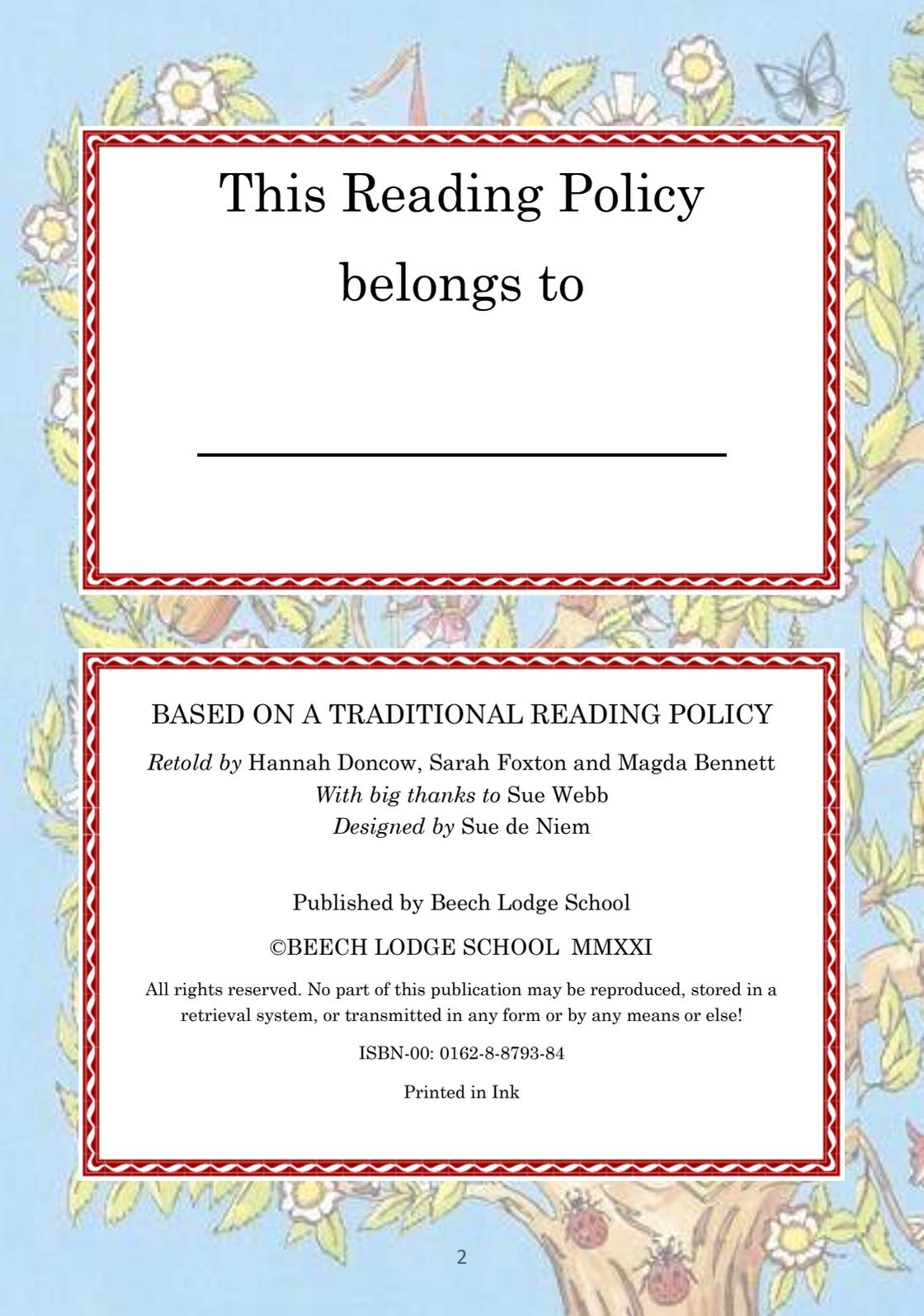


Beech Lodge School

Reading Policy



Great Minds Think Differently



This Reading Policy belongs to

BASED ON A TRADITIONAL READING POLICY

Retold by Hannah Doncow, Sarah Foxton and Magda Bennett

With big thanks to Sue Webb

Designed by Sue de Niem

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Chapters

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2. Our reading culture
3. How we do it
4. We're all in this together
5. Barriers to reading
6. Our shared approach
7. How we are getting on
8. The Final Chapter



