



Reading Policy

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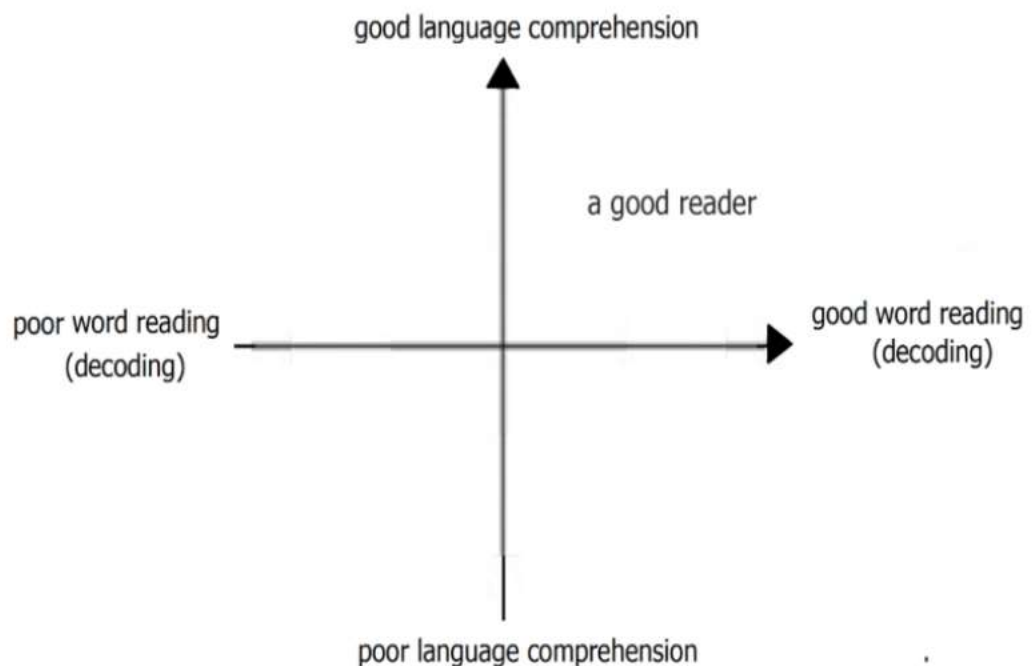
Reading is a whole school priority!

Introduction and Aims

Ivel Valley School and College's reading policy has the following aims:

- Ensure that reading remains a whole school priority
- Ensure that all pupils have access to books
- Support pupils' development of reading through Sounds-Write, a structured synthetic phonics programme
- Promote a love of reading for all pupils
- Ensure that staff have sufficient subject knowledge to support early reading
- Develop pupils' language comprehension and vocabulary

Ivel Valley School and College (IVSC) adopts the model of the Simple View of Reading (Gough and Tunmer, 1986) as shown in the diagram below:



The reading framework: teaching the foundations of literacy, DfE, Jan 2022



The purpose of this policy

Synthetic Phonics Programme – Sounds-Write

Sounds-Write promotes high quality systematic synthetic phonic work as the prime approach to decoding print. The materials provided in Sounds-Write are designed for regular periods of discrete teaching. The 'Sounds-Write' approach and materials also focus on showing teachers how to teach through children's errors and how to address the multisyllabic words which form such a large part of reading and writing as pupils' skills develop.

Sounds-Write provides a consistent approach to teaching phonics from early years to KS3 and beyond if required. It is a validated synthetic phonics programme. Pupils read books that match that grapheme-phoneme-correspondences that they have been previously taught.

High frequency words are cumulatively introduced through the programme, generally in the context of the recommended 'dictation' exercises. Learning is always through asking pupils to respond to the parts of the word they already know, and helping them with any 'tricky' sounds, so that they can still blend through the word. The Sounds Write programme ensures that the teaching of phonics is applied consistently across the school.

