjects, including a range of activities to engage pupils with reading (staff can speak to Head of Reading for support with this).

Form Tutors

It is the Form Tutors' responsibility to facilitate regular daily reading opportunities during registration. They will also support the use of Accelerated Reader by motivating pupils to take quizzes during class times.

Form Tutors will ensure that they are consistently implementing the Tutor-Reading programme. They are central to the motivation and enthusiasm pupils have for reading.

Form Tutors will:

- Allow and ensure that pupils read silently during registration and independent reading sessions.
- Allow and encourage pupils to take AR quizzes and exchange books during registration / class times.
- Discuss individual reading habits with pupils.
- Implement the Tutor-Reading programme consistently, as directed.
- Make referrals to the Head of Reading/Head of Department for any pupils who are a cause for concern.

Heads of Year will monitor reading during tutor times.

English Teachers / Reading Teachers

Reading, comprehension, and analysis will be central to all English and Reading lessons. Teachers of the subject will:

- Facilitate and administer STAR tests.
- Respond to results of STAR tests and AR quizzes, to plan directed interventions with pupils highlighted as a cause for concern within lessons.
- Hold regular, personalised discussions with pupils regarding book choices and results of quizzes (using TOPS reports) and STAR tests (informed by Diagnostic and Growth reports).
- Set reading targets within the program and motivate pupils with rewards.
- Refer concerns to Heads of Department / Head of Reading.

Librarian

- Provide support to all class teachers and English teachers for using the Accelerated Reader programme.
- Organise whole school reading events and rewards.
- Support in the delivery of reading and spelling interventions.
- Ensure book recommendations for pupils are current and inspiring.
- Monitor whole-school participation in AR quizzes, updating whole-school leader board regularly as part of the Reading Olympics.
- Support Head of Reading with organisation of extra-curricular activities.

Head of Reading

- Monitor whole-school participation and standards of literacy.
- Monitor and co-ordinate reading intervention across the school.
- Analyse reading progress, intervening with pupils who are not making progress.
- Liaise with Heads of English KS2 / KS3, to ensure consistent progress in reading across the school.
- Liaise with Heads of English KS2 / KS3 to monitor progress of reading for SEN and DL pupils, coordinating interventions to ensure any gaps in reading attainment are closed.
- Co-ordinate whole school reading rewards and events, to maintain motivation and momentum.
- Co-ordinate a buddy reading system (through the use of Literacy Leaders), for peer-to-peer reading support.
- Communicate with parents regarding concerns, queries or rewards relating to reading.

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Review date: September 2025

Appendix I



*Embrace Opportunity.
Nurture Success.
Inspire Futures*

All pupils are screened for their reading using STAR / GL assessment data. STAR tests will be conducted as a baseline in September and then termly during assessment weeks. Curriculum Team analyse data. All staff are made aware of pupils' reading ages so that they can adapt teaching in response (Bromcom /Provision Map).

At/Above Benchmark pupils - monitored by English teacher.

On Watch pupils – targeted for Wave 1 intervention in English.
1:1 conversation with English teacher in reading lessons to monitor independent reading and book selection.
Form Tutors support by monitoring reading in form time.

Pupils identified for Intervention / Urgent Intervention – further screening to identify specific reading issues and inform next steps.

All pupils are re-tested with STAR, to ensure accuracy of assessment. This will be conducted 1:1 or in a small group. Teachers may decide to remove time limit or encourage pupils to read aloud to a member of staff to encourage greater accuracy. Pupils are also tested for their reading fluency, using FFT RA. Pupils will be tested in relation to their overall Reading Ages.

Pupils identified as **Intervention**
FFT RA to determine if fluency/additional phonics support is required. If not, pupils assigned to suitable intervention programme to support with comprehension.

Pupils identified **Urgent Intervention**
FFT Diagnostic Reading Analysis completed 1:1. Results determine intervention required.
All pupils to receive phonics intervention.

Wave 2 Interventions available within school

Lexia
KS2 computerised, responsive programme.
Focus on all strands of reading and personalised to the need of individual pupils.
KS2

Lexonik
Lexonik programme for 6-week intervention. Pupils' progress monitored with Teams Reading Progress.
Pupils may be assigned the programme on a cycle to ensure regular and rapid progress.
Monitored and directed by Head of Academic Support in school.
KS2 / KS3

Small group reading intervention
Smaller groups at both KS2 / KS3 to focus primarily on comprehension and automaticity of longer texts. Focus on vocabulary instruction.
KS2 / KS3

Reading Buddy programme
Year 5 pupils are assigned an older reading 'buddy' (Literacy Leader). Pupils will read aloud to them during reading form sessions to boost regularity and fluency of reading.
Older pupils – Teams Reading Progress practice. Small group intervention.
KS2 / KS3

Phonics support
SSP for support classes, daily.
Need diagnosed through STAR screening/FFT assessment.
Phonics progress measured by FFT
KS2 / KS3

Dyslexia support
The IDL Literacy intervention software is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. Pupils have access in lessons (support groups) or through intervention/home learning.
KS2 / KS3