

The Levett School



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Positivity | Determination | Reflection | Integrity

Reading Policy

<i>Policy agreed by Management Committee on:</i>	-
<i>Review date for Management Committee:</i>	-
<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>	May 2025

Melton Road, Sprotbrough, Doncaster, DN5 7SB



Doncaster
Council

The Three I's for Reading – The Levett School

Intent

At The Levett School, our intent is to ensure that all pupils—regardless of their starting point—develop the skills, confidence, and motivation to become competent, lifelong readers.

Many of our pupils arrive with disrupted learning and significant gaps in foundational literacy, particularly beyond the phonics stage. After completing or exiting the **The Little Wandle** phonics programme, our aim is to:

- Support pupils in developing **reading fluency, comprehension, and vocabulary**.
- Rebuild **positive attitudes** to reading in learners who may associate it with failure or frustration.
- Use structured, evidence-informed approaches (e.g. **Reciprocal Reading**) to teach reading comprehension explicitly.
- Provide **inclusive, trauma-informed** reading experiences that are engaging, accessible, and meaningful.

Ultimately, we aim for pupils to leave us with improved reading ability, confidence, and a restored relationship with learning.

At The Levett School we believe that every pupil should be provided with the skill of being a fluent, confident reader who seeks out text types and materials of their own interest. We want our pupils to develop a true love of reading by giving them opportunity and a voice for the materials we purchase and use in school. We also want pupils to have access to a range of reading materials, books, articles, newspapers, online sources, Kindles, iPads etc. to keep up with our ever-changing world. During a pupil's time at The Levett School, we want to remove barriers to learning by ensuring that reading is an enjoyable experience for the pupils we teach.

Implementation

Reading after Little Wandle is delivered through a **structured, multi-layered approach** that builds on phonics and addresses the diverse needs of our pupils.

- **Fluency Development**
 - Pupils engage in daily reading activities including **paired reading, echo reading, and repeated reading** using high-interest, decodable or age-appropriate texts.
 - Reading fluency is assessed using running records or timed reading passages.
- **Comprehension Strategy Instruction**
 - All pupils take part in regular **Reciprocal Reading** sessions, focusing on the key strategies of **predicting, clarifying, questioning, and summarising**.

- Teachers model comprehension strategies and gradually scaffold pupils towards independence.
 - **Vocabulary and Language Development**
 - Key vocabulary is pre-taught and revisited using visual supports, word walls, and repetition.
 - Texts are chosen to reflect diverse experiences and cultural backgrounds while supporting emotional regulation and social themes relevant to our pupils.
 - **Reading for Pleasure and Engagement**
 - Pupils are given regular opportunities to choose books, listen to staff reading aloud, and access engaging, non-judgemental reading spaces.
 - We foster a culture where reading is seen as positive, purposeful, and personal.
 - **Targeted Support and Interventions**
 - Where comprehension or fluency gaps persist, pupils receive targeted intervention.
 - Staff adapt reading content and delivery based on behaviour, emotional needs, and reading assessments.
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Impact

We measure the success of our reading provision in several ways:

- **Assessment Data**
 - Progress in reading fluency, comprehension, and vocabulary is tracked using standardised assessments, reading age tests, and teacher judgement.
 - Pupils working below age-related expectations are monitored termly, with interventions adapted as needed.
- **Pupil Engagement and Attitude**
 - Increased pupil confidence and willingness to engage in reading activities is a key indicator of success.
 - Staff use pupil voice, observation, and reading journals to track changes in reading behaviour.
- **Reintegration and Readiness for Next Steps**
 - Improved reading skills directly support reintegration into mainstream or specialist settings.
 - Reading progression is shared with new placements to ensure continuity.
- **Whole-School Literacy Culture**
 - Staff are confident in delivering evidence-informed reading instruction.
 - Reading is visible, celebrated, and embedded across the curriculum and wider school culture.

We want pupils leaving The Levett School to increase their engagement in reading but to ultimately share a love of reading. We aspire for our pupils to read confidently, enthusiastically and apply this to all areas of the curriculum and make links to its importance

in their daily lives. Reading is a key skill pupils need to help them succeed - it is the foundation for success in terms of communication, knowledge and preparation for the wider world.

Reading Policy – The Levett School

1. Introduction

This policy outlines our approach to teaching reading beyond phonics at The Levett School, aligning with the Education Endowment Foundation's (EEF) guidance on improving literacy in Key Stage 2. It is tailored to meet the unique needs of our learners, many of whom may have experienced disrupted education, social and emotional challenges, and complex learning needs.