OUR VISION, MISSION & VALUES

Vision

A community where children, staff and families feel intrinsically motivated and excited to read for enjoyment, wellbeing and life-long learning.

Mission

A vibrant whole-school atmosphere where the importance and enjoyment of reading pervades all areas and across all subjects.

A culture where reading is:

- Purposeful
 - Personalised
 - Pleasurable
 - Celebrated
 - Cool!

Values

Our values are important to us when we read.

Through reading we understand people better and are able to use *empathy* with others.

Teamwork means we can read together which is fun.

At the same time, we can treat each other with *respect* and *honesty*,

We read with *curiosity* about the world and people – enjoying fact and fiction.

For many of us we need to work hard at reading, so we treat ourselves with *kindness* and *patience* as we build our *resilience* and love of words.

The more that you **READ**,
the more things you will **KNOW**,
the more that you **LEARN**,
the more places you **GO!**

Dr. Seuss



2

Our Reading Culture: Our World of Reading

“We may sit in our library and yet be in all quarters of the earth.”

— **John Lubbock**

At Beech Lodge, we learn to read and read to learn. We know reading is key to being confident with the essential life skills we all need to use every day.

Reading is at the heart of our school, emanating from the Lounge (our library), into our classrooms and all other areas of the school. From the moment you visit the school, you feel the appreciation of all things to do with reading. Notice our extensive range of reading materials all around – books, comics, magazines, newspapers, podcasts and audio books. Staff, pupils and families are encouraged to read what appeals most to them and to reflect on what they have read, what they have learned and how they have felt.

We hope for everyone to experience the joy of reading for pleasure, for enjoyment, for fun, for relaxation, for confidence, for motivation and for learning in the widest sense of the word.

We celebrate reading in many ways, encouraging the wider school community to be involved in activities and events including:



DEAR (Drop Everything and Read)



Class storytime



Reading buddies



Book clubs



Drama, school plays and performances



Multi-sensory learning



Storytelling Art



Narrative Music



Script writing



Author visits



Theatre trips



World Book Day



Parent Reading Week



Beech Lodge newspaper



Book Fayre



Broadcasts

CHAPTER 3

How we do it: Building Confidence and Skills

*“Active and independent approaches to
reading make understanding harder
texts exciting and full of enquiry
- a reading journey for life!”*

Bob Cox

How we do it: Building Confidence and Skills

The Start of the Reading Journey

In Claremont our children enjoy listening and interacting with stories. We bring books alive with sensory reading books, visual props and puppets to engage and captivate a love for reading. Igniting a pleasure of reading is our aim; from the 'getting ready to read' stage right through to 'reading with confidence'.

Some of our children are at the emerging reading stage, and they are implicitly and explicitly learning to recognise letter sounds and match sounds with symbols. For those children who need daily phonics intervention we use a synthetic phonics programme; *Jolly Phonics* to support children to match sounds to symbols, blend letter sounds to read words and to help them recognise common tricky words by sight.

In every class, children are at different levels of reading ability. Therefore, our PM Benchmark 2 **school reading scheme** ensures every child is benchmarked at a level to match their ability. Our reading scheme has 30 levels of progress and we closely monitor and track this to ensure our children are progressing their reading skills.

In Claremont we have structured time for *directed 1-1 reading sessions*. With our guidance every child selects reading books at an appropriate level to read with the support of their teacher or teaching assistant. We keep a record in a reading log which parents can use too if they want their child to take their books for extra reading practice.

