



**Madni Academy**  
Reading Policy Overview

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<b>Approved: GB Body</b>		Date: Feb 2023
<b>Date of Next review</b>	July 2024	

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## 1. Introduction

At Madni Academy, reading forms a fundamental part of our English curriculum. Our aim is to promote high standards of reading through clear and progressive planning, as well as inculcating effective teaching. We believe that reading is paramount and focus on this life skills which provides access to various experiences from people of different cultures. Our students must acquire reading skills in order to obtain information that will enable them to develop in all curriculum areas and in their lives. We foster this learning from Early Years, all the way through to KS4. Primarily, the focus in EYFS and KSI is in Phonics,

which is paramount for word decoding, as well as educating our students to become ambitious readers. We aim to ensure a balance of mixed approaches from EYFS to KS4 so that students can successfully navigate the next phase of learning. Our reading process aims to:

- Enable students to work towards their full potential in literacy and oracy.
- Equip students with the skills to become competent and confident users of language in all its forms.
- Read confidently and fluently and seek to acquire knowledge independently.
- Develop a lifelong enjoyment of reading, taking genuine pleasure from what they read.
- Develop the reading skills they need to access all areas of the curriculum.
- Interpret what they read and what is read to them.
- Read critically to establish what the truth is in a statement so that they may gain a balanced understanding of local, national and international issues.
- Become happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently.
- Enable students to access, understand and begin to manage information.
- Help students respond to what they read and justify their feedback.

## 2. Intent

At Madni Academy, we want to cultivate a lifelong love of reading by providing many opportunities to a wide range of literature across all aspects of the curriculum. We wholeheartedly believe that reading provides individuals with independence and opens up opportunities for students in the wider world. While building up students' vocabulary, we observe that these words give students the power to better articulate themselves to others; this may be in the form of confident reading, effective writing and eloquent speaking. Reading is a major life skill and as such, we endeavour to embed a culture of reading into the nucleus of what we do. We aim to achieve this by providing ample opportunities for students to read both independently and aloud, as well as providing students the chance to discuss, compare and recommend books they have read to their peers. Reading valuable literature is interwoven into our curriculum through the use of key texts, of which exposes our students to a variety of genres and authors. We conscientiously select the books which we would like our students to read and explore and endeavour to provide various opportunities for our students. From EYFS to KS4, we intend that all students have equal access to the curriculum. Throughout our school, we ensure that it is accessible to all students by setting suitable learning objectives, responding to the variety of learning styles and overcoming potential barriers of individuals and groups. The organisation of the classroom is essential to promoting interest, independence, enthusiasm, as well as providing students with the necessary skills, concepts and knowledge in order to progress onto the next stage of their learning.

## 3. Implementation

Reading is embedded within the curriculum and is taught daily throughout the school. We follow a structured approach with sessions dedicated to reading (these will be set out below.) All our sessions are interactive whereby teachers facilitate various discussions with students, as well as make provisions to allow students to speak, listen and work independently or as part of a group / teacher-led. Teachers engage students throughout the lesson by frequently allowing students to reflect on their learning, the use of Think-Pair-Share responses and provide opportunities for collaborative tasks. Teachers will set small targets for students to ensure that students have an understanding, independence in learning, critical awareness and appreciation of varied reading texts. At Madni Academy, we recognise that reading is a combined subject, thus teachers integrate this in all aspects of their planning across the curriculum, providing various opportunities where possible.

## Early Years Foundation Stage

Reading Session	Frequency	Details
Phonics	Daily	Using the Twinkl Phonics Programme, students will spend approximately 45 minutes, focusing on various letters and sounds. Groups are differentiated to ensure children are reaching their full potential. Students will then progress onto blending sounds.
Class Reading	Daily	A book or story is read, prior to hometime. This opportunity is used to promote a love for reading. Our books are selected based on the age and interests of students.
Homework books	Once a week	Students are provided with a book / text which will be taken home and read over the course of the weekend to parents. Students are encouraged to read aloud to their parents. Emphasis is given to pronouncing words correctly, focusing on particular phonics sounds learnt.
Literacy Reading	Twice a week	Students in Reception follow the Hamilton Scheme for their Literacy. They have two Literacy lessons per week and read a variety of stories within that time.
Sentence writing	Summer term	Students in Early Years will begin sentence writing, which incorporates all their phonics knowledge. Students will use their phonics awareness to recognise phonemes and graphemes within words.

