



**LIGHT YEARS SCHOOL**

**READING AND LITERACY POLICY**

|                                 |                                |
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### **Safeguarding at Light Years School**

At Light Years School, we are committed to providing an environment in which Pupils feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Light Years School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Light Years School is carefully considered and a central theme through all school policies.

### **Special Educational Needs & Disabilities (SEND) at Light Years School**

At Light Years School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, a differentiated curriculum and a strong focus on developing pupils' personal, social and emotional development. The special educational needs and disabilities of all pupils at Light Years School is carefully considered and a central theme through all school policies. For more information, please read the school's SEND Information Report.

The **Reading and Literacy Policy** should be read in collaboration with the following policies:

Safeguarding Policy  
Curriculum Policy  
SEND Information Report  
Ofsted Framework 2019

## Literacy Curriculum Rationale

All teachers are teachers of literacy. Language is the prime medium through which Pupils learn and express themselves across the curriculum, and therefore all staff have a role in supporting the development of effective literacy. As such, Light Years School is committed to developing literacy skills in all of our Pupils, in the belief that it will support their learning and raise standards across the curriculum. How well pupils speak, listen, read and write has a major influence on how well they do at school and in their futures.

*'Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success'* – The reading framework July 2023

Light Years School believes that pupils should:

- Be able to speak with confidence and clarity.
- Have a suitable technical vocabulary with which they can articulate their response.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meanings and so develop a growing vocabulary in spoken and written forms.
- Read and write with confidence, fluency and understanding.
- Be able to write in a variety of styles and forms appropriate to the purpose and audience.

We want to ensure that every pupil at Light Years School is able to read fluently and has the ability to understand text, decode and extend their knowledge by being exposed to different reading materials.

The Literacy policy is designed to be inclusive and consider pupils' needs as outlined in their EHCPs. Where possible a range of enrichment activities will run alongside lessons in order to enhance individuals' interests, awareness and understanding of the wider world. These activities will be related to the texts and topics being studied at the time. They may include theatre trips, library trips, events related to fundraising and writing challenges.

## Literacy Curriculum Intentions & Implementations

### Reading Intent

Pupils will:

- be successful readers and read with confidence, fluency and understanding.
- be engaged in regular reading through reading being a focal point in every lesson.

- be able to use a range of strategies to help understand the meaning of texts.
- be interested in books, read with enjoyment, and evaluate and justify their preferences.
- develop their skills of researching and using information gained from relevant texts.

### **Implementation of Reading**

#### Drop Everything and Read (DEAR)

- Pupils will take part in DEAR time 3 times per week, during tutor sessions: designed to promote a love of reading, as well as provide regular opportunity to read.
- Pupils have access to a range of reading materials, and are encouraged to read everything and anything, from recipes to newspapers.

#### Promotion of Reading

- Literacy award awarded to a Pupil every week during celebration assembly.
- 'What Am I Reading' Posters signposted across the school, promoting what staff are reading, and encouraging conversations with pupils.
- Celebrate national events such as World Book Day.
- Themed assemblies surrounding key topics such as 'The Importance of Reading'.
- Staff will model good reading behaviour by reading themselves during DEAR when not listening to pupils.

#### Library Spaces

- Each classroom will have a reading corner where pupils can go and read a range of books.
- Pupils have access to fiction and non-fiction books, at different abilities to suit their reading abilities.
- The range of books is designed to appeal and expand pupils' interests.

#### Phonics

- The school's phonics curriculum has adopted Read Write Inc (RWI) phonics as its phonics scheme of learning.
- All members of staff will be trained in RWI phonics.
- The school has appointed a Reading Leader who will lead Reading, including phonics across the curriculum.

#### Reading Assessment

- Pupils' reading ages will be gained during the school's reading assessment package. These will be used to identify where pupils may need support with their reading.
- Pupils' reading ages will be measured twice a year to determine progress in reading.

