



# Robert Smyth Academy

An Aspirational Reading School

**READING POLICY**



# LITERACY DEVELOPMENT

Regardless of key stage and subject, there are some messages which remain consistent. Every teacher at RSA develops pupils' literacy, by:

- **Demonstrating a clear understanding** of systematic synthetic phonics, particularly if teaching reading and spelling.
- **Teaching unfamiliar vocabulary** explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.
- **Modelling reading comprehension** by asking questions, making predictions, and summarising when reading.
- **Promoting reading for pleasure** (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).
- **Modelling and requiring high-quality oral language**, recognising that spoken language underpins the development of reading and writing
- **Teaching different forms of writing** by modelling, planning, drafting and editing.

## READING WITHIN THE CURRICULUM

### Fluency

To fulfil the demands of the secondary school curriculum, pupils need to be able to read age-appropriate fiction and subject specific non-fiction texts fluently

A fluent reader will demonstrate accuracy and automaticity

### Accuracy

Decoding unfamiliar words by saying the sounds corresponding to the letters and blending the sounds together. Phonics is a body of knowledge that gives pupils a way of decoding any unfamiliar word.

### Automaticity

Reading familiar words 'at a glance'. Pupils develop this by re-reading words that they have first sounded out and blended. They need the **right quality and quantity of practice** to read texts automatically.

Whilst all students at RSA will be on the same curriculum journey, some will be at a much earlier stage than others. Alongside reading interventions, it is crucial these students are given the opportunities they need within subject lessons to develop their reading fluency. Fluent word reading allows comprehension.

Students who have are not yet reading at their chronological age are indicated on Bromcom with an **R**.

## DISCIPLINARY LITERACY

Knowledge is both general and subject-specific. For students to be successful within a subject, they need to understand the language of the subject — how to say and use subject-specific words.

Pupils who do not have a strategy for reading unfamiliar words can become stuck when they encounter longer, subject-specific words like;

**CIRCULATORY,  
PHOTOSYNTHESIS,  
RESPIRATORY,  
ANAEROBIC,  
PERISTALSIS**

Complex reading and writing tasks become more manageable once pupils have secured important disciplinary knowledge.

At RSA we are committed to developing, maintaining and continuously improving these  
**KEY ASPECTS OF OUR SCHOOL READING CULTURE:**

**Engendering a love of reading/reading for pleasure**

- Sustaining and developing a diverse, inclusive and aspirational library
- Library and Reading Co-ordinator deployed to inspire, suggest and mould reading through-out the key stages
- Embedding varied, relevant and challenging wider reading in all subjects
- Whole school responsibility to promote a positive attitude towards reading

**Developing confidence and independence in reading for all students**

- Disciplinary literacy prioritised in all subject areas
- All staff understand the decoding skills needed for reading with accuracy and automaticity
- Use rewards and merits to support success in reading

**Supporting struggling readers**

- Targeted reading intervention e.g. Rapid Plus, reading recovery scheme
- Use of phonics or 'alphabetic code'
- Close monitoring and support of SEN/PP readers

**An aspirational reading environment**

- Full-time Librarian/Reading Co-ordinator
- Library lessons as part of the KS3 English curriculum
- Tutor time reading
- Summer reading books
- Wider reading opportunities in all subject areas

**Providing reading opportunities across the curriculum**

- Regular training for staff to ensure an understanding of how to teach reading knowledge and how to read effectively
- Students have the quantity and quality of reading practice in all subjects to allow them to develop disciplinary literacy

**Digital connectivity with reading**

- Move towards a blend of reading in school and accessing reading apps at home

**Parental Involvement**

- Highlight the importance of reading and links to achievement
- Encourage listening to and discussing reading at home
- Support with summer reading scheme

**AN EFFECTIVE READING MODEL FOR TEACHERS**

**The expert reader reads** – to model intonation, stress, pauses  
**'Fast' read** through a whole text so students get a sense of the whole idea

**Ask a main idea question** to check for understanding

**Re-read, modelling strategies** to understand main idea and supporting details

**Incorporate writing** so students can practise and assess their own comprehension and clarify their ideas