## Key Stage 1

Reading Session	Frequency	Details
Phonics	Daily	Using the Twinkl Phonics Programme, students will spend approximately 30 minutes, focusing on various letters and sounds. Groups are differentiated to ensure children are reaching their full potential. Students will then progress onto blending sounds.
Class Reading	Daily	A book or story is read, prior to hometime. This opportunity is used to promote a love for reading. Our books are selected based on the age and interests of students and will be read over a period of time.
Literacy Reading / Subject Reading	Daily	Literacy Reading is incorporated into our daily Literacy lessons. We use the Wordsmith planning which provides ample stories and eBooks for students to discover as a class. Subject reading takes place during many of our other subjects.

Homework books	Weekly	Students are provided with a book / text which will be taken home and read over the course of the weekend to parents. Students are encouraged to read aloud to their parents. Emphasis is given to pronouncing words correctly, focusing on particular phonics sounds learnt.
Library books	Weekly	Students have access to the library once a week, whereby they will exchange their book for a new one. Each book is checked by teachers to ensure there is an appropriate challenge for each student. Students are reminded to read to their parents over the course of the weekend, using Bloom's Taxonomy questions.
Guided Reading / Levelled Reading / Rhino Readers	Weekly	Students will have a Guided Reading session once a week, as well as a Levelled Reading session whereby they will read with teachers. Students will have different levelled books, depending on their grouping and will be asked questions which focus on the <b>VIPERS</b> skills.
National Events	Annually	Students have the opportunity of celebration events such as: World Book Day, National Poetry Day, World Book Night
Reading Challenge	Under development	We are in the process of setting up a programme whereby students partake in an in-school competition of reading. We want to promote and encourage a love for reading and feel that this would be beneficial for students.

## Key Stage 2

Reading Session	Frequency	Details
Literacy Reading / Subject Reading	Daily	Literacy Reading is incorporated into our daily Literacy lessons. We use the Wordsmith planning which provides ample stories and eBooks for students to discover as a class. Stories are from a variety of different cultures and genres, providing students with an understanding and appreciation for themselves and others. Subject reading takes place during many of our other subjects.
Class Reading	Daily	A book or story is read, prior to bedtime. This opportunity is used to promote a love for reading. Our books are selected based on the age and interests of students and will be read over a period of time. Students are also encouraged to use their dictionaries and thesauri within their lessons. We believe that students who have access to a wide range of vocabulary are better equipped for the wider world.
Guided Reading / Levelled Reading	Weekly	Students will have a Guided Reading session once a week, as well as a Levelled Reading session whereby they will read with teachers using Rising Stars Reading Planet. Students will have different levelled books, depending on their grouping and will be asked questions which primarily focus on the <b>VIPERS</b> skills.
Reading Mentors	Weekly	Students who are either SEN/EAL, or require further support in their reading, attend the Reading Buddy Scheme. Students from Secondary tend to Primary students and provide support with reading and comprehension skills. The programme is monitored by

		our SENCO and Primary Manager. Students leave empowered as they see progress amongst their peers in both reading and spelling.
Library books	Once a week	Students have access to the library once a week, whereby they will exchange their book for a new one. Each book is checked by teachers to ensure there is an appropriate challenge for each student. Students are reminded to read to their parents over the course of the weekend, using Bloom's Taxonomy questions.
National Events	Annually	Students have the opportunity of celebration events such as: World Book Day, National Poetry Day, World Book Night
Reading Challenge	Under development	We are in the process of setting up a programme whereby students partake in an in-school competition of reading. We want to promote and encourage a love for reading and feel that this would be beneficial for students.