How we do it: Building Confidence and Skills

We also have regular guided group reading sessions for our class readers and topic books which support all areas of the curriculum. In addition, we adopt a flexible and more informal approach with our 'Drop Everything And Read' (DEAR) sessions during the day. This is time for the children to immerse themselves in reading material of their choosing, whether that be comics, magazines, story books or factual books. We also have a reading 'buddy' scheme whereby students from Deancroft are trained and pair up with a Claremont reader to share their reading experience.

Interventions

For our children who find reading a challenge there are many ways in which we can support them. Our 1-1 Dyslexia specialist uses PhonicBooks – a resource for beginner and catch-up readers to build reading confidence. The programme reinforces phonic skills, high frequency words and focuses on specific areas of difficulty such as vowel sound confusion. We subscribe to the online Dyslexia resource 'Nessy', use the 'Alpha to Omega' resources and 'Toe by Toe' as a daily structured, methodical resource to help children read words through syllable division. Assistive technology such as reader pens are also used by some children to ensure that reading is not a barrier to accessing the curriculum.

Transitioning and Developing Skills

During the transition from Claremont to Deancroft, the pupils'

How we do it: Building Confidence and Skills

reading skills are developed as they begin to tackle more challenging texts but in user friendly forms. The use of graphic novel versions of 'classic texts' such as Animal Farm and Dr Jekyll and Mr Hyde allow the pupils to access the complex themes of KS3 novels and begin to analyse the language used but still have the comfort of illustrations and short snippets of texts to make it more accessible.

The importance of reading aloud is still very much a focus within lessons to prepare the students for any spoken language aspect of English qualifications they may take as they move onto Deancroft.

Opening Doors to Reading in Deancroft

At Beech Lodge we recognise that our students can achieve their goals at their own speed, so it is of great importance that we aim to ensure that they reach their reading potential and do so feeling confident that they can take on new challenges.

We offer a variety of qualifications such as the English Language and Literature GCSE as well as the accredited Ascentis qualifications that focus on reading for information. Whichever qualifications our students choose, we pride ourselves on encouraging them to gain an overall understanding of reading and how it can open doors for them. We base reading at the heart of our school values and this is seen in the corridors, classrooms and the many different spaces in the school; it is also cultivated in our English lessons. We

How we do it: Building Confidence and Skills

teach a variety of texts ranging from fiction to non-fiction texts, and prose and poetry from lots of different authors around the world. We carefully choose texts that are relevant for our students and up to date, keeping with issues of the time, as well as contrasting them to values of the past. This is to further develop a whole rounded and whole-hearted approach to the world outside them. We like to provide our students with 'high ceiling' texts showing there is no limits to their ideas and in doing so developing a love of reading and language in the process.

Ways through texts

We understand that reading is individual to every person and that is why we use several ways of engaging students with texts. An example of this is the use of graphic novels to help students with their understanding of more challenging texts. We carry on visual reading through to our GCSE classes, and use graphic novels alongside the texts to help every student in their reading journey towards developing a personal response and analysis of language.

Another method we use is drama and oracy to bring texts alive and to develop further skills of debating and sharing ideas. At Beech Lodge we encourage dramatic readings and discussions around texts that really emphasise the mood and atmosphere created by the author. This helps students to contextualise and internalise the text for deeper meaning.

How we do it: Building Confidence and Skills

Here are pictures of our GCSE Literature group from their rehearsed reading of Stevenson's *Jekyll and Hyde*. The group had to work together to pick out certain words they thought were important to emphasise or to physically show in the extract. This gave students the opportunity to think about how reading a text doesn't have to be something that is stationary!

