



Sandwell Academy Reading Policy

Policy Title:	Reading Policy
Policy Reference:	SA / Staff
Description:	This document offers guidelines for staff, students and parents as to how the Academy will encourage students to read.
Status:	
Category:	Academy
Contact:	Name: Jeneve Bailey Title: Literacy co-ordinator Email : JBailey@sandwellacademy.com
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Change Record		
Version	Date	Description
1.1	July 2018	Update – added Lauren Williams as key contact. Amended FKW's surname to Watkins
1.2	July 2019	Update - reference to exam reading skills and cultural literacy. Update to KKF contact details.
1.3	July 2021	Update- reference to reciprocal reading, modelling

		<p>reading and vocabulary instruction.</p> <p>Reference to reading for pleasure and building cultural capital.</p> <p>Reference to modelling reading and disciplinary literacy.</p>
1.4	September 2022	<p>Update Policy contact name and details to Mark Sturley</p> <p>Remove reference to English Teachers providing time to read a choice of texts in lessons. Add references to reading choice in Tutor Sessions.</p> <p>Add references to use of Reading Assessments to target interventions.</p>
1.5	March 2024	<p>Updated Policy contact name and details to Jeneve Bailey.</p> <p>Included references to academic reading at Key Stage 5 and use of the Academy library.</p> <p>Included NGRT as a form of reading assessment and intervention. Included reference to assessment data being provided to all teaching staff for interventions.</p> <p>Reference to Personal Tutor Reading Curriculum.</p>

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Reading Policy

Sandwell Academy will ensure that all students are actively encouraged to read throughout the school week and across the curriculum; this means that staff at Sandwell Academy will identify opportunities for students to read in all subjects, both for meaning and enjoyment.

Aims:

- To promote reading for: enjoyment, fluency, accuracy and understanding
- To promote an environment and culture where reading is valued
- To expose students to a reading environment which is promoted through staff and our library
- To deliver a structured and consistent whole school approach to reading
- To create opportunities for students to read a variety of different texts in a variety of styles and on a variety of subjects
- To identify students who require additional provision in order to promote their progress in reading
- To give students opportunities to read for pleasure, and for this reading to be rewarded and valued.
- To promote cultural literacy through the use of news articles to further encourage discussion.
- To foster a positive reading ethos within school, through staff sharing their own reading preferences with students.
- To promote reciprocal reading strategies and offer staff the opportunity to use within their own lessons.
- To encourage staff to effectively model reading within all lessons.
- To teach explicit vocabulary instruction.

There is a whole school approach to reading and it is the responsibility of every staff member at Sandwell Academy to provide students with opportunities to develop their skills in reading. Although it is important to note that at the different key stages, expectations and provision will be different. However, reading will be actively completed during Personal Tutor sessions with dedicated time towards this with a pre-selected reading curriculum for each year group.

Key Stage 3

In Key Stage 3, all subject staff are responsible for ensuring that students are given opportunities to interact with non-fiction texts in order to develop understanding across the curriculum. In order to promote a love of reading, where relevant teachers are also expected to identify fictional works to engage and encourage students' interest. Teachers should ensure that students have access to reading material regularly. Students must also have access to challenging materials and must be taught how to approach texts. Students must become familiar with exam command words and be able to structure their responses appropriately to a variety of questions. Students should be encouraged to read for pleasure and should read texts that are linked to current events in order to build their cultural capital.

Key Stage 4

In Key Stage 4, all subject staff are again responsible for ensuring that students are given opportunities to interact with both non-fiction and fiction texts. The value of reading for enjoyment should not be underestimated during this key stage, however, and teachers should ensure that students have ample opportunity to read texts of their choice during Tutor Sessions. Teachers should ensure that students have access to reading material regularly. Teachers should focus on application of reading skills to extended texts, and should break

texts down into manageable sections. Students should also be familiar with exam command words and should be given opportunities for reading independently within lessons. Students should be encouraged to read for pleasure and should read texts that are linked to current events in order to build their cultural capital.

Key Stage 5

In Key Stage 5, teaching staff are expected to ensure the above but are also expected to support students in independent reading; this may mean that teaching staff source and provided research articles in order for students to develop their subject specific knowledge. Students should be given recommended reading lists for each subject to encourage wider reading, particularly academic reading. Once again, teaching staff should not underestimate the value of reading for enjoyment and should encourage students to read in order to promote a love of reading, develop their reading skills and to develop their breadth of knowledge. Students should also be familiar with exam command words and should be given opportunities for reading independently within lessons.

Sandwell Academy's 'Reading Promise'

- To provide students with opportunities to read weekly in all subject areas
- To actively promote a love of reading including dedicated times during tutor sessions
- To have a variety of fiction and non-fiction books of different reading ages available
- Session 3 activities offered which promote reading and a love of reading
- High quality reading opportunities around the Academy in the form of posters, broadcast, displays and events
- To link in reading with topical issues to be discussed with students.
- To model effective reading with students and ensure that reading for meaning is apparent.
- To teach students reading skills to enable them to access a variety of texts.
- To promote Cultural Literacy and awareness around the Academy.
- To develop a secure approach to understanding disciplinary literacy and the importance of departmental collaboration.
- To use appropriate reading assessment (including NGRT) to identify weak readers and to ensure that interventions and support mechanisms effectively allow them to make progress to reach their chronological reading age. This assessment data will be available to all class teachers for reading intervention in their respective subject.