### **Key Stage 3 and 4**

<b>Reading Session</b>	<b>Frequency</b>	<b>Details</b>
Registration Programme Reading	Monday and Friday	Madni readers read in silence each Monday and Friday mornings during form time. This is monitored and reviewed by the form tutor. All students have access to books, whether from the school library or their own personal reading books brought from home. This culture is promoted by all staff and students are encouraged to review, recommend and exchange books they read.
Class Reading	Daily	Students are encouraged to use their dictionaries and thesauri within their lessons. We believe that students who have access to a wide range of vocabulary are better equipped for the wider world.
Reading Role Models	Weekly	Outside all classrooms, there is a whiteboard displayed where teachers share what they are reading, key quotes of recommended articles which promote a love for reading.
Library	Weekly	Students currently have access to the library during the course of the week. We have ambassadors who take lead roles as librarians. Students learn to borrow books responsibly and return them on time. We believe that the school environment can make a huge impact and as such, have a welcoming library for students to read in.
Reading Mentors	Weekly	We have a group of volunteers who support our SEN/EAL students in both Primary and Secondary. The programme is monitored by our SENCO and Primary Manager. Students leave empowered as they see progress amongst their peers in both reading and spelling.
National Events	Annually	We encourage students to partake in many national events throughout the year. These events celebrate reading and often attract local and national media coverage. Annual events include: National Poetry Day, National Libraries Week, World Book Day, Shakespeare Day and World Book Night.

Summer Reading Challenge	Under development	We are in the process of setting up a programme whereby students continue to read throughout the summer. We acknowledge that some students present gaps in their learning and as such, feel this would be beneficial for students to encourage a love for reading.
Community Reading Programmes	Under development	We are aiming to develop community reading programmes which provide an opportunity for students to develop their leadership skills and instil civic responsibility. One of our aims is to visit local old peoples' homes and read to them.
Book Clubs	Under development	This is currently under development. This facilitation will be provided by avid readers partaking in an active role in leading in these clubs. We aim to make the clubs a major scene and feature them on the school's twitter feed or books through new challenges.

Our Reading curriculum builds on reading experiences already acquired, from EYFS to KS4. The aim is to develop independence, fluency and self-resilience, at any stage. As the Key Stages progress, the variety of texts become more challenging for our students; this allows for more depth, choice and enjoyment. More varied texts are available to support the widening interest shown as students progress: fiction, non-fiction, plays, poetry, dictionaries, thesauri etc. The reading age of students is derived from the NGRT Assessments. This provides staff with an understanding of where students are grouped, according to their reading abilities. We source a range of books for use in the school library and reading sessions, to generate discussions, reflection and comprehension skills. Teachers will plan and accommodate students where necessary and challenge students who grasp the curriculum quickly. Students are provided with every opportunity to progress in reading and in turn, access all aspects of the curriculum. To nurture a love for reading, designated reading times / areas are created in each classroom so students are able to read a selection of fiction / non-fiction books.



## 3.1 Phonics

Ensuring our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us. We strive to ensure that all children become fluent readers by the end of Key Stage 1. We believe this is achievable through a combination of strong, high-quality phonics teaching combined with a whole language approach. Phonics is an important part of the word decoding process required by children, to develop a higher level, whole-language and comprehension skills.

Phonics sessions take place everyday in Key Stage 1. The aims and objectives of our Phonics sessions are:

- To teach children phonemic awareness and rhyme to aid reading, writing and spelling development
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation when reading, writing and spelling
- To ensure the teaching of phonics is lively, interactive and investigative
- To ensure children use phonemic awareness across the curriculum
- To ensure that children know the 44 phonemes within the English language
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading
- To provide children with strategies to identify and decode 'tricky words'

By the end of Key Stage 1, the majority of our pupils will be able to read aloud age-appropriate texts accurately and with sufficient speed. Our focus will then move onto developing their comprehension skills, preparing them for the transition into Key Stage 2. Children who present good decoding skills will have a sound strategy for decoding unfamiliar words across the various subjects in the curriculum. Children who have not achieved this will receive additional support through the year.