Fig. 1



Fig. 2



How we do it: Building Confidence and Skills

Fig.3. Examples of student's reflections on the reading

Imogen 24/11/20

Excellent comments on group ^{and individual} choices:

What words did you emphasise and why?
As a group, we repeated the words "sleep", "dreams", "power" and "pluck". We chose ~~these~~ to emphasise these words because they sounded almost onomatopoeic and they added a dramatic effect to the text. When I was reading, I chose to emphasise words such as "melted", "sprang", "mysterious" and "hatred" because they are strong verbs and adjectives and I felt like emphasising these words ~~illustrated~~ the darkness and fear in the paragraph. ^{Awesome!}

Fig.3(i).

What techniques did you use in your group?
In our group, we used a variety of different techniques including using three different readers (Noah, Emily and me), imitating the sound of a bell at the beginning and standing up together on the word "rise". We also had individual people doing different effects, such as ~~Henry~~ Henry rolling a bottle on "roll altogether" and me screaming on "leave her screaming".

What worked well?
I feel like the poses we did at the end to convey "spirit of enduring hatred" and the repetition of words worked well. I also feel like the use of different readers worked well because it gave everyone who wanted read a chance to read a section through their own interpretation of the text.

How we do it: Building Confidence and Skills

Assessing Reading.

Our KS3 classes working up to the GCSE's are assessed termly on their reading skills using the GCSE grading system. Our GCSE students have mock exams and formal and informal assessments. We use the GCSE reading criteria to help students understand their current attainment and their target grades.

Our students taking the Ascentis qualifications examine a wide variety of reading materials to develop the comprehension and retrieval skills required for independent and everyday living. These skills are assessed through practice exam papers and informal assessments.

A staff audit is regularly carried out to determine staff development needs to ensure Quality First teaching in all aspects of reading.

WE'RE ALL IN THIS TOGETHER

MODELLING GOOD PRACTICE

Magda Bennett, Hannah Doncow and Sarah Foxton reporting from Maidenhead

At Beech Lodge, the relationships with our pupils is at the forefront of all that we do.

It is important for all staff to be seen as readers so that pupils identify reading as a whole school culture and not just something being asked of them.

At allocated times during the week, all pupils in class are encouraged to sit and read a book or text of their choice, taking time to slow down and be in the present. During this time, all staff in the room are also reading a non-work related text to show that reading is something that we carve



out time in the day to do together, and a moment that can be shared among pupils and adults alike.

Furthermore, to emphasise that reading does not just have to be novels, and to celebrate the range of reading that Beech Lodge Staff enjoy, there is a display board in

HIS TOGETHER!

STRONG WORDS FROM AMERICAN APHORIST MASON COOLEY (1927—2008)

*“Reading gives us somewhere to go when we have
to stay where we are”*



IT’S OFFICIAL!

