



READING POLICY

Purpose of policy

The Fundamentals of Communication, early reading and reading are invaluable skills that enable our students to communicate with others, build vocabulary and access and understand the world around them. The school places great importance on the reading culture, by fostering the development of reading and pre-reading skills through words, signs and symbols and by providing students with access to a broad range of texts.

It is important that our students recognise the value of reading and that it is integral to all subject areas. Our literacy curriculum topics are introduced through books appropriate to the learners' level. In Upper school, the focus of reading becomes more functional.

Gough and Tunmer (1986) proposed the Simple View of Reading, they recognise that reading consists of two key components: word recognition and language comprehension. We know that phonemic awareness and phonics are key elements of the teaching of reading, and we want our students to be able to blend and segment sounds. However, as not all of our students can identify and manipulate phonemes and graphemes, we also use additional approaches to reading, such as word recognition.

Manor Green School aims to support our students to:

- read with confidence, fluency, understanding and enjoyment to the best of their ability
- read, understand and respond to all types of text in different subject areas to be best of their ability
- systematically assess students' reading and monitor their progress

We want our students to:

- use the full range of reading cues, learn how to monitor their own reading and correct their mistakes
- have an interest in words and their meanings and to be aspirational about building their receptive and expressive vocabulary
- develop a robust reading metalanguage through which to understand and discuss their reading.
- read for pleasure and for that enjoyment to be lifelong

Intent

At Manor Green School, reading is a top priority and is a key driver for our curriculum. It is essential that teaching focuses on developing pupils' competence in word reading and comprehension (both listening and reading).

"Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures". (Development Matters, 2021).

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

We want our students to be able to blend and segment sounds as phonics plays an important role in the teaching of reading. However, as not all our students can identify and manipulate phonemes and graphemes, we also use additional approaches to reading such as word recognition.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion and questioning with classroom staff, as well as from reading and discussing a range of stories, poems and non-fiction.

We encourage all pupils to read widely across both fiction and non-fiction to develop knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills. We are committed to providing vocabulary rich reading material through developmentally pertinent high-quality texts.

Implementation

The Ofsted research into reading published 16 Jan 2019, cited that: "A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge".

As a Nurture School, learning is understood developmentally. Access to formal learning is dependent on the acquisition of the appropriate Fundamentals of Communication. The encoding and decoding of language into written form rests on fundamental communication skills; for those students who are not yet secure in these skills, we recognise such social development as a step on the path towards the acquisition of reading skills.

At Manor Green, we have chosen Twinkl Phonics as our main reading programme.

During the Foundational Communication stage, students are supported to develop the Fundamental of Communication through the use of Intensive Interaction (I.I) alongside embedded social play opportunities. This supports the understanding of basic communication principles; transfer of information, theory of mind and understanding a shared experience upon which later reading skills depend as well as the broader social understanding of people, especially the contextual social information required to follow a narrative or understand a character.

During the Early Reading stage, the teaching of Twinkl Phonics Level 1 begins, and our students are encouraged to enjoy looking at books and other printed material. They also have the opportunities to hear rhymes and songs repeated over and over until they are familiar. They are exposed to stories, pausing at intervals to encourage engagement and participation. Students are also introduced to phonemes and graphemes, and they may begin to read words and simple sentences, for example signs in the environment or their name. Once they have mastered the skills taught throughout Level 1, students will continue through Level 2 and beyond, which is delivered everyday using a multi-sensory approach.

During the Reading stage, students will continue to follow Twinkl Phonics as our main reading programme. Students for whom a phonics-based programme has not facilitated progress will have access to a word recognition programme, Words First. Students unable to access either of these will be immersed in our Functional and Life Skills Words bespoke programme, alongside access to Intensive Interaction (I.I) to foster their social awareness through developing the Fundamentals of Communication

All reading programmes are delivered discreetly as well as integrated into the school day. This ensures that key skills are developed and reinforced across the curriculum. Teaching and learning is fully differentiated according to the access requirements of our students

The skills of reading comprehension are taught both cross curricular and discreetly throughout school through daily whole class or guided reading sessions. Students learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. To support with reading comprehension, a range of resources are utilised by teachers.

Students that complete appropriate programmes for them, will be known as free readers.

The learning environment across the school is text rich, to give the students opportunities to give meaning to signs, words and labels. Our students are challenged using ambitious, high-quality texts, providing a wide range of reading materials and encouraging reading for pleasure. AAC, is used to support understanding. Class stories are accessed through big books, class books, sensory stories, computer programmes, and story sacks. All classes have access to visiting a library once a week.

Reading Spine

Our reading spine ensures all students are exposed to high quality and vocabulary rich texts and opportunities to access a range of reading materials. The reading spine includes topic and core books.

No formal outcomes are identified for these sessions, instead, the focus is on pleasure and engagement, which we believe encourages lifelong reading and indirectly supports literacy skills, communication as well as social and emotional development.