Our children are assessed throughout the year and this is something that is regarded as an integral part of our teaching and learning. Our assessments are purposeful, allowing us to differentiate lessons accordingly to cater to the needs of all our students. Information for assessment is gathered in various ways: by conversing with children, asking questions, observing their work and setting specific tasks. The class teacher will track progress made by all children in the class, regardless of their phonics group. Assessments will inform the class teacher at what phase the student is currently in. Class teachers will then be able to plan accordingly for the students, making adjustments to class grouping if necessary.

At the end of Year 1, all children will participate in the Phonics Screening Check. This will assess children's knowledge of grapheme / phoneme correspondence and their skills in blending and decoding. Children who do not succeed in passing the Phonics Screening Check will receive additional, targeted support, before completing the Screening Check again at the end of Year 2. For any children who do not successfully pass the Screening Check in Year 2, provisions and intervention plans will be made to support them as they move into Key Stage 2.

To support our children with their phonics, emphasis is placed on spellings throughout both Key Stage 1 and Key Stage 2. Any child who is identified as performing below their age-related expectations will receive support for their phonics, reading and spelling in the form of Rapid Intervention sessions as delivered by our SENCo. All our children receive equal access to the curriculum as aforementioned. We ensure that our Phonics curriculum is accessible by all children by setting suitable learning objectives, responding to the variety of learning styles and inculcating various pedagogical approaches.

Our Phonics sessions are taught to our children in small groups. Children are grouped according to their phonics knowledge which is assessed by the class teacher. Children may progress at different rates and as such, no child is held back. It is our aim to challenge and stretch children and their abilities as much as possible, whilst providing support for those who require it. All sessions cater for a range of learning styles including: visual, auditory and kinaesthetic. Appropriate planning ensures that sessions are fast paced and as active as possible, using games, actions, resources and ICT to engage and motivate children.

The scheme of work in which we follow is the Twinkl Phonics Programme which provides ample resources for children of all levels. Lessons are continuously adapted to support children at their varying levels of learning. Resources are a regular instrument in creating a point of resonance and to ensure that all our

students are engaged with their learning. Children in Key Stage 1 also have the opportunity to read and discover Rhino Readers books, which focus on the various phonics phases children will encounter over the course of the academic year. These books are used in conjunction with phonics sessions, providing joy to all students. Board displays are prevalent throughout our classrooms and corridors to guarantee that children are continuously engaged. These board displays also provide additional opportunities for students to use them when completing tasks in other subjects across the curriculum.

In addition to this, we regularly run workshops throughout the year to involve our parents further in the development of their children. Our workshops focus on developing parents' subject knowledge in the deliverance of phonics, including key vocabulary and on supporting them to work alongside their children in phonics activities. This provides parents with the skills to support their children in the completion of their homework.

### 3.2 Whole Class Reading

Whole Class Reading is an afternoon session which takes in our Primary years; these are for the last ten minutes of each day. We wholeheartedly believe that reading is not only a solitary activity, but one where an experience and love can be shared with one another. Whole Class Reading is something where teachers will read to their students at the end of the day, prior to home time. This allows students to understand how to read with expression and hear how a 'good reader' sounds. It is also a time for students to enjoy books, voice their opinions (using **VIPERS** questioning) while also providing language-rich experiences and opportunities to develop their vocabulary, expression and comprehension skills. Books chosen are suited to students' interests and current topics within the classroom.

### 3.3 Guided Reading / Levelled Reading

Guided Reading is a session which takes place in our Primary years; these take place in addition to Literacy lessons. Students will have the opportunity to experience shared reading on a weekly basis in small (4-6) ability groups, of which will be guided by an adult. We feel that this provides students with a rich, rewarding and stimulating reading experience with plenty to explore. Texts chosen aim to challenge students in order to develop high-order comprehension skills, generate student-led discussions and lead to independent written activities that allow students to reflect on the text / context etc. We use the **VIPERS** scheme to generate questions with students. Primary students also have the opportunity to read independently, either in a 'soft' voice or silently, while the teacher moves around the group, listening to individuals reading a short extract. Questions may be asked or focus given to particular teaching points to deepen understanding. Follow-up tasks may be set and regular use of praise is given when students use appropriate strategies. Teachers will record how the child has read and any improvements to be made. Any students who are not being listened to will be given an opportunity to read with their partner, peer assess and use a dictionary to identify any definitions they are unaware of.

