



Reading Policy

LAST REVIEW NEXT	October 2017	REVIEW PERIOD	Annually
NEXT REVIEW DATE	October 2018	TYPE OF POLICY	Non Statutory

Introduction

Improving the literacy skills of all our students requires a determined, collective effort. All of us working at Inspire Academy have a responsibility for helping our students become confident and independent readers.

In order to support our students we adopt specific reading strategies in our day-to-day lessons across the curriculum. We model the enjoyment of reading across the whole school and promote reading to students as a lifelong skill.

Academy-wide aims

- To provide our students with the skills and strategies to develop into competent and fluent readers
- To encourage the enjoyment of books and reading so that our students become lifelong readers
- To develop in our students an increasingly critical appreciation of what is read
- To develop research and study skills, using library and class texts, in conjunction with the Internet
- To support our students to develop understanding of the ways in which writers achieve their effects in order to develop these skills in their own writing
- To encourage care and ownership of books

Academy Core Commitment

All staff will be supported to plan for, deliver and assess reading and writing in all lesson planning and observations.

Strategies

Tutor Time Reading

- This takes place twice weekly. Every student engages in a range of individualised activities with learning targets to support progress in reading.
- Students are encouraged to select and read books appropriate to their stage of reading development from the range of Banded Books
- Reading support will provide materials within a theme to be used in the first instance, however students can also make independent choices within the theme.

Monitoring

- Tutors monitor the progress of students through the completion of Log Books and SLT samples and Reading Age tests.
- All log books are collected in every Thursday by reading support in order to issue rewards in line with school rewards.

Post Cards home

Rewarding success in reading (all staff)

Competitions incentives/ £10 voucher for rewards at the end of each term

Nominations by all staff and decision made by SLT and Reading support

Intervention Groups

1 to 1 intervention is provided for targeted students.

Information to be shared with all staff.

Monitoring

Progress is monitored and reviewed by the Intervention Co-ordinator

Reading independently/Promote reading at home

Students each complete their Log Book as they read for pleasure both in school and at home. Success in reading and completion of logs is rewarded as part of the rewards system. This includes access to additional sports and other activities. Monitoring of reading for pleasure is undertaken by Tutors.

Events to celebrate reading

These take place regularly and include World Book Day (term 4) and a whole school focus on reading in Term 1.

Library

Students have access to resources to find information, research, read for pleasure and seek help with tasks.

English

Students have opportunity to listen to books, be read to and read independently every week.

Speech and Language Therapy

Targeted students receive support to develop speech and language skills.

Subjects

Every subject has subject-specific strategies to deepen the reading skills of students. Every subject identifies commonly used subject specific words and supports students to recognise, understand and spell them.

Staff

Training for staff ensures that students are supported to read, or listen to appropriate text across subjects and to develop their reading skills including:

- skimming and scanning
- information retrieval
- reading to understand
- analysis
- inference and deduction

Staff model reading for understanding in their subject area.

Staff explicitly guide students to use their text books effectively, these may include dictionaries, thesauruses or other subject specific texts. Staff provide fluent readers access to complex texts using a range of strategies to enable students to understand.