



Prism Independent

School

Reading Policy.

Rationale:

At Prism we view reading as essential skills to not only improve a pupils ability but to create a life-long love for literature. Reading is a vital skill that is embedded within our school to support pupil's learning throughout the curriculum. Our aim is to ensure pupils understand how to read with fluency and accuracy, whilst ensuring they fully comprehend what is being read. Prism wants pupils to read with enthusiasm and become independent and reflective readers. Ultimately our aim is to not only incorporate reading into the curriculum but also ensure pupils are enjoying reading. We will ensure that all pupils have equal opportunities to read, regardless of gender, race, religion or ability. This will be provided through staff 1:1 intervention sessions and targeted support within the lessons, well-structured lessons, differentiated text and external support for pupil with speech and language difficulties. Prism aim will use parental support to help improve reading opportunities through reading from home, whilst improving school and parent relationships. Prism appreciate that not all pupils are motivated by excessive amounts of reading. Therefore we incorporate a 1 hour starter lesson at the beginning of the day, in which we allow pupils to make use of newspaper articles on local stories and to practice spellings. This allows students to become educated in what is taking place in their local area, whilst improving their reading ability.

Aims:

Prism has a number of aims and reasons why we are so passionate about promoting reading within our curriculum.

- Ultimately when pupils move on from our provision we want them to be confident and enjoy reading a book or piece of text. Other aims are:
- To improve a learner's baseline assessment and articulation through differentiated text. This will demonstrate progression of the pupil's ability to read.

- Improve their individual confidence when in discussion with other people. This is a transferable skill which can then be implemented in group based discussions or for future interviews.
- To create a reading environment in which pupils can thrive and create a love for literature.
- Using quality and appropriate text to help pupils become enthusiastic and reflective readers.
- Make use of reading to not only improve a learner’s verbal English ability but also their written work, through understanding different authors use of sentence structure and punctuation.
- Every pupil on a daily basis at Prism has the opportunities throughout the curriculum to improve their reading skills.

A differentiation register will be produced and used to inform all planning of work to highlight areas of requirements for individuals.

As an organisation we recognise that a high percentage of our pupils require support with dyslexia and/ or dyscalculia therefore we ask all our tutors and support staff to consider the following when presenting resources:

Dyslexia	Dyscalculia
<ul style="list-style-type: none"> • Use short sentences where possible • Do not use elaborate fonts. • Select font size 12 or 14. • Leave spaces between lines, where appropriate. • Bulleted or numbered points are easier to interpret • Use headings and sub-headings. • Use bold font to highlight words (italics and underlining can make words run together). • Print on pastel-coloured paper, e.g. cream where necessary. • Avoid light text on dark backgrounds. • Provide visual representation. 	<ul style="list-style-type: none"> • allowing more time on assignments and tests • allowing the use of calculators • differentiating the task to suit all needs • separating complicated problems into smaller steps • using posters to remind students to basic math concepts • providing supplemental information via <ul style="list-style-type: none"> o Computer-based interactive lessons, hands-on projects.

(Additional information on supporting pupils with dyslexia can be found on the British Dyslexia Association website: www.bdadyslexia.org.uk)