- Assessment within the subject of English is broken down into reading and writing and this allows staff to have a detailed knowledge of pupils' ability to read, comprehend and infer texts.
- Where pupil reading ages are identified to be significantly low, they will be encouraged to complete a phonics screening test to assess their phonological ability and assess if further support is required.

#### Reading in the Curriculum

- Reading is an integral part of the curriculum and underpins all learning.
- In all subjects, teachers consciously plan opportunities for reading within every scheme of learning. This is to ensure that pupils read regularly in lessons and have opportunities for functional reading; this prepares pupils for adulthood and independence. Pupils of all ages have 5 lesson of English a week, whereby reading is a core focus.
- Key texts are identified on curriculum maps for each core subject area with a view for children to have access to a huge range of 'windows and mirrors' books.

#### Additional Reading Support

- Teachers and teaching assistants will encourage pupils to read aloud, so that they can check their progress and support misconceptions.
- All children will read at least three times a week to an adult on a one-to-one basis. Once with their teacher and twice with an LSA.

#### Dyslexia Support

- Pupils who have a diagnosis of dyslexia, will, as identified, receive intervention over and above their English lessons with a specialist teacher.

#### **Impact of Reading**

- Pupils at Light Years School will be able to decode and recognise enough sight words at the end of Key Stage 2 in order for them to confidently and fluently read a text matched to their level.
- Pupils of all abilities will be able to access reading lessons.
- Pupils will enjoy reading across a range of genres.
- Children who have not made expected progress through Read Write Inc will be offered alternative strategies to enable them to decode words, not solely relying on phonics (e.g Words First of Fry's 100 words).
- Pupils will have a good knowledge of a range of authors.
- Pupils will be ready to read in any subject in their secondary education.
- Parents and carers will have a good understanding of how they can support reading at home.

## Speaking and Listening

### Speaking and listening Intent

Pupils will be able to:

- talk confidently and coherently in different situations and addressing different audiences.
- show confident use of standard English in formal situations.
- show an interest in words and their meanings.
- extend their vocabulary through reading a range of texts and through the use of thesauri to support their writing.

### Implementation of Speaking and Listening

- Pupils will have the opportunity to take part in discussions, listening carefully, talking clearly and using appropriate and specialist vocabulary through a variety of subjects. Pupils will be provided with opportunities to take part in public speaking. For example, performing Christmas readings during the school's festivities.
- Teachers and teaching assistants will role model Standard English to a high standard.
- Teachers will discuss key vocabulary with Pupils and clarify misconceptions about meaning and inference.
- Pupils will have experience of applying speaking and listening skills in a range of contexts in preparation for adulthood. For example, interaction and communicating with members of the public during work experience.

### Impact of Speaking and Listening

- Through focus on vocabulary acquisition and language skills pupil's demonstrate a rich and varied use of vocabulary, precision in word choice and are able to express their ideas with clarity. Coherence is evident.

## Writing

### Writing Intent

Pupils will be able to:

- Write with confidence, fluency and understanding.
- Have fluent, accurate and legible handwriting.

- Develop ideas in order to produce extended writing.
- Use teacher feedback to improve their work.

### **Implementation of Writing**

- Opportunities to develop fine motor skills and handwriting will form part of a pupil's daily timetable.
- Writing is a fundamental aspect of the curriculum and is performed in the majority of lessons but opportunities to record in different ways will be provided for children with fine motor skill difficulties or identified dysgraphia.
- In all subjects, teachers consciously plan opportunities for writing within every scheme of learning. This is to ensure that pupils write regularly in lessons and have opportunities for functional writing; this prepares pupils for their next stage of education.
- Pupils will have access to laptops to support writing independently. This may become their normal way of working and be reflected within access arrangements.
- Key vocabulary will be identified in each lesson. Pupils will have opportunities to write, spell, speak and read key vocabulary and subject terminology.

