

## Ribblesdale Reading & Literacy Policy

### **Aims and Rationale**

Reading is the key to unlocking all pupils' potential. The EEF identifies successful reading as decoding words and language comprehension. Our aim at Ribblesdale School is to ensure that every pupil can read fluently, comprehend a variety of texts effectively and develop a lifelong love of reading. Our aim is that all Ribblesdale pupils **Learn to Read** so that they have the ability to **Read to Learn** and are given opportunities to **Love to Read**.

### **Interventions – Learn to Read**

In the primary provision, regular on-going phonics assessment allows staff to have up-to-date knowledge of gaps in children's learning. Daily intervention to support with missing phonetic sounds take place to close the gap as efficiently as possible. Children who don't regularly read at home, read with staff twice a week to broaden their story development and promote a love of reading.

All pupils must be able to decode and comprehend so they can access the full curriculum. Pupils at Ribblesdale take Cognitive Ability Tests (CATs) in Year 7 and this score provides us with information to show us who will benefit from interventions in decoding and comprehension. To support pupils' decoding skills, we follow the Lexonik Leap and Advanced programmes. For comprehension, pupils follow the Reading Solutions comprehension programme. All staff are made aware of our vulnerable readers so that they can support pupils in lessons.

### **Whole School – Read to Learn**

For our early readers in the primary provision, we have carefully chosen a systematic, synthetic phonics programme, 'Phonics Shed', which not only teaches the rudimentary skill of reading, but also incorporates opportunities for storytelling, reading for pleasure and the use of technology. Children will begin their reading journey in this narrative-driven, multi-sensory way which can then be built upon as they move through the primary phase.

From Year 7, once pupils can read successfully in-line with or close to their chronological age, they access both fiction and non-fiction reading via three pathways:

- *Literacy and reading lessons*
- *Form time reading opportunities, including those provided through our Personal Development curriculum*
- *Across all subjects*

***Literacy and reading lessons:*** Once per week in Year 7, 8 and 9 pupils are taught oracy, written literacy and access a wealth of opportunities for reading whole texts.

***During form-time:*** Once per week, all pupils across school have the opportunity to read independently during form time. Pupils can use ePlatform, their library books; Giglets or are encouraged to read around their interests by accessing suitable non-fiction articles on First News. During national calendared dates, such as World Book Day there are specific reading materials and activities provided.

***Across all subjects:*** Pupils are given opportunities to read fiction and non-fiction texts in all areas. This reading may be scaffolded, where appropriate, using a guided reading template. Reading opportunities to read are presented in lesson time and as Independent Learning opportunities (ILOs). All subjects are represented in our library and wider reading is encouraged. All teachers follow the SEEC method for teaching new vocabulary which focuses on the morphemic analysis, root words and prefixes learned in Literacy lessons and which some pupils will have seen whilst following the Lexonik and Reading Solutions Intervention programmes. Oracy is practised regularly across all subjects using structured talk activities such as Think, Pair, Share. All staff mark for literacy and this follows a structured marking code which is consistent across all subjects in school.

**Whole School – Love to Read:** Ribblesdale’s secondary library has been subject to three-quarters of a million-pound refurbishment and offers pupils opportunities to read and study independently or work collaboratively, accessing text through a range of media. A beautiful, bespoke-designed primary library has been installed to mirror that in the secondary provision, reflecting our school’s commitment to a reading culture and signally an aspirational approach to reading right from the outset in Early Years. All subjects are represented in our large collection of non-fiction and fiction books. There is also a wellbeing section for pupils, and a staff reading collection. Our ‘50 Book Challenge’ encourages secondary pupils to read 10 carefully selected books across each year of the secondary phase. This mirrors the 100 Book Challenge, which is accessed by all pupils in EYFS and every Key Stage in the primary phase. In each phase of the primary provision, pupils are exposed to 100 carefully selected books that the children can borrow from school, read for enjoyment and share with their families.

Ribblesdale participates in the Lancashire Book of the Year Awards and The Lancashire Great Debate. Our well-attended Book Club runs weekly after school for all year groups. Every year, Ribblesdale’s week-long ‘Lit Fest’ celebrates the importance of the written and spoken word, with guest literary experts and performers invited to run workshops for pupils in school. World Book Day, Roald Dahl Day, Shakespeare’s birthday and No Pen Day all celebrate literacy and the culture of reading. We are proud of the many reading for pleasure opportunities that we provide our pupils.

Across both primary and secondary, we nurture a love of reading and develop pupils’ substantive and disciplinary knowledge to become independent learners.

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