



## Reading Curriculum Policy

### Our Aspirations.

- By the end of EYFS, for all students will reach age-related in reading
- By the end of KS1, all students will pass the Year 1 phonics screening and reach expected level of reading by Year 2.
- By the end of KS2, all students will reach expected level of reading in KS2 SATS, read 90 words per minute fluently and with comprehension.
- By the end of Year 9, all students will have a minimum reading age of 15
- By the end of the first term, all Year 7 students will have a minimum reading age of 9 years 6 months
- No student will leave school unable to read at their age level

### Introduction.

The Redhill Academy Trust is committed to ensuring that reading sits at the heart of the curriculum. It recognises that reading is an essential skill relevant to all subject areas, a skill that gives students the access to success at both school and in their future lives. To ensure that our aspirational targets are met, we have set out the following principles which all Trust schools follow.

### Principle 1 – Developing reading skills is prioritised in every subject through Wave 1 teaching

- All Trust schools recognise and promote that every teacher is a teacher of reading.
- All subjects build in regular opportunities to read subject-specific texts which stretch and challenge all learners.
- Across the whole curriculum, students should be exposed to a wide range of texts including fiction, plays, poetry, non-fiction, reference and textbooks, in line with the 2023 Reading Framework.
- Across the whole curriculum, students should be exposed to a range of fiction which helps them to understand themselves and the diverse world in which they live.
- When developing reading skills, the curriculum should:
  - Underpin all early reading with a DfE validated systematic, synthetic phonics programme
  - Support students to develop their reading fluency (accuracy, automaticity, prosody)
  - Explicitly help students to develop their comprehension and inference skills

- All subjects contribute to building a reading-rich curriculum through explicit support for developing reading skills which should be underpinned by the EEF guidance on developing reading comprehension:
  - Activating prior knowledge and vocab
  - Prediction
  - Questioning of the text
  - Clarifying meaning
  - Summarising understanding and justifying responses
- Teachers should build in plentiful opportunities for students to read texts independently, supporting students to read like a specialist by teaching subject-specific strategies to support the reading of disciplinary texts.
- Students should be exposed to additional subject-specific texts which they could read outside of school.

**Principle 2 – Opportunities to read, and be read to, will be built into the overall curriculum model**

- Students should have regular opportunities to be read by staff, to support the development of reading fluency. In primary schools, students should have story time on multiple occasions over the course of the week.
- All year groups in KS2 should have opportunities to develop students' fluency during English lessons and have a distinct guided reading lesson at least 3 times a week, focusing on reading comprehension.
- All classes in Year 7 will have a distinct weekly AR lesson.
- All classes in Year 8, unless in exceptional circumstance, will have a distinct weekly AR lesson.
- All classes in Year 9 will be allocated a distinct reading lesson in English. This should be used flexibly to continue to provide reading enrichment and intervention.

Below relates specifically to secondary schools:

- Ideally, AR teachers will be English specialists. All AR teachers should actively deliver the sessions and receive training and clear guidance on what is required.
- Weekly AR lessons in Year 7 and 8 will take place in the library. This allows the AR teacher and librarian to monitor what students are reading to ensure it is appropriately challenging and they are making progress with it.
- When students complete a book they take a quiz, which is 5/10/20 multiple choice questions, allowing teachers to check they've been reading properly and praise/reward successes.
- All students in Year 7 and 8 will read for 15 minutes every day. This can be done either:
  - on a rolling programme. For example, first week Monday Period 1, Tuesday Period 1 etc second week Monday Period 2, Tuesday Period 2 etc. (Drop Everything And Read = DEAR).
  - on a rolling programme when one period is selected each half term e.g. Autumn one it is every period 1, Autumn 2 it is every period 2 etc.
  - in a static position e.g. DEAR is period 4 every day, all year.
- Each school will establish a set of expectations about what actions staff should take during DEAR time.

- In Year 9, the equivalent of 15 minutes a day must be dedicated to DEAR. Schools have the autonomy to decide how this is rolled out.

