



Reynalds Cross Vision:

Reynalds Cross is a safe, supportive and fun environment that nurtures individuality and enables every child to flourish to be the best that they can be.

Reading Policy

Date adopted:

June 2024

Next Review date:

June 2025



Our reading aims are incorporated in our 'My Communication' Curriculum, as we recognise that communication underpins our teaching and learning. As a whole school approach reading opportunities are integrated throughout the school day.

Intent - What do we want our pupils to learn?

- Learners to engage in a range of reading materials
- Learners to have the opportunity to develop a love for reading
- Learners to develop their reading skills through all subjects taught
- Learners to develop functional reading skills to use for life after school
- Learners use reading as part of their communication

Implementation - How is teaching organised in order to achieve the intent?



Impact- How do we measure the impact of reading?

We are able to gather information to measure the impact of our reading implementation across the school.

PLPs

Our pupil's PLPs include a specific reading target set for the year which progress is evaluated termly. Our PLPs also include the strategies that are used to meet the reading target. From the PLPs we are able to gather data that will inform us of individual progress, as well as, specific groups such as classes, key stages, pupil premium etc..

Academic Targets

Academic targets are specifically around the areas of word reading, phonics and comprehension. These are tracked on our SOLAR assessment tool and is updated termly, to inform planning of reading and phonics. Our 14 -19 pupils complete a 'developing reading skills' ASDAN module.

PECs

Our PECs (Picture Exchange Communication) data, where appropriate for pupils, is reviewed termly to ensure strategies are continued to be implemented at the correct level for that pupil and changed where necessary.

Data Review Meetings

Termly data review meetings will evaluate elements of our reading Curriculum and be fed back to our phase lead.

Learning Walks and Lesson Observations

Learning walks and lesson observations are planned throughout the year with a specific focus on reading. This may include: reading opportunities in the classroom; phonics; reading areas; and communication aids as well as other specific areas that may be highlighted. This continues to inform us of whether we are achieving our reading intent through our daily practice and put in place relevant training/information in response to our findings.

Moderation

Internal Moderation and external moderation of reading measures and compares the impact across phases and across schools. This leads us to sharing good practices and ensuring we are consistently evaluating reading progress of pupils equally across the school.

Pupil Voice

Pupil surveys are carried out over the academic year and information gathered from these are shared.

All these measures will inform our policy, which will be updated annually.