

Intent:

Reading is a fundamental life skill and one that is key to accessing learning within Beckmead College and beyond. We want all students to value and cherish their love of reading irrespective of where they are in their reading journey. We appreciate that our students join us with a range of differing reading abilities, whether pupils are still learning to read, or are assertive readers, we provide extensive opportunities to practise the skills that are necessary in order to create readers that are secure, fluent and comprehending. Our aim is to share texts that are high quality and vocabulary rich throughout the curriculum so that pupils develop to become self actualizing. The well structured and inspired curriculum employs a vast range of high quality (fiction and non-fiction) texts, hand picked to be accessible and relevant to the various and diverse needs of our students. Recognising that reading for pleasure is a more powerful factor in life achievement than socio-economic background ([Sullivan and Brown, 2013: Social Inequalities in Cognitive Scores at age 16: The Role of Reading](#)), reading is central to every aspect of learning and is developed by all teachers in lessons.

It is our aim that all students (regardless of their academic ability and background) can become assured readers. Being a frequent reader is associated with a range of academic, social and emotional benefits. ([The Reading Framework 2023](#)). Our intention is to ensure that every pupil at Beckmead College has confidently acquired the skills of reading so that they can apply these to all subjects across the curriculum. This will ensure that they leave us as diligent readers, who have the ability to apply subjective and objective opinions to all they read.

We utilise our local community by inviting local authors to attend our school. Acknowledging the increasing popularity of digital reading we also provide students with access to a vast array of digital texts during their time with us. We are committed to fostering a reading culture amongst all pupils. Our reading strategy outlines how we will prioritise, promote and intervene to ensure all children make progress in reading. It considers the reading framework from the DFE (July 2023) and recommendations from EEF.

Implementation:

On entry, a student's level will be assessed, and any gaps will be identified. They will promptly be allocated specific programme(s) which are appropriate to their development. Students will not only have access to the Read, Write, Inc. Fresh Start programme if they are still learning to read, but also have access to relevant texts in the Bedrock programme.

Our reading strategy sets out how we approach the development of reading. It enables all schools to follow a coherent universal approach but allows for schools to use systems that best fit their context. For example, all schools must have a named phonics scheme and a method of assessing progress however these may differ across the schools.

Prioritise Reading	Love of Reading	Intervention	Phonics	Classroom Strategies
<ol style="list-style-type: none"> 1. Early reading is identified as a priority on the SEF/SIP 2. On entry students are assessed and quickly identified as to where they are in their reading journey. All children are diagnostically baselined using Toe-by-Toe Reading Age Tests to identify potential barriers to reading. 3. We have a Literacy Lead across both sites. 4. Leaders know how well pupils are reading and those pupils who are finding reading difficult identifying which aspects of reading are not secure. 5. School websites publish the reading approach, including early reading, reading in the English curriculum and across the curriculum, improvement priorities for reading together with parental guidance on supporting reading. 6. Reading features as part of the strategic use of pupil premium funding, including SEND etc, and is included in statutory reporting. 7. Reading progress information is shared with parents. 	<ol style="list-style-type: none"> 1. Teachers read aloud a diverse range of books to pupils across the school, with a clear rationale which forms part of the wider English / Reading curriculum. 2. The English curriculum clearly outlines how the reading is progressive. 3. There are a wide range of non-fiction books which are matched to NC subjects/ topics & pupils' reading age (RA's), which pupils can read as part of their regular reading diet; this forms an essential part of their background knowledge; this is monitored and evaluated. 4. Schools have a diverse range of books which reflect the school and community. Selection Criteria: <ul style="list-style-type: none"> • Suitable for the age, interests and reading age of the children. • High quality texts (linguistically and / or thematically) that may require some level of teacher mediation and 	<ol style="list-style-type: none"> 1. Teachers ensure that pupils regularly change books, and that reading progress is monitored. This can be during regular morning tutor time, specific intervention times or timetabled reading lessons. 2. Phonological diagnostic assessments via Read, Write Inc. Fresh Start completed for those who have significant reading deficits to analyse their reading level and find any specific gaps. The programme provides full in-school and at home reading materials that are fully matched to their phonic knowledge. Students then work their way through the programme. 3. To develop vocabulary and comprehension pupils are placed on the Bedrock literacy improvement solution which provides access to hundreds of levelled texts (both fiction and non-fiction). Students take part in regular intervention progressing through the programme. Bedrock's curriculum develops subject 	<ol style="list-style-type: none"> 1. Specific teachers and support staff are trained in using the Read, Write, Inc. Fresh Start phonics programme and have an understanding of which strategies to use in the classroom. 2. All emerging readers will follow an approved and named synthetics phonics reading programme (Read, Write, Inc. Fresh Start) until they are reading fluently. 3. Assessments are carried out termly to ensure pupils are making accelerated progress or to identify whether they need further intervention. 4. Regular monitoring and evaluation of phonetic knowledge occurs; staff may refer for dyslexic screening if the pupil does not make strong progress. 	<ol style="list-style-type: none"> 1. All teachers are trained in explicit teaching of reading strategies which are implemented in lessons. 2. Teachers read regularly to pupils. 3. All staff in all lessons take every opportunity to ensure pupils practise reading. 4. Professional Development (PD) in reading is applied to classroom practices. 5. All staff receive regular feedback on their teaching of reading so that they continue to develop.