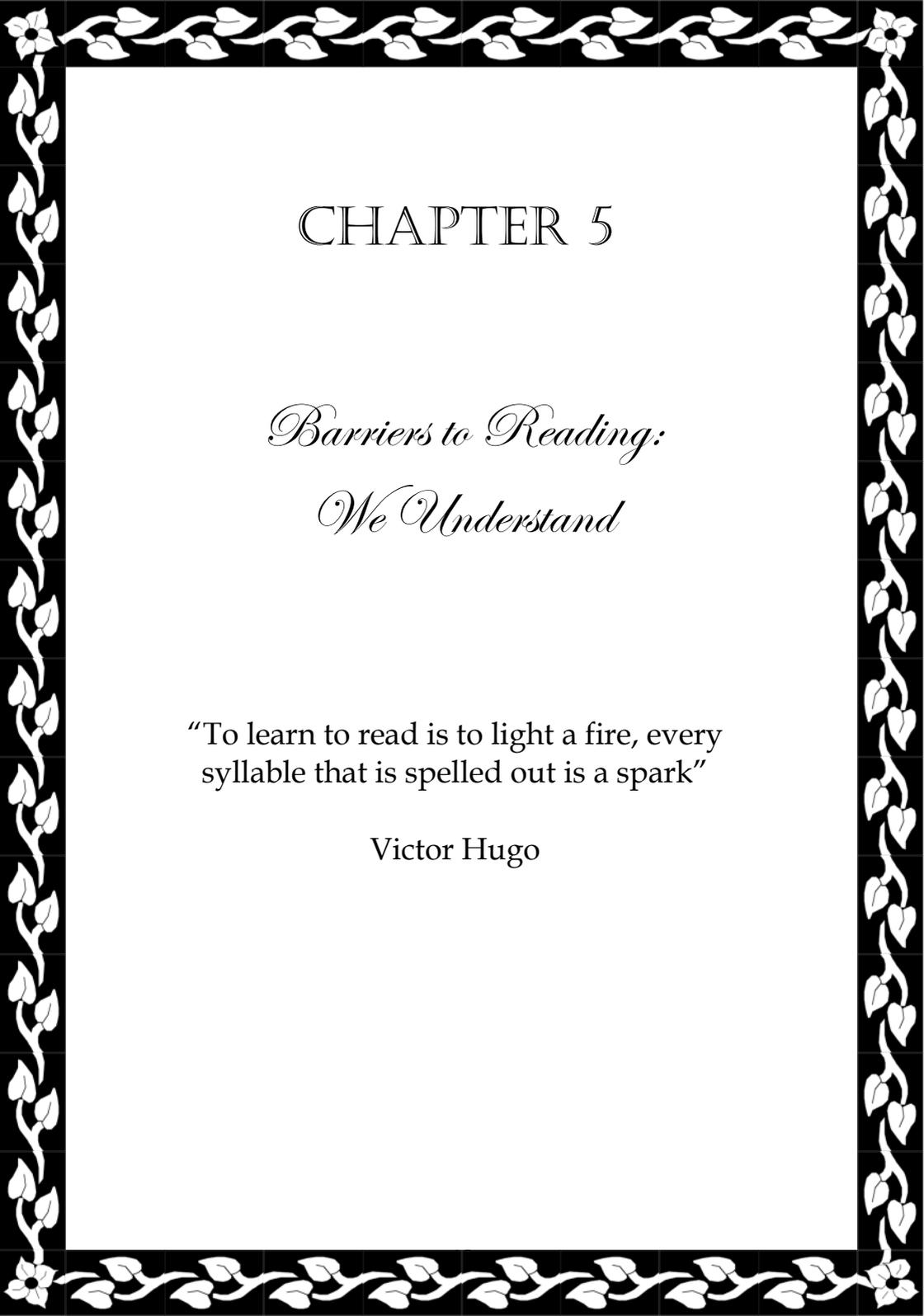
READING CAN BE A PART OF EVERYDAY LIFE

(Cont’d from left hand side)

the Deancroft corridor where staff note down what they are reading at that time. This could be the BBC news app they browse with their morning coffee, the audiobook or podcast they listen to on the drive into work or a non-fiction text about something that interests them - as well as any novel or short story.

Through these different methods, we show the pupils that reading can be a part of everyday life for all ages and that it is something to be celebrated and shared throughout the school. *Ends.*

INSIDE THIS EDITION
Mr Gillespie wins Nobel Peace
Prize and more tasty recipes
from Mrs Fisher’s Kitchen