Students will also partake in Levelled Reading in the week. Students will have a levelled reading book through Rhino Readers (KS1) or Rising Stars Reading Planet (KS2) and will either: read to their class teacher or read in pairs. Books allocated to students are challenging and are based on their NGRT levels conducted at the beginning of the academic year. As children show confidence in answering the **VIPERS**

questions, students will gradually move up to the next level of reading books. We also cater for our reluctant readers by providing them with motivating reading books (Astro Reads) which include lots of pictures and colour. Children are assessed informally with their reading skills over the course of the year.

### 3.4 Subject Reading

Students are provided with various circumstances in which they will partake in Literacy Reading or Subject Reading. This is relevant for both Primary and Secondary students and will happen on a daily basis. Presentations are displayed and students / groups will be selected to read details from the board. In Primary, our scheme of work is Wordsmith and there are various opportunities for students to read aloud from the board, including discussing the texts. In Secondary, students may read texts from the board or excerpts which again promotes our love of reading. This is consistent through both Primary and Secondary and allows our students to read in front of the class. Students may be asked questions on the texts / excerpts they have read, according to our **VIPERS** scheme (Primary) in order to develop and deepen their understanding.

### 3.5 Library Sessions

We believe that access to the library is vital for students to expand and broaden their vocabulary and understanding of contexts. As such, both Primary and Secondary students have access to the library throughout the week. All books in the library are colour coded per year group so that students are selecting books which are suitable for their age. Primary students attend the library once per week, where they have the option of taking out up to 2 books (3 during half term holidays.) For Secondary students, the library is open during lunch times where they can borrow books. We have ambassadors who take lead roles as librarians. Students learn to borrow books responsibly and return them on time.

### 3.6 Reading Mentors (Reading Buddy Programme)

We have a group of mentors / volunteers who support our SEN / EAL both in Primary and Secondary. This programme is monitored by the SENCO and Primary Manager. Regular meetings are held, updating progress and reforming procedures to ensure accuracy. Students leave these sessions empowered as they see progress amongst their peers in both reading, spelling and general comprehension skills. Some students are also given opportunities to use both dictionaries and thesauruses, which in turn support their literary skills.

### 3.7 National Events

We promote and partake in national events that often attract local and national media coverage, as well as celebrating a love for reading. We regularly post Tweets to encourage students to carry on reading, which in turn provides encouragement for parental involvement. Annual events that we participate in are:

- National Poetry Day (Primary and Secondary)
- National Libraries Week (Primary and Secondary)
- World Book Day (Primary and Secondary)
- World Book Night (Secondary)

## 4. Impact

We endeavour to promote a positive reading environment and culture for our students where books and love of literature is both celebrated and valued by all. We aim to ensure that students' attainment is in keeping with or exceeding their potential when we consider the varied starting points of all our students. We measure this in a variety of ways, using a range of formative and summative assessment procedures, whilst keeping in mind the age-related expectations for each year group. The impact of our English / Reading curriculum is that we hope students are prepared for life beyond school, as well as show confidence in reading a variety of texts. We aim to monitor the impact of our reading approach through:

- End of KS1 and KS2 statutory assessments (SATs) and the Year 1 Phonics screening.
- Tracking through GL Assessments' NGRT (New Group Reading Test) conducted once at the beginning of the academic year and once at the end of year to measure progress.
- Tracking pupil progression through book bands using it as a means to assess a child's progress in reading
- Learning walks and observations.
- Student enjoyment and confidence in reading.
- Whole staff moderation sessions focussed on progression of one area of reading across the school.
- Termly progress meetings with the head teacher and SENCO with key children requiring support or challenge identified and shared with SLT prior to the session.
- Head Teacher and SLT monitoring.
- Students are assessed in line with the school's Assessment Policy using a variety of means. Primary students are tested on a termly basis. Year 2 and 6 students are assessed using the STA's standardised Reading Test in May through SATs.

### **End of Policy**