### **Principle 3 – The progress of students’ reading ages will be rigorously monitored**

#### **At primary level:**

- In nursery, students will be tracked on each school’s individual reading curriculum progression, which will support their progress as they move to Reception and begin their formal phonics learning.
- In Reception, children will be assessed against the Early Learning Goals.
- Reading progress will be tested using assessments (Testbase, Rising Stars etc) at the end of each year group in KS2.
- In KS2, teachers will formatively assess students’ reading progress within guided reading lessons.

#### **At secondary level:**

- Reading ages/progress will be tested using the ART test at the following staging posts:
  - In September of Y7
  - By the end of first term of Y7 (those below 9 years, 6 months and intervention, other Y7 pupils are optional)
  - By the end of Y7
  - By February half-term of Y8
  - By May half-term of Y9
- Star Tests will take place:
  - At the start of each Academic year
  - Around the Christmas break
  - Around the Easter break
  - At the end of the Academic year
- Testing will be given the same priority as all other forms of testing including formal examinations.
- All schools to report results on Trust system after any ART test
- After each ART test, all Academies should carry out a Literacy Zorba meeting to discuss students whose reading age is below their chronological age and check what is in place for them to increase their reading ages. This should include, as a minimum, the following staff: Reading lead, SENCO, Head of English or KS3 Co-ordinator and the Librarian.

### **Principle 4 – All students whose reading age is below chronological will be monitored and, where appropriate, given additional support to close the reading gap**

- Schools will use a range of data tools to identify which students require intervention, and which intervention they require. This will include, but are not limited to:
  - Phonics screeners
  - Fluency reading assessments
  - End of KS1 reading SATs
  - KS2 SATs
  - ART (Secondary only)

- STAR (Secondary only)
- Students whose comprehension skills are not in-line with age-related expectations in KS2 and secondary students with a reading age below 9 years, 6 months will have access to high quality interventions to close their reading gaps.
- Early readers should continue to be supported by an agreed systematic synthetics phonics programme. At primary, following Y3 phonics assessments, those who have not mastered this by the end of KS1 should continue their phonics provision. At secondary, students whose reading age on entry is 7 or below should be screened and be supported with the agreed Trust systematic synthetics phonics programme, No Nonsense Phonics.
- Ideally, schools should work towards appointing a member of staff to lead on, plan and deliver high-quality reading interventions.
- SENCOs will continue to meet on a regular basis to share strategies and develop them accordingly. The Trust Director for SEND will sit on the Trust Reading Group.
- At secondary level, where a student's reading age is below 9 years, 6 months, schools may consider replacing the AR lessons with an intervention.

**Principle 5 – Developing a reading-rich curriculum will sit at the heart of Trust-wide strategic planning**

- The Trust Reading Strategy will be on the TAPS list.
- A member of each Academy's Senior Leadership Team will be given overall responsibility for reading.
- The Trust Reading group will meet 3 times a year to monitor developments. It will comprise of all Secondary SLT leads for reading, the Trust Director for SEND, the Trust Director for English and the Primary reading leads.
- Where appropriate and necessary, there will be professional development for all staff to ensure they have the skills to deliver a reading-rich curriculum.
- All Trust schools can commission a Reading Review should they wish to evaluate their reading provision.
- Schools should use the Reading QA handbook to help them to evaluate specific aspects of their reading curriculum.
- A set of Trust Recommended Reads will be developed for EYFS, KS1, KS2, KS3, KS4 and KS5. These will be reviewed every 3 years. These will be promoted in all schools and all schools will ensure that copies are available for students to read/borrow.
- Schools should organise books to encourage a love of reading and be 'bookshop/library' style. Where books in secondary libraries are colour-coded according to Accelerated Reader levels, their organisation should be such that it encourages pupils to select texts which will build their love of reading, getting them to explore different genres.
- Schools will work closely with parents to inform and encourage them to discuss progress in reading with their child. Reading ages are reported to parents after every Data Collection point in Years 7, 8 and 9.
- Each individual academy will develop a whole school culture of reading through displays and events.
- An agreed Trust calendar of reading events will be organised every year.