

The Levett School



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Positivity | Determination | Reflection | Integrity

Reading Policy

<i>Policy agreed by Governors on:</i>	3 rd May 2022
<i>Review date for Governors:</i>	3 rd May 2022
<i>Allocated Group/Person to Review:</i>	Emma Place
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	11.02.22

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB

Upper School, Lansdowne Road, Intake, Doncaster, DN2 6



Doncaster
Council



Reading at The Levett School

Primary and Secondary Offer February 2022

Literacy Lead: Emma Place

Literacy Assistant: Mandy Goddard

Vision Statement

At The Levett School, the vision is to reengage pupils love of reading and use this as an avenue to promote literacy engagement across school. We want to re-establish pupils in lessons by using a curriculum adapted and tailored to meet their individual needs but to encourage them to want to be a part of each lesson too.

We understand that reading is a key, lifelong skill which is needed to support and be successful in every other area of the curriculum. It is also a key skill needed later on in life which every pupil regardless of their social and economic circumstances, ethnicity, gender, or special educational needs.

We aim to promote a love of reading across school in order for pupil to fulfil their true potential.

Teaching Philosophy

The development of reading cannot be seen in isolation from writing and spoken language. Strategies for writing and spoken language form key parts of reading across school.

Key Purpose

Our purpose to support pupils with reading stems from it being a key driver to help pupils with all other curriculum and aspects of their day to day lives.

We aim to promote reading by:

- Providing a frequently updated library environment with activities based on events upcoming with each month at lower
- 'Reading racks' on teacher and learning mentor doors which have a range of texts appealing to pupil interests
- Books matched to pupils reading ability after decoding/PM Benchmark assessments

- Allow pupils to access reading online using Epic, newspapers, books, magazines, Kindles

Curriculum Intent

At The Levett School, we want pupils to be engaged with reading. We aim to baseline pupils using PM Benchmark, Salford Reading and the National Curriculum statements to decide where reading books need to be pitched. If a pupil is in need of additional reading support they will have daily Decoding lessons five times per week.

At The Levett School phonics is referred to as Decoding. Pupils across Lower and Upper site access this intervention based on baseline assessment data. Pupils accessing decoding make good progress and this supports them with their writing skills. Pupils will enjoy reading and join in with shared guided reading sessions.

Pupils at The Levett School have support plans which include a personalised reading and writing targets set out under 'cognition and learning'. If a pupil needs additional support with reading or decoding, additional 1:1 reading will take place to support this.

The intention of Reading is for pupils to be accessing it on a positive level and for them to develop their own, personal interests in choosing their own materials/genres.

Curriculum Implementation

Objectives

Reading is taught across the curriculum. At Lower site pupils are taught reading skills as part of guided and 1:1 session. At Upper site pupils are taught reading on a 1:1 basis, personalised to work on their own individual targets.

Content or Subject Matter

The Levett School staff deliver the curriculum in a more bespoke way which ensures that the wider curriculum is taught to pupils but in a way which engages them and supports them to build their self-esteem in terms of accessing learning. Pupils are provided with opportunities across all curriculum areas to practise their reading skills.

Pupils accessing reading through decoding are using book banded reading books to match their ability. At The Levett School, we understand that the needs of the pupil may not be in line with academic age, therefore we encourage our readers by using a high number of 'high interest, low ability' readers. This

develops pupil's self-esteem and encourages them to progress through book banded levels.

Learning Experiences

Pupils are provided with guided and 1:1 reading sessions. Reading is referenced and used day to day. Pupils listen to a class text at the end of each day to develop their spoken language and improve their vocabulary.

Curriculum Impact

To show impact, The Levett School Teachers will:

- Use reading logs to support assessment
- Monitor teaching and learning with drop in sessions
- Review aspects of reading across all curriculum areas with book looks
- Evaluating and summarising all aspects of the subject to define next steps for improvement
- Measuring progress data through pupil progress meetings
- Reviewing CPOMS information and taking in to consideration pupils social and emotional needs at different points throughout the year, we use flight paths to form these triangulated assessments
- Speak confidently about the pupils in their class and to be aware of other factors which may affect academic attainment
- React to pupil voice for those who do not enjoy reading and slowly build on this to reengage

Reading

- Reading is taught across all subject areas
- Reading sessions are taught as 1:1 or guided sessions
- Guided reading sessions follow 'reading gems' for KS1/2, focusing on assessing and using content domains
- Lower site has access to a Library
- Pupils at Lower site have an individual reading book which is matched to their reading ability. In addition to this they have a 'choice book' which is something the pupil chooses themselves and not necessarily linked to their reading ability
- Reading at Upper site takes place on a 1:1 basis. Classrooms and mentor rooms have their own 'reading frames' and a different offer of materials based on pupil interests

Spoken Language

- Pupils will be taught and assessed using National Curriculum statements.
- Teachers will consider pupils who have special educational needs and these will be taken in to consideration. In addition to this, where needed pupils will be referred to Speech and Language Services at the NHS for further intervention.

Intervention

Interventions to support Pupils in Literacy include:

- Decoding
- SNIP
- Dyslexia friendly resources
- Library activity sessions to develop British Values and the wider understanding of world events
- 1:1 academic intervention support linked to support plans
- EPIC Reading - online

Assessment

- Pupils are baselined within the first two weeks of being on roll at The Levett School. From here, pupils are continuously assessed in lessons by teachers and support staff by quality first teaching. Pupils are tracked using OTrack and formative assessments inform half termly summative assessment grades.
- Pupils not making progress will be identified via pupil progress meetings and interventions will be put in place.
- The Levett School encourage all pupils in Year 6 to sit their SATS and work with mainstream settings to discuss and plan arrangements.
- Salford Reading and PM Benchmark are used to assess pupils word reading and comprehension skills. SNIP is a spelling intervention used to support pupils from the point Decoding is no longer needed.

Role of...

The Levett School/Mainstream:

- Encourage pupils to choose a 'choice book'
- Listen to pupils read at least three times per week

Parents:

- Encourage their children to attend school daily
- Meet with school at least half termly to discuss their child's progress