

Reading Policy

We are proud to belong to the Carr Hill community where we pursue excellence through commitment, aspiration, resilience and respect.

1. Purpose

The purpose of the reading policy is to enable all staff at Carr Hill High School to share in the responsibility of promoting and developing reading across the curriculum. We know that students who read well and read widely are more able to access the curriculum, enjoy their learning more and are more able to perform well in external examinations, increasing their future life-chances. We therefore have a collective responsibility to support all of our students to improve their reading.

2. Application

2.1

All staff have a crucial part to play in supporting students' reading development. The staff at Carr Hill High School are committed to developing the reading skills of all of our students because:

- Students who can read well and have good comprehension of reading can access the whole-school curriculum more easily. They can therefore gain more knowledge and more enjoyment from school lessons across the curriculum. Those who can access and enjoy their learning will inevitably perform better in external assessments in Year 11 and have a wider range of next steps open to them Post 16;
- Reading develops student vocabulary. We know that students who have a wide vocabulary have a greater understanding of knowledge gained across the curriculum and are also more able to apply knowledge successfully;
- Reading allows for the development of cultural capital, helping students to learn about ideas and issues beyond their immediate experience;
- Promoting and developing a love of reading at school will enable students to go on to become adults who continue to read and gain new knowledge and understanding in the future. Reading skills gained at school will also serve students well in future education and/or employment.



2.2

As a school we aim to:

- Support students with reading by using reading ages (on Synergy) to inform quality first teaching.
- Support students with below-expected reading ages through diagnostic testing and subsequent additional intervention, where needed, such as the teaching of phonics and specific reading intervention programmes aimed at students' needs for example Lexia or IDL;
- Develop students' reading skills across the curriculum through the promotion of disciplinary literacy;
- Monitor disciplinary literacy and promotion of reading through quality-assurance processes;
- Develop a culture of reading across the school;
- Include weekly reading in our mentor curriculum, including books to aid mental health, books to enhance cultural capital and non-fiction texts to improve general knowledge of current affairs;
- Include training on learning to read and reading to learn in our whole-staff INSET training;
- Promote wider reading on our school website.

2.3

In order to achieve these aims, we believe that ALL teachers need to promote reading and support students in developing skills of reading and comprehension. In order to do so, they will:

- Develop disciplinary literacy so that students understand how to read like a mathematician/geographer/ historian/ linguist etc.;
- Incorporate reading into the curriculum and ensure comprehension of reading materials used through assessment, such as questioning.
- Encourage students to access recommended reading from the different subject areas which is available on the school website;
- Reward students who show evidence of their extra reading;
- Encourage students to use the school library;
- Review subject-specific reading materials available in the school library to make sure they are up-to-date;



2.4

Promoting reading and developing skills of reading and comprehension is the responsibility of every member of teaching staff in school. The Whole-school Literacy Lead and English department will lead on reading development by:

- Being involved in staff INSET and faculty CPD on reading;
- Testing and developing student reading ages through NGRT(New Group Reading Test), Accelerated Reader and Star Reader for Years 7-11;
- Sharing strategies on supporting students to improve their reading with all teaching staff;
- Rewarding students who make progress with their reading;
- Providing individual and small-group support for students who need help with their reading, through specialist input where necessary and appropriate;
- Using phonics and Lexia with our weakest readers to support them to improve skills of reading and comprehension;
- Using ERIC (Everybody Reads In Class) time and library lessons in English curriculum time;
- Promoting World Book Day in school;
- Using Librosoft library management system with students and parents to encourage reading.

2.5

Parents can support us in developing skills of reading and comprehension by:

- Encouraging reading at home; visiting the local library;
- Supporting students in completing extra subject reading which is listed on the school website;
- Taking an interest in what students are reading in schools and having conversations at home about this reading;
- Reading news articles etc. together with children at home;
- Modelling and promoting reading at home.

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