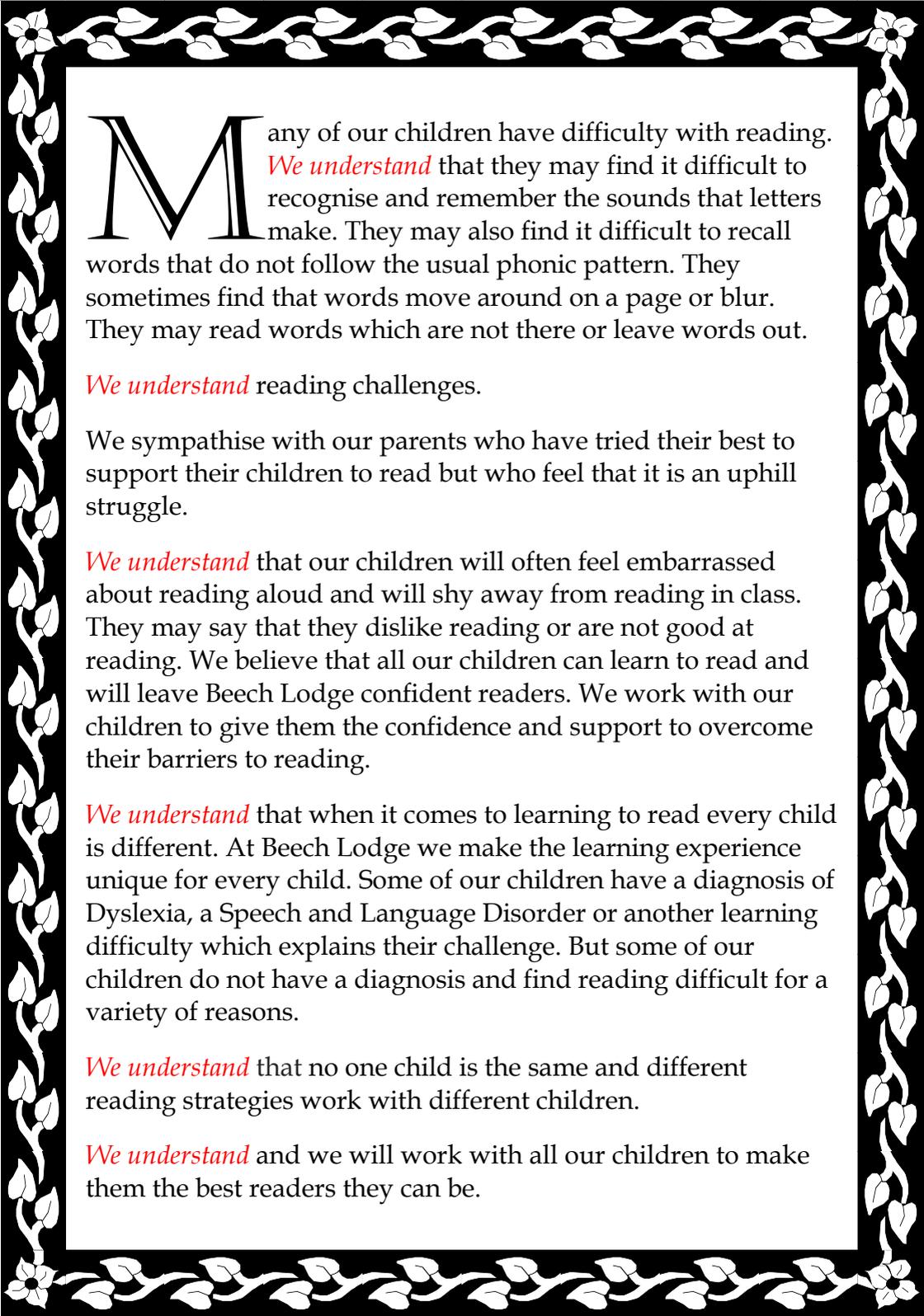


CHAPTER 5

Barriers to Reading: We Understand

“To learn to read is to light a fire, every syllable that is spelled out is a spark”

Victor Hugo

A decorative border with a repeating pattern of white leaves and flowers on a black background, framing the entire page.

Many of our children have difficulty with reading. *We understand* that they may find it difficult to recognise and remember the sounds that letters make. They may also find it difficult to recall words that do not follow the usual phonic pattern. They sometimes find that words move around on a page or blur. They may read words which are not there or leave words out.

We understand reading challenges.