- *Pupils at stages 4 & 5 of the English curricula follow the IVSC phase 1 phonics document.*
- *Pupils will only move onto the extended code once they are secure on the initial code.*
- *Pupils will progress through the initial code even when they are not fully secure on taught GPCs. However, if they are not secure on the initial code pupils should repeat the code from the beginning.*
- *Pupils will spend roughly three weeks on each unit of the initial code, however, some units have more/less content and pupils will progress at varying rates.*

Reading Books

- Every pupil in the school and college has a book bag containing the following:
 - a reading book that is matched to the pupil's stage of the Sounds Write programme (and is therefore matched to the taught grapheme-phoneme correspondences) – *this won't be included for pupils who have not begun working on the initial code of Sounds Write*
 - a 'reading for pleasure' book that the pupil has selected
 - a reading record book (EYs to KS3) or Ivel Valley planner (*kept separately KS4/5*)
- Pupils' synthetic phonics readers are matched to previously taught grapheme-phoneme correspondences [GPCs] and relate directly to the Sounds-Write sequence of teaching. Most of our pupils require opportunities to practise taught GPCs a number of times and by reading a wide range of synthetic phonics books, IVSC has therefore sought a number of reading schemes that support pupils to secure their early reading skills:
 - Sounds-Write reading books
 - Dandelion readers
 - Totem series (*suitable for older readers*)
 - That Dog! (*suitable for older readers*)
 - The Moon Dog Series and Moon Dog Extras (*suitable for older readers*)
 - Other PhonicBooks schemes that align to Sounds Write as required for practice and consolidation:



- Alba Series (*suitable for older readers*)
- Rescue Series (*suitable for older readers*)
- Moon Dog Series and Moon Dog Extras (*suitable for older readers*)
- Island Adventure series
- Magic Belt
- Talisman series (*suitable for older readers*)
- Amber Guardians (*suitable for older readers*)
- Pupils with SPP reading books will read them every day
- Pupils who cannot yet access synthetic phonics readers will have a 'reading for pleasure' book and are also able to request that books are read to them by adults

See note below in 'Equalities and Inclusion' about 'sight readers'.

Reading Areas

School leaders ensure that pupils have access to high quality books throughout their time at IVSC. This includes access to books that support topic based learning (fiction and non-fiction books), reading for pleasure and development of vocabulary.

The guidelines for reading areas around IVSC are set out below, these guidelines reflect our overall curriculum intent (*preparation for adulthood*) and our aim to encourage older pupils to access books through the school and college libraries:

Early Years and KS1	Reading area in continuous provision – books are a mixture of fiction and non-fiction picture books. Books include a mixture of topic related books and books selected by the teacher based on their knowledge of what may interest pupils.
Key Stage 2	Reading area in continuous provision – books are a mixture of fiction and non-fiction picture books, there may also be some 'chapter books' included (depending on pupil needs). Books include a mixture of topic related books and books selected by the teacher based on their knowledge of what may interest pupils.
Key Stage 3	Reading area available in the classroom – likely to consist of a bookcase with key books related to the topic. The reading area will also contain books that have previously been class readers during story time.
Key Stage 4	Reading area available in the classroom – likely to consist of a bookcase with key books related to the topic. The reading area will also contain books that have previously been class readers during shared reading.
Key Stage 5	Access to a range of fiction and non-fiction books through the college library.



Libraries

IVSC has two libraries, one at the school site and one at the college. The school library is organised as follows:

- Theme based books – fiction and non-fiction books selected to support pupils’ acquisition of knowledge and vocabulary related to teaching themes
- Fiction books – a wide variety of high-quality fiction books arranged by author (alphabetical order) including some ‘focus’ authors to support pupils’ development of a love of reading

The college library is organised as follows:

- A variety of non-fiction books organised by subject to support students’ learning, knowledge and interests
- A wide variety of quality fiction books that are ‘high interest’ for pupils in sixth form - including some ‘focus books’ that students are encouraged to access.

Satellite classes access the library of their host school (Biggleswade Academy).

Pupils also have the opportunity to access Biggleswade library as required. However, trips to the library are undertaken a minimum of once a half-term for all secondary aged pupils unless determined otherwise by a risk assessment around community access. The purpose of these visits is to develop pupils’ love of reading and introduce them to the concept of a public library.

