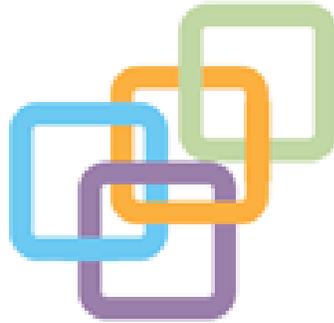


The Levett School



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Positivity | Determination | Reflection | Integrity

Reading Policy

<i>Policy agreed by Management Committee on:</i>	Draft
<i>Review date for Management Committee:</i>	01.07.26
<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>	March 2026

Melton Road, Sprotbrough, Doncaster, DN5 7SB



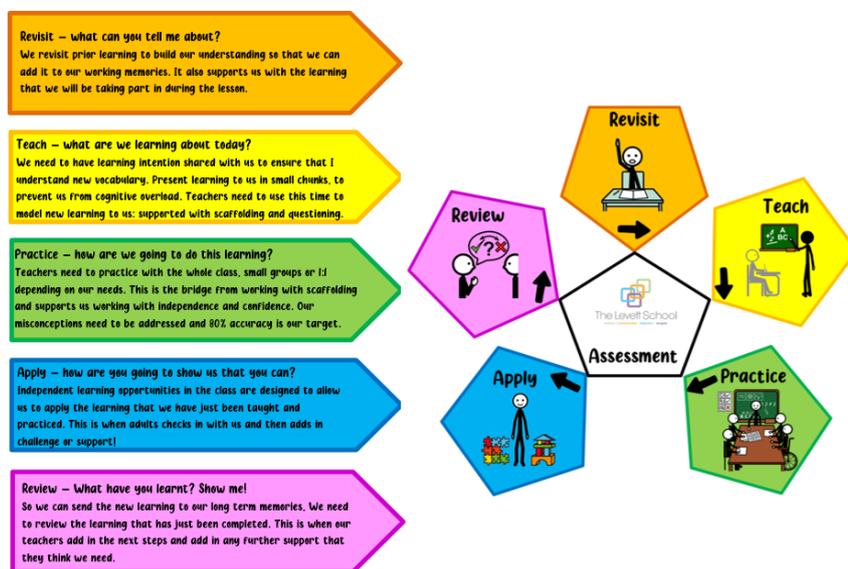
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Doncaster
Council

4. Apply

Cross-curricular reading, functional reading tasks, independent application of strategies.

5. Review

Low-stakes quizzes, vocabulary checks, reading age tests, staff reflection.



B. Fluency Development

- Daily reading activities, including 1:1, paired reading, echo reading, and repeated reading.
- Fluency assessed using running records, timed passages, or 60-second reads.
- Emphasis on accuracy, automaticity, prosody, phrasing, intonation, and expression.
- Strategies for pupils beyond Little Wandle: chapter books, text-led reading, and extended reading sessions.

C. Comprehension Strategy Instruction

- Reciprocal Reading (predict, clarify, question, summarise) forms the backbone of comprehension instruction.
- VIPERS framework used consistently to teach vocabulary, inference, prediction, explanation, retrieval, and summarising/sequencing.
- Teachers model strategies and gradually scaffold pupils toward independent application.
- Shared reading and Text-Led lessons expose pupils to high-quality, age-appropriate texts, promoting vocabulary, syntax, and discussion.

D. Vocabulary and Language Development

- Key vocabulary is pre-taught and revisited using visual aids, word walls, and repeated exposure.
- Texts reflect diverse experiences and cultural backgrounds, supporting emotional regulation and social understanding.

- Purposeful speaking and listening activities, discussion, and informal book talk extend vocabulary and comprehension.

E. Reading for Pleasure

- Pupils choose reading materials from the Library, Reading House, or classroom zones.
- Staff model reading, share recommendations, and conduct read-aloud sessions.
- Readers' Theatre and social reading activities provide motivation, build fluency, and foster engagement.
- Positive reading culture reinforced through celebration of reading milestones, book challenges, and text-led discussions.

F. Targeted Support and Interventions

- Rapid catch-up phonics (Little Wandle / SEND programme).
- Reading fluency groups for pupils below chronological age.
- Daily 1:1 reading for pupils significantly behind.
- SEND and SEMH-specific interventions, e.g., precision teaching or scaffolded reading strategies.
- Ongoing formative and summative assessment ensures interventions are responsive and evidence-informed.

Library and Reading at Home

The Levett School recognises that access to high-quality texts and a supportive reading environment is essential for developing reading skills and fostering a love of reading. Our school library and classroom reading zones provide a wide range of texts across genres and reading levels, including fiction, non-fiction, poetry, and culturally diverse stories, carefully selected to match pupils' interests and needs.

To extend reading beyond the classroom, pupils are encouraged to take texts home to read with family or independently. Staff support this by:

- Matching books to pupils' reading ability and interests to build confidence and engagement.
- Encouraging shared reading at home, where parents or carers read with pupils or discuss texts.
- Providing guidance to families on how to support reading at home, including questioning, discussion prompts, and celebrating achievements.
- Promoting reading for pleasure, giving pupils autonomy in choosing home-reading texts while ensuring they are age-appropriate and accessible.

Through a combination of in-school library access, engaging texts, and home reading, The Levett School aims to create a positive reading culture that extends learning beyond the classroom, strengthens family involvement, and reinforces reading as an enjoyable and essential skill.

Impact

We measure the success of our reading provision through multiple indicators:

A. Assessment Data

- Baseline reading ages on entry, followed by half-termly monitoring.
- Progress in fluency, comprehension, and vocabulary tracked via reading logs, teacher assessments, IXL, Little Wandle trackers, and timed reading passages.
- Pupils below age-related expectations receive targeted interventions, reviewed regularly for effectiveness.

B. Pupil Engagement and Attitude

- Increased confidence and willingness to engage in reading activities is a key measure of success.
- Pupil voice, observations, and reading journals provide insight into changing attitudes toward reading.
- Pupils encouraged to develop independence, curiosity, and ownership over their reading.

C. Reintegration and Readiness for Next Steps

- Reading progression supports reintegration into mainstream or specialist settings.
- Detailed records and reading targets shared to ensure continuity in future placements.

D. Whole-School Literacy Culture

- Staff demonstrate confidence in evidence-informed reading instruction.
- Reading embedded visibly across the curriculum and wider school culture.
- Celebration of reading milestones and active promotion of reading for pleasure.

Differentiation and Personalisation

- Individual reading plans for pupils significantly below chronological reading age.
- Trauma-informed, multi-sensory, and dyslexia-friendly materials used to meet individual needs.
- Reading strategies adapted to support SEMH needs, learning gaps, and engagement.

Staff Development

- Termly CPD focused on phonics, decoding, fluency, comprehension, and reading for pleasure.
- Training in EEF Literacy Guidance, VIPERS, Reciprocal Reading, and Readers' Theatre.
- Coaching, mentoring, and classroom monitoring ensure consistency and high-quality teaching across the school.

Resources



Little
Rapid Catch Up and SEND Programme

Wandle



EPIC
Online Reading Platform

Reading



Collins
Online Library resources

Hub

- Text-led, decodable, and diverse reading materials in the Library and classroom zones.
- Access to iPads, newspapers, and magazines to broaden reading experiences.

Monitoring and Review

- Termly review of pupil progress, reading interventions, and impact.
- Regular book looks, learning walks, and pupil voice activities to evaluate engagement and teaching quality.
- Policy reviewed annually or in response to updated national guidance.