



Evelina Hospital School Reading Policy

Intent

We aim to encourage a love of reading in our school community and to have reading at the heart of our school curriculum.

We aim to provide opportunities for all our children to read widely and often, with both fluency and comprehension.

We aim to ensure that all our children are able to access books and the experience of being read to regardless of their SEND.

The Teaching of Reading

Strategies

We teach reading to all our pupils using a “A Simple View of Reading” framework, regardless of their length of stay. This means we teach word recognition through phonic decoding and sight recognition of non-phonetic words plus language comprehension of the written word.

We aim to teach phonics by following the individual pupil’s home school systematic synthetic phonics programme and by using decodable books. Teachers build on prior skills and knowledge and assess this by talking to parents and liaising with their home school teachers. If for any reason a child is not following a systematic synthetic phonics programme we would teach them through our chosen government approved programme, the Twinkl Phonics Programme. Our plan is that we have resourced and trained all staff to teach this by the end of the academic year. Phonics teaching is personalised for each pupil. It is taught through a blend of online resources, apps, flash cards, games and books.

We teach language comprehension through the Reciprocal Reading Strategies of prediction, clarification, questioning and summarising. This is taught within all reading opportunities and is adapted for use with pupils of all ages and abilities.

Our Core Curriculum includes specific reading lessons for both short and long term pupils and reading elements in all curriculum areas. The reading progress of our short term pupils is monitored through our lesson logs. Our longer term pupils all have termly reading targets and their progress is monitored by both ourselves and their home schools. We use the on-line reading assessment and intervention programme, Lexia, for some of these pupils.

Cross curricular reading is encouraged through use of high quality reading material in all subject areas.

Curriculum

Early Years Foundation Stage

At the EYFS we foster a love of reading by sharing stories, non-fiction, poems and rhymes that develop early reading skills, vocabulary and comprehension. We use a range of resource packs based on high quality and diverse books. The packs include props and resources that are used to engage young children in conversations about stories, they are encouraged to retell stories in their own words, develop storylines in their pretend play, anticipate key events and describe settings and key characters.



Key Stage 1/2

At KS1 and 2 we teach children to apply their phonics decoding skills using decodable books matching their phonic knowledge which capture their interest and reinforce their learning success. We encourage the children to listen to discuss and express their views through a wide range of texts often at a level beyond which they can read independently. We develop comprehension through Reciprocal Reading Skills and expand their vocab through a wide range of stories, poems and non-fiction texts, often through free choice or guided by staff for extra challenge. We also use any texts set by home schools. Our extensive libraries facilitate access to a wide range of reading opportunities.

Key Stage 3/4

At KS3 and 4 we prepare young people for their examined courses, English Language and Literature GCSE's as well as English Functional Skills. Through this their reciprocal reading skills are further developed to understand the reader's personal response, the writer's intent and the purpose of a text. Our content is partially guided by their home school and exam board texts, study guides, online resources and past papers however, we also encourage engagement in high interest and topical weekly non-fiction articles and new and innovative novels and poetry collections.

Continuing Professional Development

All staff who teach have regular in-house training on the teaching of reading from the English specialist and access to regular training via the Local Authority, the Literacy Trust and The Centre for Literacy in Primary Education - The Power of Reading.

All teaching staff have access to regular CPD in Lexia interventions and our systematic synthetic phonics programme.

Staff have the opportunity to attend book fairs, book launches and children's publishing conventions.

Engaging Families

Our whole school community is encouraged to be involved in reading activities. We seek to always engage all family members and carers accompanying a child in our reading lessons on the ward and in our classrooms. Siblings of our patients who may spend some time at our school join us for daily reading lessons and participate in reading events. On meeting parents and carers we signpost them to our website, new reading resources, books and on-line book based activities. The whole family is invited to attend book launches and meet any visiting authors. Medical staff join in with a range of reading lessons, providing personal recommendations and promoting good modelling of the enjoyment of books.

Our Reading Environment

Our Early Years area has a welcoming book corner and both Primary and Secondary classrooms have extensive libraries of good quality and inclusively diverse books. The books in our libraries mirror the communities we serve. We have classroom displays of author biographies, book reviews, books and authors of the week, articles of the week and words of the day. The school staff area also has a staff library and we share new words of the day at staff morning briefings. Our displays in the hospital areas always feature an element of book suggestions such as those for Black History Month.



In both our classrooms, we have a daily Stop, Drop and Read time where everyone stops what they are doing to read. This includes all staff, pupils, family members and even medical staff who are accompanying children to school.

Targeted Resources

We always have a broad range of reading material available, classroom library books of all genres, specific book activities and sensory stories for use on ward. If it is more appropriate we encourage the use of e-readers, Braille Books and audio books, via our partners at Listening Books. We always subscribe to The Literacy Trust annual library donation. We also have half-termly deliveries of 150 new books of all genres for all ages to distribute to pupils for them to keep via our partners, the charity Read for Good. New books are also regularly donated by publishers such as Scholastic, by partners such as The Globe Theatre and by our visiting authors. Donations of books are also made regularly by Evelina families who want to give something back to the school and appreciate the reading opportunities their children had while they were with us.

Celebrating Reading Opportunities

Visiting Authors

Reading opportunities are always a cause for celebration, from hosting Julia Donaldson book launches to making our very own books with illustrator author, Jane Porter. We have many regular visiting authors and illustrators who lead stimulating workshops based on their work. There are many more who, when approached by our pupils, are happy to be interviewed remotely.

Our Social Media

Our website, termly newsletters and twitter posts regularly celebrate the children's latest favourite books through recommendations and reviews by pupils and reports of reading events.

Special Book Days at Evelina

World Book Day and author days such as Roald Dahl Day are celebrated as a very important way of bringing "normal" school activities to the children during their hospital stay.

World Book Day has now developed into a two week Book Festival featuring a variety of familiar and new authors. This is now a key event on our school calendar and much enjoyed by school staff, hospital staff, our families and the children. Reading and books have a central role in Evelina School life.

First Policy 20-21

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