Staff and pupils are encouraged to request books for the library where a need is identified. Speak to the Early Reading Leader to request new books.

Storytime/shared books

At IVSC we use the terms ‘storytime’ with primary aged pupils and ‘shared books’ with secondary aged pupils. This is because ‘storytime’ is a phrase more associated with younger children. Reading to the class has a number of benefits to pupils including developing pupils’ love of reading, developing pupils’ vocabulary and supporting pupils’ social, emotional, spiritual and cultural development.

Teachers (or teaching assistants) read to pupils regularly and throughout the week as set out below:

<p>Early Years/KS1</p>	<p>Pupils are read to twice a day. Once before lunch and once before going home. One book is selected by the teacher (see notes below) and one is taken from the list of core texts in appendix 1. The ‘core book’ will be repeated for the entire week so that pupils can explore a range of aspects of the book.</p> <p>There is a focus on books that have interesting illustrations, elicit emotional responses and are engaging.</p>
<p>Key Stage 2</p>	<p>Pupils are read to twice a day. Once before lunch and once before going home. One book is selected by the teacher (see notes below) and one is taken from the list of core texts in appendix 1. The ‘core book’ will be repeated for the entire week so that pupils can explore a range of aspects of the book.</p>



	There is a focus on books that have interesting illustrations, elicit emotional responses and are engaging. However, some pupils will want to listen to chapter books, teachers use their professional judgement to select a book that is of the right nature for their class.
Key Stage 3	<p>Pupils are read to <i>at least</i> once a day. Pupils listen to chapter books that are read by the teacher. Books are selected from the list of core texts in appendix 1.</p> <p>Where a pupil <i>will not</i> engage with a chapter book they will have a book of interest read to them by staff.</p> <p>The focus of shared reading is to support pupils' development of a love of reading and their vocabulary.</p>
Key Stage 4	<p>Pupils are read to <i>at least</i> once a day. Pupils listen to chapter books that are read by the teacher. Books are selected from the list of core texts in appendix 1.</p> <p>Where a pupil <i>will not</i> engage with a chapter book they will have a book of interest read to them by staff.</p> <p>The focus of shared reading is to support pupils' development of a love of reading and their vocabulary.</p>
Key Stage 5	<p>Students have access to books and reading materials from the college library throughout the week.</p> <p>Students read daily from 0900 to 0930 and are encouraged to access books that support their development of vocabulary and their love of reading. College students may access texts through computers, apps, or other devices as well as magazines or other texts.</p>

When selecting storytime/shared reading books teachers should consider the following (adapted from *The reading framework: teaching the foundations of literacy, DfE, January 2022*).

Does the book:

- elicit a strong response – curiosity, anger, excitement, laughter, empathy?
- have a strong narrative that will sustain multiple readings?
- extend pupil's vocabulary
- have illustrations which are engaging and reflect people from all backgrounds and cultures?
- help pupils to connect with who they are?



- help children to understand the lives of people whose experiences and perspectives may be different from their own?

Staff professional development

All primary teaching staff have either accessed Sounds-Write training *or* are due to participate in Sounds-Write training delivered by an external trainer. All secondary teaching staff have attended (or will attend) internal Sounds-Write training.

All primary and secondary teaching assistants have been trained on synthetic phonics sounds and received class based synthetic phonics training. Leaders ensure that they regularly remind staff about synthetic phonics sounds.

Roles and Responsibilities

Head teacher – Early Reading lead, overall responsibility for school and college reading strategy including monitoring and progress, share an enthusiasm for reading

Early Reading Co-Lead - support for the head teacher, organise CPD and books.