2. Rationale

At The Levett School, we recognise that many pupils arrive with gaps in their reading knowledge and varying levels of literacy proficiency. While systematic phonics is a key foundation, many of our pupils require targeted, age-appropriate instruction in fluency, vocabulary development, and comprehension strategies. Our approach ensures that reading remains a central component of academic and personal development for all pupils.

3. Key Principles from the EEF Guidance and How We Apply Them

A. Developing Fluent Readers

- **EEF Principle:** Teach reading fluency explicitly.
- **Our Approach:**
 - Daily 1:1 or small-group fluency practice using high-interest, decodable or age-appropriate texts.
 - Use of "echo reading", "paired reading", and repeated reading strategies to build pace, expression, and confidence.
 - Regular reading assessments (e.g. timed reads or running records) to monitor progress.
 - 60 Second Reads across KS1, LKS2 and UPKS2 to build up fluency and automaticity – taught x3 per week

B. Teaching Comprehension Explicitly

- **EEF Principle:** Teach strategies like summarising, questioning, clarifying, and predicting.
- **Our Approach:**
 - Use of visual aids and scaffolded questioning to support deeper thinking.
 - All pupils receive structured comprehension instruction using the 'reciprocal reading' model.

The Four-Step Reciprocal Reading Model

Pupils (and/or teacher) take on roles to actively lead and engage in reading, based on four key strategies:

1. **Predicting** –
"What do you think this text will be about?"
Before reading, pupils make predictions based on the title, images, headings, or prior knowledge. This activates thinking and sets a purpose for reading.
 2. **Clarifying** –
"Were there any words or ideas you didn't understand?"
Pupils identify confusing vocabulary or parts of the text. They work together or with a teacher to break down meaning, look up words, or re-read.
 3. **Questioning** –
"What questions can we ask about what we've read?"
Pupils generate and answer questions about the text, helping them explore deeper meaning and check understanding. These can be literal or inferential.
 4. **Summarising** –
"Can you summarise what we've just read?"
Pupils identify the main idea and key points, encouraging concise, critical thinking and reinforcing understanding.
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How It Works in Practice

- Usually done in **small groups** or on a **1:1** basis where pupils take turns leading each step.
 - The teacher models each role first, then gradually hands over responsibility to pupils (scaffolding).
 - Texts are selected that are appropriate in **content, interest level, and challenge**.
 - Visual prompts (e.g. strategy cards or posters) are often used to help pupils remember their roles.
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Why It Works

- **Active learning:** It gives pupils ownership and purpose while reading.
- **Talk-rich:** Encourages discussion, reasoning, and collaboration.
- **Scaffolded:** Supports pupils with SEMH or gaps in learning by offering structure and predictability.
- **Flexible:** Can be adapted to any subject.

C. Targeted Vocabulary Instruction

- **EEF Principle:** Develop pupils' language capability.
- **Our Approach:**
 - Pre-teaching key vocabulary in all subjects, especially for texts and topics being studied.

- Vocabulary rich environments across school.
- Regular exposure to Tier 2 and Tier 3 vocabulary through explicit teaching and cross-curricular links.
- Vocabulary journals and word walls used in all classrooms.

D. Use of Assessment to Inform Practice

- **EEF Principle:** Use data to plan, adapt, and target support.
- **Our Approach:**
 - Baseline assessments on entry and to identify gaps using Little Wandle's Rapid Catch up Fluency Assessments alongside IXL and Teacher assessment
 - Ongoing formative assessment during reading sessions.
 - Regular review of intervention impact (e.g. progress in fluency, comprehension quizzes, 60 second reads).

E. Promoting Reading for Pleasure

- **EEF Principle:** Support the motivation to read.
- **Our Approach:**
 - Flexible book choices in dedicated reading areas to encourage autonomy and interest.
 - Daily opportunities for quiet, independent reading and/or reading aloud by staff.
 - All staff help model positive reading habits.
 - Whole school positive reading culture with whole staff training to ensure reading is a priority across school.
 - Access to the library with texts and resources available to celebrate key dates throughout the annual calendar.

4. Differentiation and Personalisation

- Individual reading plans for pupils significantly below chronological reading age.
- Trauma-informed practice integrated into all reading instruction.
- Multi-sensory and dyslexia-friendly materials available.

5. Staff Development

- Ongoing CPD focused on reading strategies, the science of reading, and working with vulnerable learners.
 - Access to training on the EEF Literacy Guidance, reciprocal reading, and fluency strategies.
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6. Additional Resources

- Little Wandle - SEND Programme
- EPIC Reading – online
- Collins Hub – Online Library

7. Monitoring and Review

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

8. Conclusion Our goal is to ensure every pupil at The Levett School leaves with improved confidence, skills, and enjoyment in reading. We recognise reading as a gateway to learning, self-expression, and future success, and we commit to providing the highest-quality, evidence-informed support to every child.