Training:

- All staff receive on-going training in pre-reading skills such as phonological awareness, Intensive Interaction and Makaton.
- Bespoke phonics and reading training is covered in our twilight training sessions.
- Extra training is put in place whenever staff request support.

Computer Software

There are a number of core programmes that enable teachers to deliver the content of Literacy lessons. This enables our students to practise their new skills. Many of these programmes can be customised for individual needs. Some of our students use assistive technology (AT) to access the curriculum.

Impact

Reporting and assessment

The school's assessment processes are used to plan for differentiation within reading delivery, to ensure all students can access each lesson, and to inform individual teaching programmes.

Individual student performance and progress is regularly monitored and reviewed. Throughout the school, reading is tracked through reading records and individual students' progress is monitored termly on Earwig, moderation and Progression Plans. Reading and phonics is monitored within the EYFS Development Matters assessment. Any students working beyond this, is tracked on the MGS Academic Levels.

Regular monitoring through learning walks takes place to maintain standards. Regular training sessions are timetabled to ensure correct delivery. Photo and video evidence is also collected and stored on the school's assessment system. Termly phonics assessments take place to ensure students are receiving teaching at the correct level.

Intervention

Students who are referred for reading intervention are targeted – refer to the Interventions Protocol.

Students below reading targets

Students requiring additional support are identified early due to regular assessment. This is vital so that provision can be put in place through daily teaching or intervention.

Students exceeding reading targets

These students are identified early due to regular assessment to enable teachers to challenge them further.

Monitoring and review

Progress in reading is monitored by Assistant Headteachers and the Literacy Team and shared with SLT and Governors. Student progress meetings are held to discuss progress and barriers to learning. Where progress is not being made, interventions will be put in or staff training as required. Learning walks are carried out by SLT, Governors, Assistant Headteachers and the Literacy Team.

This policy will be reviewed annually.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The Governing Board approved this policy on date: 5th December 2024

Signed: Colin Hayfield, Chair of Governors

Signed: Helen Hannam, Headteacher & Principal

Date of review or revision	Description	Author or reviewing officer
November 2024	MGS has incorporated the Fundamentals of Communication into our reading policy as we recognise social development as a step towards the acquisition of reading skills. We have also stated that learning to read is developmental so have removed the prescriptiveness of departments to allow our students to succeed at their developmental level regardless of age.	Katie Gear

READING PROVISION MAP

- The reading journey at Manor Green School supports students to learn to read, read to learn and read for pleasure.
- All students at Manor Green School will access an individually appropriate but aspirational reading pathway.
- Key documents and research have informed the strategic vision for the Manor Green reading journey. These include: The Reading Framework (DfE, 2021), Development Matters (DfE 2021), the Reading Rope (Hollis Scarborough 2001), National Reading Panel research (2000) and the EEF literacy guidance reports.

Quality First Teaching	First School 4	Middle School	Upper School
Fundamentals of Communication (Intensive Interaction, access to social learning including free choice making and experimentation in social contexts, nurturing and responsive environment to cultivate social interest)			
	<ul style="list-style-type: none"> • Systematic synthetic phonics sessions every day through <i>Twinkl Phonics</i> Level 1+ • Daily shared story time to model fluency and reading for pleasure • High quality teacher-led questioning/sensory book talk • High quality teacher-led talk/opportunities for talk to support phonemic awareness • Explicit teaching of tier 1 and tier 3 vocabulary to build background knowledge • Explicit teacher modelling of reading fluency and reading comprehension strategies during shared and one-to-one reading • Access to books (including audio) via in-class book corner to develop personal choice • Regular visits to the school library • Experiences of sensory stories 	<ul style="list-style-type: none"> • Systematic synthetic phonics sessions every day through <i>Twinkl</i> Level 2 to Level 6. • Independent reading books matched to known sounds • Daily shared story time and non-fiction texts to model fluency and reading for pleasure • High quality teacher talk and questioning/sensory book talk • Explicit teaching of tier 1, tier 2 and tier 3 vocabulary • Explicit teacher modelling of reading fluency and reading comprehension strategies during shared and one-to-one reading • Daily paired and/or independent reading time • Access to books (including audio) to develop personal choice • Regular visits to the school library • Access to engaging sensory stories 	<ul style="list-style-type: none"> • • • Systematic synthetic phonics sessions through <i>Twinkl</i> where appropriate • Daily shared class reader to model fluency and reading for pleasure • Wider reading of non-fiction texts to explore text types and text type conventions • High quality teacher talk and questioning/sensory book talk • Explicit teaching of tier 1, tier 2 and tier 3 vocabulary • Explicit teacher modelling of reading fluency and reading comprehension strategies during shared and one-to-one reading • Access to books (including audio) and personal choice via in-class book corner <ul style="list-style-type: none"> • Regular visits to the school/ local library

ANNEX 2: HOW WE TEACH READING AND SPELLING AT MGS

How we teach reading and spelling at MGS