We sympathise with our parents who have tried their best to support their children to read but who feel that it is an uphill struggle.

We understand that our children will often feel embarrassed about reading aloud and will shy away from reading in class. They may say that they dislike reading or are not good at reading. We believe that all our children can learn to read and will leave Beech Lodge confident readers. We work with our children to give them the confidence and support to overcome their barriers to reading.

We understand that when it comes to learning to read every child is different. At Beech Lodge we make the learning experience unique for every child. Some of our children have a diagnosis of Dyslexia, a Speech and Language Disorder or another learning difficulty which explains their challenge. But some of our children do not have a diagnosis and find reading difficult for a variety of reasons.

We understand that no one child is the same and different reading strategies work with different children.

We understand and we will work with all our children to make them the best readers they can be.

Our Shared Approach.

Home and School

At Beech Lodge, we value positive relationships with the parents and carers of our students and this is why we want reading to be something which can be enjoyed at both home and school.

We understand that reading for some of our children is a challenge and therefore engaging them with a text at home could be a struggle for our parents. For others, reading is a joy and part of daily life, allowing them to take the time to travel to different lands and escape from daily pressures as well as developing their vocabulary and widening their literary experiences. This is why we regularly send out parent questionnaires so we are able to fully understand what we can do to help support students and parents alike. We value parent contributions and listen to feedback.

Building bridges between home and school is also of great importance to us. Reading diaries used in Claremont allow both teachers and parents to communicate with each other about how the child is enjoying and progressing with the text they are currently reading. Throughout the school, children are encouraged to bring in a text of their choice, allowing pupils to see the classroom environment as a safe place, where reading can take place, as well as in the comforts of a home environment.

We also recognise that parents want to support their children as much as possible on the reading journey. In order to help them in this process, we host parent workshops in which we explain the progression of reading skills which the children might journey through during their time at Beech Lodge, and provide a list of age appropriate texts for the pupils to access at home should they want to.

“ Don't worry about the bits you can't understand. Sit back and allow the words to wash around you, like music.”

(Matilda)



HOW WE ARE GETTING
ON:
MONITORING AND
MEASURING SUCCESS

*"I think it's the books
that you read when you're
young that live with you
forever"*
J.K. Rowling



We continually look for progress in our pupils' reading.

We see it in their growing confidence, their developing vocabulary, the expression in their voices, their understanding of new concepts, the empathy they show with fictional characters - and with each other.

We find joy in their excitement in reading and learning.

So we can ensure our pupils have the best chance of making progress, our subtle but strong system of monitoring and measuring progress includes:

- Half termly reading skills assessments
- Peer to peer observations
- Reading leader/SLT feedback
- Reading scheme progression
- YARC assessments
- GCSE tracking
- Focus groups - pupil, staff and parent feedback

