

Haughton School

Reading Policy



Updated: April 2024

Review Date: September 2025

Vision

At Haughton School our aim is for all of our children to reach their full potential in reading, making progress from their individual starting points and to develop a lifelong enjoyment in reading.

Reading is a life skill and one of the highest importance. It is essential to attainment and success, not just in literacy but across the entire curriculum. Our children are exposed to a range of different literature which includes texts by different famous authors and different genres. We believe reading opens a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. It builds up their vocabulary and helps them to become successful speakers and writers as well as confident readers. Children are provided with opportunities to read both independently and aloud as well as allowing them the chance to discuss what they have read/listened to.

Phonics

In School we follow the DfE approved Twinkl Phonics to support our children with their reading and spelling. The programme teaches children their phonics in a systematic way. Phonics is delivered throughout school to allow children to work through the six levels at an appropriate pace for each individual. In line with the National Curriculum guidelines Spelling, Grammar and Punctuation (SPaG) will be delivered to the children as part of their phonics lessons and in place of these sessions for children who have completed all six levels.

Each phonics session lasts for 20 minutes, and each Key Stage determines the frequency of lessons per week.

Early Years Foundation Stage	2
Key Stage 1	2 initially moving up to 3 in the Summer Term
Key Stage 2	4
Key Stage 2 Semi-Formal	3

We use the Twinkl PowerPoints to introduce each new sound. As each sound is completed the children will complete that section of the workbook before moving on. At the end of a Twinkl planned week (usually four sounds) the children will complete the mini books. As a school we start each phonics session with flashcards that contain the letter only, no mnemonic pictures. Alongside this, children are taught the Makaton for each letter sound, rather than using additional actions.

At times our children learn how to read (blend) and spell (segment) at different rates, usually it is their reading skills that are higher. In this instance children will work at the Twinkl phonics level that most closely matches their spelling skills.

We have identified a need for a sight-reading programme to be used with identified children within school – children who find phonics and blending/segmenting difficult. Research by the Listen and Learn Centre 2010 highlights the difficulties between auditory processing disorders and reading difficulties. Westwood (2001, *Reading and Learning Difficulties: Approaches to Teaching and Assessment*) states that 'If a child cannot hear the phonemes in words, they are unlikely to be able to manipulate them. Consequently, they may struggle with learning how to relate the sounds they hear to the letters in written words and as a result will struggle to decode words efficiently and accurately'. Therefore, to support the children who have this area of need, we have chosen to implement the See and Learn Language and Reading programme. This programme has been developed by Down Syndrome Education and has been recommended to us by our Speech and Language Therapist. This programme will teach early vocabulary and phrases through a sight-reading approach, whereby children follow the structure of 'matching (visual), selecting (auditory) and naming whole words' (speech and sight reading). They also move onto reading short phrases in some stages. The identified children will also continue to learn the sounds of specific letters so that their phonetical awareness is still developed as it is suggested that this programme is used before or alongside phonics teaching. Once children have completed See and Learn they will progress onto Reading Language Intervention (RLI).

Reading scheme

All children have an individual reading book from our reading scheme. We have a range of books taken from Twinkl, Oxford Reading Tree etc to allow us to offer the children a wider breadth of texts. Reading books have been aligned to correspond with levels of phonic development. As previously stated, due to some children having a spiky profile their reading skills may not always match their phonic level. In this instance children may have a reading book at a higher level in order to ensure these skills continue to progress. Children who have finished the Salford Reading Test are 'free readers' and have a library full of books that they can choose from.

Individual reading

It is school policy that all children read to an adult within school at least 3 times a week; the bottom 20% within each class will read daily with the class teacher.

Each child has their own individual reading record. Annotations are recorded by staff and parents. At the front of each reading record is guidance to support staff/parents about the comments to make.

Story time

Storytime is delivered within school by the class teacher daily. We have a story book spine which maps out the different texts used within each key stage for Storytime, these include, poetry, non-fiction, classic stories, new authors etc.

Intervention

At Haughton we identify children who will receive additional reading support in the form of:

- *Additional reading with an adult*
- *Nessy Reading and Spelling*

These children are identified at the beginning of the school year after assessment and baselines are completed. They are then monitored on a regular basis to check for suitability of each program for each child/group.

Nessy is available to children in Key Stage 2. Children access Nessy during each Target Time session (four times per week) where they will complete videos and games at a pace which is appropriate to them. Children access Nessy for 5-10 minutes per session.

Environment

Each class has their own book box which includes a range of fiction and non-fiction texts. They are ability and age appropriate whilst offering cultural diversity.

In school we also have a full library which offers a wide range of fiction and non-fiction texts for the children to enjoy.

Roles of parents/carers

Parents receive curriculum information linked to reading and phonics as their children start at school. Updates are also sent to parents when changes occur to our reading curriculum.

Reading at home

All children are encouraged to read at home on a daily basis. Reading books and reading records are taken home daily by children.

Assessment and recording

Daily phonics assessments are carried out by the adult leading the group, allowing for summative assessment to take place.

The Phonics Screening Test will be taken by children in Year 1 and then again in Year 2 if they did not meet the threshold the previous year.

All children on entry to school and at the end of each academic year undertake the Salford Reading and Comprehension Test.

All aspects of reading (word, comprehension) are assessed at least half termly in line with our school assessment policy using iASEND.

Monitoring and evaluation

The reading curriculum is assessed regularly by the Literacy Co-ordinator and the rest of the SLT.