<p>8. Leaders are clear about progress expectations for phonic interventions and check pupil progress. Where pupils are not progressing, additional screening is implemented to identify any further barriers e.g. dyslexia.</p> <p>9. The various reading programmes utilised are regularly evaluated to ensure that students are fundamentally equipped with the right skills to decode and become fluent but with the added importance of the ability to comprehend and question independently.</p> <p>10. Texts are chosen and reviewed regularly for engagement levels within lessons, and to ensure they are wide-reaching and relevant.</p>	<p>inspire rich book talk in the classroom.</p> <ul style="list-style-type: none"> • Range of genres and writing styles (in terms of fantasy vs real world, character driven vs language vs plot-driven) • Diverse representation both in terms of author and protagonist. • A range that has been published in the last 2 years. • Some published pre-2000. <p>5. Pupils are able to select books which support their wider learning and interests.</p> <p>6. Toe-by-Toe Reading Age Tests, Bedrock, Read, Write, Inc. Fresh Start programmes and teacher assessments (against reading qualification criteria) are used to track and monitor pupils' reading, shared with the relevant staff.</p> <p>7. Pupil voice activities feed into evaluation of reading.</p> <p>8. The school promotes reading in a variety of ways including enrichment activities / days such as World Book Day, Author workshops and lunchtime book clubs.</p>	<p>specific vocabulary which supports exams and assessments.</p> <p>4. Teachers use a range of strategies to raise reading standards using school approved approaches.</p> <p>5. Pupils are provided with additional opportunities to read at home. This is monitored, and progress is checked through Bedrock.</p>		
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Intervention Implementation

Pupils who are up to 3 years behind	Pupils who are 3 years + behind Specialist Support implemented	SEND/Complex Needs	EAL
<ul style="list-style-type: none"> • Independent readers (matched to RA) have access to recommended texts to read in school and at home. See age-appropriate reading lists. • If RA is up to 3 years behind the student is placed on the appropriate literacy improvement programme. • Systems are in place to monitor reading and progress. • Resources / programmes are provided to support regular reading in school and at home both physically and digitally. • Paired reading in the classroom with appropriate peers is encouraged, where possible. • Toe-by-Toe reading assessments are completed twice per year to check progress. 	<ul style="list-style-type: none"> • Undiagnosed SEND – check history • Check stages of fluency if EAL – may need a language acquisition programme. • Phonics programme and / or the appropriate literacy support (Fresh start / Bedrock) will be delivered as a weekly intervention. • Decodable books available which clearly match the stage of the phonics programme. • Opportunities to read regularly to an adult in school. • Identified strategies are used in the classroom to support decoding and comprehension of lesson content. • Assessments Toe-by-Toe completed x 2 per year to check progress. 	<ul style="list-style-type: none"> • Strategies for pupils identified as significantly more than 3 years behind are implemented, where possible. <p>Additional strategies include:</p> <ul style="list-style-type: none"> • Communication strategies are implemented to aid comprehension e.g. Objects of Reference, PECs, MAKATON, Communicate in Print etc. • SaLT strategies to help with communication, reading, comprehension. • Education Psychologists recommendations to be implemented, where possible. • Pupils to be given knowledge organisers for topic/subject specific information. • ICT resources are used to aid teaching and learning e.g. Communication in Print, Board Maker, dyslexia friendly fonts. 	<ul style="list-style-type: none"> • Home language assessments are completed for pupils who are behind in their reading and comprehension. • Implement Bell Strategies to support EAL learners. • Targeted interventions are completed regularly. • Strategies in the classroom are used to develop language skills verbally, as well as reading. • EAL specific resources are available to support knowledge and understanding of topics/subjects • SaLT input where possible for EAL specific strategies. • ICT resources are used to support access to learning.

