



Whole School Reading Strategy and Intent

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Reading Strategy Intent:

'We believe in our pupils, so they believe in themselves'

This ethos underpins our reading strategy. We want to develop pupils' self-belief and confidence in reading and provide them with the literacy skills they need to transition across key stages, access all curriculum subjects and prepare them for adulthood and wider society. Many of the pupils at Wilds Lodge have had negative experiences in previous educational settings, and this may have impacted on the development of their reading skills. We aim to challenge some of their beliefs and identify any barriers to developing reading skills. We aim to develop pupils' phonological awareness and decoding skills, vocabulary and comprehension skills and to enable them to overcome any negative feelings they have towards reading, so they can enjoy a variety of texts that enrich their learning experiences and expose them to the wider world. We want to celebrate pupils' accomplishments and foster a love of reading. We encourage parents and carers to work with their children and the staff at the school to support pupils' reading skills and engage in book talk/reading activities. We work within a multidisciplinary team to identify any specific learning needs relating to reading and literacy skills, and provide targeted interventions and precision teaching to address these.

The whole school curriculum at Wilds Lodge school is designed to embody the six core principles of the school. The intent of the reading action plan is to foster the development of these core principles and to support pupils to read through the development of:

1. Affective processes (enjoyment, confidence, positivity)
2. Cognitive processes (proficiency, fluency, technical skills, phonological awareness, decoding, sight recognition, language comprehension, language structures, literacy knowledge, vocabulary and dialogic skills)
3. Behaviours (reads widely, frequently, discusses reading and uses self-regulation strategies)

Reading and the Six Core Principles at Wilds Lodge

Understanding Optimism Authenticity Connection Empowerment Compassion

Understanding:

At Wilds Lodge our curriculum is broad and balanced and opportunities for reading and a wide range of texts are implemented across all subjects. In this way pupils gain a better understanding of not only the specific subject texts but how literature from different genres interact with each other to reflect societies' ever changing culture, attitudes and complexities. Reading is sequenced to support pupils to practise, and connect new knowledge from previous learning.

Optimism:

Through high expectations and appropriate support we aim to develop pupils' perseverance and self-belief in reading. We nurture positive attitudes by introducing new concepts and texts to challenge but not overwhelm. Any specific barriers to reading are assessed and are supported through targeted intervention and precision teaching. This is overseen by our specialist team including our SENCo, educational psychologist and specialist, literacy teaching assistants.

Authenticity:

We ensure pupils feel safe to explore and understand who they are and what they want to achieve through the literature they can access. Readers are encouraged to listen to and discuss a wide range of texts, so that they can develop linguistic skills that enable them to express their thoughts and feelings with others.

Connection:

We select texts as a mirror (to reflect realities) and as a window (to reflect different realities to understand the lives of others) so that pupils can develop connections within the school, local, national and international communities. We encourage parents and carers to engage with pupils in book related talk with an emphasis on high quality interaction between pupils and their families.

Empowerment:

We ensure pupils maximise their potential, achieving the highest levels of academic success through development of reading, literacy and language skills. Our learning environment fosters development of reading skills through displays, range of texts, our library bus, in class reading areas and modelling of shared and guided reading to empower pupils to want to read. Pupils are supported through sequenced lesson planning, phonics programmes and where appropriate specific/targeted interventions so they feel empowered and confident to read and express their opinions verbally and in written form.

Compassion:

We select texts from a wide range of genres set in the UK and rest of the world that reflect both traditional and modern values from both fiction and non-fiction backgrounds. These can challenge ideas and concepts, reflect diversity, enable reasoning and encourage compassion and understanding of all members of society. In this way pupils can explore other ideologies and concepts/beliefs/lifestyles and cultures so that they can develop a sense of themselves within the wider world. Compassion for others is fundamental to helping young people to flourish both in school and their wider community.

Reading Implementation

Phonics Programme at Wilds Lodge

Children take part in phonics lessons and reading lessons daily at key stage 1 and 2. The phonics programme we follow is Read Write Inc. At key stage 3 should pupils require ongoing support in this area, the upper school utilises a variety of individualised phonics support programmes/interventions and precision teaching. In this way we help children to learn to recognise grapheme and phoneme correspondents, blend sounds and decode words.

Reading opportunities

We also enable children to develop their fluency by providing time to practise and read independently, in 1-1 sessions, group sessions and as a class. Reading lessons are daily at key stage 1 and 2 and once a week in English at key stage 3 and 4. Older pupils also get the opportunity to read independently or with support in tutor time and all tutor groups have a class reader. In order to develop vocabulary and comprehension skills we ensure that children access a variety of different texts that are chosen both as a mirror (to reflect realities) and as a window (to different realities to understand the lives of others). We encourage quality discussion and book talk to develop linguistic skills and deeper understanding of the concepts relating to the texts, and all teaching areas have a quiet reading area. We appreciate that for some children reading can be very challenging for a variety of reasons, which we endeavour to identify using a range of assessment tools and strategies, including informal reading spelling and writing assessments, formalised assessments such as NGRT GL assessment reading tests toe by toe and accelerated reader. We employ a range of digital and traditional strategies to engage children and develop their confidence in reading. Opportunities for reading are embedded across all subjects and disciplines within the curriculum.

Impact of Reading

We measure reading formatively and summatively to measure progress, cognitive processes and confidence in reading. All assessments are matched to pupil's needs and in a supportive, non-threatening environment allowing processing time appropriate to the individual. In this way we can ensure that we are providing the right support to develop reading skills for each of our pupils

When reading with an adult we provide appropriate challenge for our pupils through reading texts where one in ten words are unfamiliar to them, in line with reading development strategy. When we introduce any new, 'second tier', language, we always build in time for discussion at the end, rather than interrupt the flow of reading. We use questioning to prompt and challenge and give them opportunity to develop speculative/interpretive responses. We link fiction and non-fiction to provide context and meaning.

We also use the following formal assessments and provide appropriate strategies to support further development following these:

- Phonics screening/checking
- Reading age

- Spelling age
- Fluency - words per minute
- Comprehension age
- Accelerated reader
- Dyslexic screener

In addition to reading subject specific texts in subject lessons, pupils get the opportunities to read at the following times during the school day:

Nurture KS1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
	Intervention slot 20 minutes every day	5 literacy lessons - one of these is a library lesson Whole class reading	Tutor sessions	