

# **READING**

## **Intent**

At Roundwood School and Community Centre, reading is the golden thread of the whole curriculum. We believe a love of reading is crucial to both personal development and life-long skills. We are passionate about reading and aim to enthuse this same passion to our students through exposing them to a range of quality books with a broad range of genres, contexts, authors, time periods, from contemporary works to classics that are considered canonical. We believe in the importance of developing children's comprehension and word-reading skills.

It is our aim at Roundwood School and Community Centre, that all students, regardless of their academic ability and background can become competent and sometimes fluent readers, as the ability to read has a direct effect upon their attainment and progress in all areas of the curriculum.

We also want our children to choose to read for pleasure and communicate their own interests and passions. Our intent is to develop our students' independence and confidence in English to prepare them for the rest of their lives. We welcome and value the contribution our parents give to help nurture positive reading and writing attitudes in our children.

## **Implementation**

All students, regardless of the Pathway they are on and the duration of their placement with us are tested in Reading, via GL Assessments, a nationally recognised Reading Test. We fully understand that the current generation of students with us are almost always in deficit with regards to their Reading Age and their chronological age, a situation that was profoundly affected by the pandemic and is still with us now. Where there is a significant deficit in Reading, students follow the Fresh Start Phonics scheme, part of the Read Write Inc programme. The programme is a balanced approach to the teaching of reading using synthetic phonics. It simultaneously teaches the segmentation of words for spelling and develops phonemic awareness skills. Where appropriate for their individual learning style, Students use a whole word reading approach to learning new words and sentences. We also use short, sharp interventions that last for about 20 minutes daily. We use highly structured decodable books matched to the reading level of the student.

Some of the individualised interventions we use to support their reading may include programmes such as Giggles and Toe by Toe. Possible KS3 and KS4 interventions include 'enrichment' sessions allocated to their timetable, tailored to support our students who have extensive gaps in their reading and

writing. These individualised interventions include, SPaG sessions, comprehension skills and word reading.

All children participate in whole class reading sessions led by the class teacher. This is built around the teacher reading high-quality and challenging texts often linked to the class English unit. To supplement this, we have daily whole class reading sessions during our nurture times and the students also have an opportunity for independent reading.

We have well-equipped reading bookshelves in each classroom to encourage reading for pleasure and so that the children are able to access a broad spectrum of texts in line with their varied interests.

Other subject teachers have a shared view on the significance of improving reading standards. Students benefit from an explicit instruction on how to read new specialised vocabulary and keywords related to their subject, as well as practice through guided oral reading.

Good practice is always shared between staff and CPD is used to inform teaching and learning across the school.

We have whole school enrichment days throughout the year such as school book launches, Poetry Week and World Book Week. We also organise trips to the theatre and libraries to motivate the children and foster positive attitudes towards reading.

We have a range of opportunities to promote reading for pleasure including celebration assemblies where we reward a 'Reader of the Week' with a certificate and book token to purchase a book of their choice.

## Impact

Over a number of years, our students build their bank of well-known texts, supplemented by picture books (for EAL learners), novels, poems and non-fiction books. Gradually, this living library of language begins to equip the children with the words they need to express themselves. Our children can listen to, respect and tolerate others' opinions and views, as well as having the confidence and ability to share their own.

Our children make good progress in reading from their individual starting points. They gain a rich vocabulary that they can apply to their spoken and written English. By the time they leave Roundwood School, most children

should be able to read with confidence for meaning and regularly enjoy reading for pleasure. Furthermore, our students are able to progress in other subjects across the curriculum due to their ability to read. The reading skills they develop allow them to succeed across the Key Stages and in their daily lives.

Many of our Students' go on to KS4 Functional Skills exams or GCSE accreditations. Through our curriculum, they can progress and be ready for the next phase of their education or life in a successful and positive way.