	<ul style="list-style-type: none"> • Dyslexia screening - where this is suspected students will be referred to an Education Psychologist. Such as if the pupil does not make strong progress. • Phonics records to be up-to-date and reviewed termly. • Spellings are closely linked to phonics programmes. • All teachers build in opportunities for pupils to read / write with phonic blends in lessons. • Dictation is used as a strategy for applying phonic blends/words in lessons. <p>The additional strategies Beckmead College uses to support pupils are:</p> <ul style="list-style-type: none"> • Bedrock for comprehension, tier 2 / tier 3 vocabulary and grammar. Read, Write, Inc. Fresh Start phonics systematic synthetic phonics programme for struggling readers. 	<ul style="list-style-type: none"> • Specific strategies are embedded across the curriculum and used as part of lessons and interventions such as precision teaching. 	<ul style="list-style-type: none"> • Reading assessments (Toe-by-Toe) completed x 2 per year to check progress – triangulate assessment information.
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Signposting

Baseline Assessments <ul style="list-style-type: none"> • Salford Reading test www.risingstars-uk.com/series/salford-sentence-reading-test • NGRT www.gl-assessment.co.uk/assessments/new-group-reading-test/ • 2Eskimos www.2eskimos.com/ 	Interventions, Strategies and Support <ul style="list-style-type: none"> • Read Write Inc: Fresh Start Inc www.ruthmiskin.com/programmes/fresh-start/ • Lexia (KS all) www.lexialearning.com/ • Nessy www.nessy.com/en-gb • Toe-by- Toe (UKS2-secondary) https://toe-by-toe.co.uk/ • Precision Teaching (suggested KS: All)
Reading strategies and support <ul style="list-style-type: none"> • Phonics books www.phonicbooks.co.uk/product-category/workbooks/ • Ransom Publishing Catch up reading programmes www.ransom.co.uk • Giglets https://teacher.gigletsedu.com/landing • Bug Club Bug Club Phonics 	Promoting a love of reading <ul style="list-style-type: none"> • Giglets https://teacher.gigletsedu.com/landing • Accelerated Reader (KS2/KS3) • World of Books Secondhand books for reading for pleasure www.WOB.com
Phonics <ul style="list-style-type: none"> • Twinkl Phonics www.twinkl.co.uk/resources/twinkl-phonics/level-2-twinkl-phonics • Read Write Inc: Phonics www.ruthmiskin.com/programmes/phonics/ • Phonics International • FFT phonics https://fft.org.uk/phonics/ 	SEND <ul style="list-style-type: none"> • Communicate in Print www.widgit.com/products/inprint/index.htm • Precision Teaching what-is-precision-teaching-guide-for-primary-school-teachers
EAL <ul style="list-style-type: none"> • Bell Foundation www.bell-foundation.org.uk/ 	Other <ul style="list-style-type: none"> • DfE Reading Framework DfE Reading Framework • Education Endowment Fund www.educationendowmentfoundation.org.uk • Education Landing Page beckmeadtrust.org/education/curriculum/reading