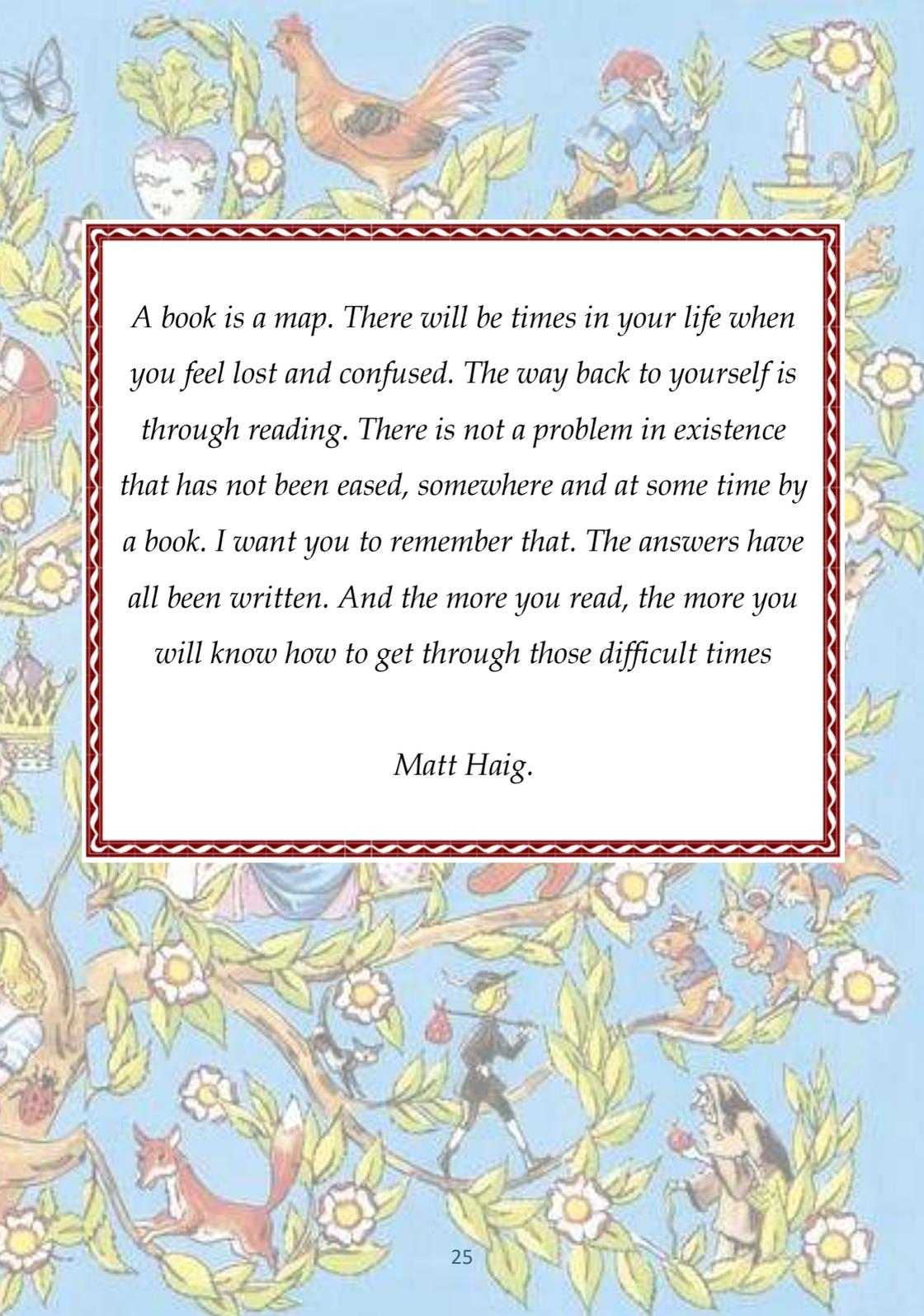
The purpose of our monitoring and measuring is always to establish pupils' current understanding and skills and to plan as effectively as possible for future learning.

The Final Chapter

At Beech Lodge School, we look to instill a curiosity around reading, one that continues throughout their time with us here and one that follows them into their future. Whether a Beech Lodge student wants to continue into further education, enroll in an apprenticeship, get some work experience or start a job, we aim to give every student the confidence to follow their aspirations.

As a school, we are passionate about inspiring students to reach their full potential, and do this in a way that compliments whichever path they decide to choose. We encourage students to read as a means of learning about the world, how others think and feel and the importance of reading for information.





A book is a map. There will be times in your life when you feel lost and confused. The way back to yourself is through reading. There is not a problem in existence that has not been eased, somewhere and at some time by a book. I want you to remember that. The answers have all been written. And the more you read, the more you will know how to get through those difficult times

Matt Haig.

A perfect introduction to timeless and treasured procedures. Ideal for reading aloud and for sharing with friends

“This Reading Policy is a wake-up call, a call to action, a kick in the mental backside”

Time In

Beech Lodge
Great minds think differently

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