### **Impact of Writing**

- Pupils will make good progress from their starting point in relation to their starting points, following our aspirational, adapted curriculum.
- Students at Light Years will have the necessary skills to write with accuracy, creativity and purpose across a range of genres.
- We will see a significant increase in pupil's confidence and enthusiasm for writing. Pupils will be motivated and engaged, actively participating in writing activities and taking ownership over their learning.
- Pupils will embrace challenges and view writing as an opportunity for self-expression.
- Light Years pupils will demonstrate their ability to transfer their writing skills to other subjects, effectively using writing as a tool for learning and communication across the curriculum.
- Pupils will recognise the real-life application of writing and understand its importance.
- A lifelong passion for writing will be developed and the impact of our outstanding writing provision is reflected in the love and enjoyment of writing shown by our pupils.

### **Literacy Personal Development (SMSC and British Values)**

Personal Development intentions are to ensure that all Pupils:

- are provided with a curriculum that offers opportunity to be exposed to a variety of beliefs and principles in which clear ground rules are set in line with the core values of the school including fundamental British Values.
- reflect upon their own beliefs and values and respect those of others.
- are supported to consider and regard the equal opportunity for all and show respect and tolerance of differing religions and beliefs of others.
- have British Values embedded within the curriculum to prepare them for life in modern Britain when they depart from the school.
- have awareness of career options and will feel confident in identifying and recognizing how the curriculum may lead to these careers.
- enrich their learning through Personal Development afternoons as well as extra-curricular activities on offer throughout the school waking day curriculum.

Through Literacy, personal development will be implemented by:

#### **Choice and availability of text**

- The Pupils will have exposure to a wealth of beliefs, principles and content that promotes personal development as well as, family values, gender, power and manipulation and incorporating mental health and current affairs.
- The Pupils can build and extend their knowledge, respect and tolerance and prepare for life in modern Britain, embracing the world as rounded, respectful members of society. The fictional aspect of these texts allows pupils to experience these values in contexts they may not have experienced thus providing opportunity to advance their knowledge of these values and circumstances.

#### **Current affairs**

- This provides opportunity to experience the age-appropriate beliefs and social constructs of communities and cultures within the wider setting of Britain. British values are embedded through the content of the resources referenced.

#### **Literacy Safeguarding Statement**

Safety and safeguarding is the core theme throughout the pupil's life at Light Years School. Through the safeguarding culture at school we aim to help prepare the pupils for the next stage of their education. At all times we aim to foster resilience alongside a calm environment.

In order to safeguard pupils against inappropriate or harmful reading materials we are committed to ensuring they have suitable, balanced and carefully purchased reading resources. Reading materials will be closely monitored and any concerns about pupils' resources will be either removed or reviewed.



School leaders ensure that reading material does not promote any partisan political view during their conduct or teaching. If they hear the promotion of a partisan political view they present an opposing and balanced view. If a staff member feels that pupils are at risk of being radicalised, they must report to the Designated Safeguarding Lead and raise a cause for concern form.

### Literacy Leadership – Roles and Responsibilities

#### Senior Leaders

- Lead and give a high profile to literacy ensuring departmental contributions to the development of literacy are regularly discussed in line management meetings and are a focus of the QA process.

#### Reading Leader

- Provide Pupils with core knowledge, skills and understanding they need to read and leading on the Read, Write, Inc Phonics

#### Teachers across the curriculum

- Contribute to Pupil's development of language, since speaking, listening, reading and writing are integral to all lessons. All staff strive to emphasise to Pupils the importance of literacy in the wider world beyond school.

#### Learning Support Assistants

- Support Pupils in their development of reading and improve access to the curriculum. Model a range of strategies to improve levels of literacy.

#### Parents

- Encourage their children to read regularly and use the range of strategies they have learnt to improve their levels of literacy.

#### Pupils

- Take responsibility for recognising their own literacy needs and making improvements. They will respect resources made available to them.