Class teachers – Adhere to the early reading strategy and the Sounds Write synthetic phonics programme, share an enthusiasm for reading

Teaching assistants – Support the teaching of synthetic phonics through the structured Sounds Write programme and early reading, share an enthusiasm for reading

All staff - share an enthusiasm for reading and for books with pupils

Legal Framework & Statutory Guidance

The National Curriculum for England: framework for key stages 1 to 4; 2014

SEND Code of Practice; 2015

Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five; 2021

The reading framework: Teaching the foundations of literacy; 2022 *Non-statutory*

Equalities and Inclusion

Some pupils at IVSC have memorised words (also known as sight reading), this is often associated with pupils who have Autism. However, this tendency to memorise words should not be confused with the development of an effective reading strategy. Therefore, it is important that teachers devise teaching that supports the phonic knowledge acquisition of all pupils. Readers who have memorised words will still access the phonics scheme books and staff will remain focussed on developing their phonic knowledge through Sounds Write.

However, some pupils, for whom SPP has not worked for a number of years (e.g. by the end of year 9) *may* access the 'See and Learn' programme. This will only be in place when agreed by the Headteacher.



We recognise that some disadvantaged pupils will have limited access to books. In order to support disadvantaged pupils' development in reading, all pupils who are eligible for pupil premium will receive copies of books from the appendix one reading list. Books that will be purchased for pupils are marked with an *. The funding for this initiative comes from the school's pupil premium allocation.

Safeguarding Implications

There are limited safeguarding implications for this policy. However, staff should be mindful that some of the books read or taught (particularly those about different families) may cause pupils to recall previous trauma. Some of the books may also make pupils feel comfortable to disclose personal information, for example, about sexuality. This information should be treated with sensitivity and care.



Appendix

Appendix One – Core Texts for Storytime/shared reading - **under development for each year in cycle**

Core texts are chosen based on the following factors taken from *The reading framework: teaching the foundations of literacy*, DfE, January 2022.

Use the questions recorded under 'storytime/shared reading', in addition:

- leaders have identified a core set of stories for each year group
- consider a range of stories set in the UK and around the world, both traditional and modern, as well as non-fiction
- leaders will refresh each year and consider newly published books
- leaders will ensure that teachers know which books have been planned in/read in previous years
- leaders will share the list with parents, and explaining its purpose, so parents can consider buying or borrowing books (from Sept 2022)
- pupils who are eligible for pupil premium will be given a selection of core books

Early Years and Key Stage 1 Core Texts

Two year cycle:

Year a: (Nadia Shireen author focus)

The Very Hungry Caterpillar - Eric Carle - *repetition and vocabulary*

Billy and the Beast - Nadia Shireen - *racially diverse characters*

Billy and the Dragon - Nadia Shireen - *racially diverse characters*

Billy and the Pirates - Nadia Shireen - *racially diverse characters*

Heather Has Two Mummies - Leslea Newman - *diverse families (LGBTQ+)*

Up and Down - Oliver Jeffers - *friendship*

Worm Loves Worm - J.J. Austrian - *LGBTQ+*

Year b: (Oliver Jeffers author focus)

Lost and Found - Oliver Jeffers - *friendship*

The Way Back Home - Oliver Jeffers - *friendship*

How to Catch a Star - Oliver Jeffers - *challenging perceptions*

Nimesh the Adventurer - Ranjit Singh

Super Duper You - Sophy Henn - *celebrating individuality - racially diverse*

Look Up! - Nathan Byron - *racially diverse characters*

Little Smudge - Lionel Le Néouanic - *celebrating diversity*



Aalfred and Aalbert - Morag Hood - *LGBTQ+ book*

Key Stage 2 Core Texts

Four year cycle:

Year a:

The Gruffalo - Julia Donaldson - *rhyme and repetition**

The Gruffalo's Child - Julia Donaldson - *rhyme and repetition**

Ketchup on Your Cornflakes? - Nick Sharratt - *Interactivity and vocabulary (or **The Smartest Giant in Town** - Julia Donaldson if more appropriate)*

Polonius the Pit Pony - Richard O'Neill - *racial diversity (travellers)*

My Daddies - Gareth Peter - *diverse families (LGBTQ+)*

Little Red - Bethan Woollvin - *traditional tale and gender roles*

Year b:

Stick Man - Julia Donaldson - *rhyme and repetition**

Room on the Broom - Julia Donaldson - *rhyme and repetition**

Spaghetti Hoop Boy - Lara Williamson - *diverse families (adoption)*

The Pirate Mums - Jodie Lancet-Grant - *diverse families - LGBTQ+*

My Shadow is Pink - Scott Stuart - *gender identity - LGBTQ+*

The Dot - Peter H Reynolds - *Creativity and confidence*

Year c:

The Highway Rat - Julia Donaldson - *rhyme and repetition**

Charlie Cook's Favourite Book - Julia Donaldson - *rhyme and repetition**

Julian is a Mermaid - Jessica Love - *LGBTQ+*

Llama Glamarama - Simon James Green - *diversity and celebrating individuality*

And Tango Makes Three - Justin Richardson & Peter Parnell - *diverse families - LGBTQ+*

Year d:

Tabby McTat - Julia Donaldson – *rhyme and repetition**

The Snail and the Whale - Julia Donaldson - *rhyme and repetition**

Hello, Sailor - Ingrid Godon - *LGBTQ+*



The Proudest Blue - Ibtijah Muhammad - *religious and racial diversity (wearing hijab)*

Gender identity

Diverse families

Friendship

Key Stage 3 Core Texts

Three year cycle:

Year a:

- David Walliams - *author focus*
 - **Gangster Granny**
 - **Billionaire Boy**
 - **The Midnight Gang**
 - **Others as required by teachers/classes**
 - **Picture books also available for pupils not ready to access more complex texts**
- **The Wonderful Wizard of Oz** - Robert Sabuda - L. Frank Baum - *traditional tale*
- **The Boy At the Back of the Class** - Onjali Rauf - *refugees*
- **Funky Chickens** - Benjamin Zephania - *poetry*
- **Wicked World** - Benjamin Zephania - *poetry*
- **Benino and the Night of Broken Glass** - Meg Wiviott - *the holocaust*
- **The Lost Thing** - Shaun Tan - *language development & storytelling*
- **Tales from Outer Suburbia** - Shaun Tan - *language development & storytelling*
- **Peter Pan** - Robert Sabuda - *traditional tale*

Year b:

- Michael Lawrence - *author focus*
 - **The Toilet of Doom**
 - **Maggot Pie**
 - **The Killer Underpants** (*if time*)
- **Wonder** - RJ Palacio - *diverse abilities and appearances*
- **Harriet Versus The Galaxy** - Samantha Baines - *diverse abilities*
- **Counting on Katherine: How Katherine Johnson Put Astronauts On The Moon** - Helaine Becker - *racial diversity - human achievement*
- **Tales from the Inner City** - Shaun Tan - *language development and storytelling*
- **The Arrival** - Shaun Tan - *language development and storytelling*

Year c:

- Tom Gates or Roald Dahl - *author focus*
- **Beauty & the Beast** - Robert Sabuda - *traditional tale*



Key Stage 4 Core Texts

Two year cycle:

Year a:

- JK Rowling - *author focus*
 - **Harry Potter and the Philosopher's Stone**
 - **Harry Potter and the Chamber of Secrets**
 - **Harry Potter and the Prisoner Azkaban** - *if there is sufficient time*
- **Hamlet: Shakespeare Stories for Children** - Andrew Matthews - *Shakespeare*
- **Mr William Shakespeare's Plays** - Marcia Williams - *Additional book to support pupils who want to extend their knowledge of Shakespeare*

Year b:

- - ??? *author focus*
- **Macbeth (A Shakespeare Story)** - Andrew Matthews - *Shakespeare*
- **Mr William Shakespeare's Plays** - Marcia Williams - *Additional book to support pupils who want to extend their knowledge fo Shakespeare*

Key Stage 5 Focus Texts

Flexible cycle according to student interests and stage of the reading curriculum

Heartstopper Series Volume 1-4 - Alice Oseman - *same-sex relationships*

Noughts and Crosses - Mallory Blackman - *acceptance of diversity*