



Reading Policy

Potters Bar Clinic School

Policy Number: **15**

Version Number: **1**

Date of Issue: **September 2025**

Date of Next Review: **September 2026**

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1. Policy Statement

At Potters Bar Clinic School, we believe that reading is fundamental to academic achievement, personal development, and lifelong learning. Our Reading Policy aims to foster a love of reading, improve literacy levels, and ensure that every student leaves school equipped with the reading skills necessary for success in further education, employment, and life.

2. Aims of the Policy

- To embed reading across the curriculum and school culture.
- To raise reading attainment for all students, including disadvantaged and SEND learners.
- To promote reading for pleasure and academic success.
- To provide targeted support for students with reading difficulties.
- To ensure all students read widely, regularly, and with increasing independence.

3. Reading Across the Curriculum

The following strategies will be used generally across all Key Stages. Teachers will select the most appropriate strategy for their subject. Teachers will support students with:

1. Previewing the Text:

- **Skim and Scan:** Quickly glance at headings, subheadings, images, and bolded words to get an overview of the text.
- **Predict:** Based on the preview, make predictions about the content and main ideas.
- **Introduce and Conclude:** Read introductions and conclusions to grasp the overall purpose and key takeaways.

2. Active Reading and Annotation:

- **Engage with the Text:** Read with a pen or pencil, ready to mark up the text.
- **Annotate:** Jot down notes, questions, vocabulary, and key ideas in the margins or using sticky notes.
- **Highlight:** Mark important passages or vocabulary words.

3. Comprehension Strategies:

- **Questioning:** Generate questions before, during, and after reading to guide understanding.
- **Summarising:** Recap the main points of a section or the entire text in own words.
- **Inferencing:** Use prior knowledge and textual evidence to draw conclusions and make inferences.
- **Monitoring Comprehension:** Pause to check understanding and reread sections if needed.
- **Visualising:** Create mental images of the characters, setting, and events in the text.

4. Building Background Knowledge:

- **Activate Prior Knowledge:** Connect what is already known about the topic to the new information.
- **Use Graphic Organisers:** Use tools like KWL charts (Know, Want to Know, Learned) to organise information.

5. Enhancing Engagement:

- **Buddy Reading:**

Discuss the text with a partner, sharing insights and clarifying confusion.

- **Choral Reading:**

Read aloud together as a class or group to improve fluency and pronunciation.

- **Connect to Real Life:**

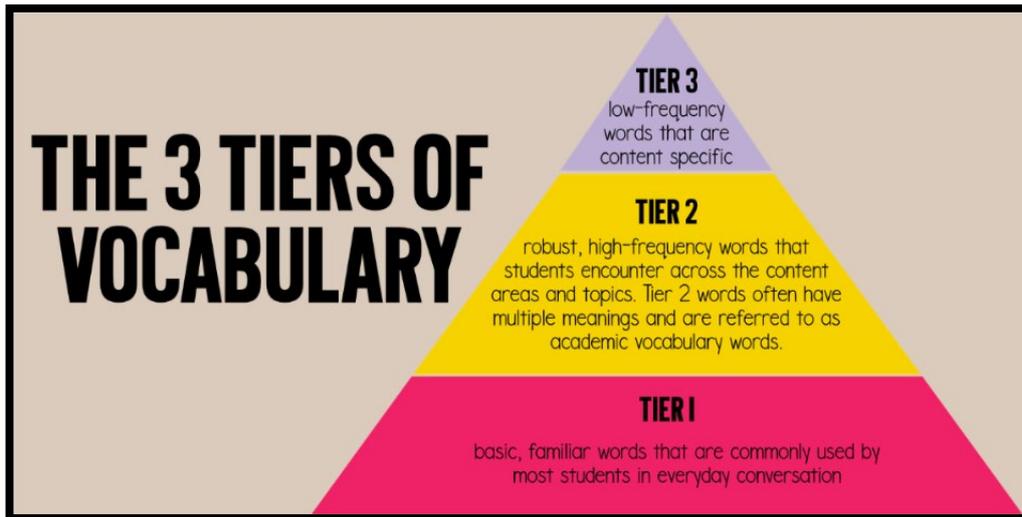
Relate the text to personal experiences or current events.

- **Use Audiobooks:**

Listen to audiobooks while following along with the text to reinforce comprehension.

Key Stage 3 (Ages 11–14)

- Targeted Vocabulary Instruction -All subjects will explicitly teach Tier 2 and Tier 3 vocabulary.



We are committed to empowering students by widening their vocabulary. We are ambitious and aspirational regarding vocabulary acquisition. We understand the impact that vocabulary has on quality of work, progress, and the ability to express ideas and concepts. For students to be able to read, write and speak with accuracy, understanding and confidence they need to understand the meaning and use of many technical terms, some of which have different meanings in different disciplines. It is therefore essential to nurture and support the development of academic language using strategies such as these:

- Teachers working together within subject areas to identify, select and embed their key Tier 2 and 3 words (which students are less likely to come across in everyday speech), in curriculum planning, teaching and assessment.
- Considering which words have the ‘highest leverage’.
- Explicitly sharing and modelling the use of Tier 2 and 3 specialist vocabulary with students via direct instruction, literacy mats, glossaries, knowledge organisers, displays and activities as appropriate for each department.
- Explicitly teaching spelling strategies, for example by using etymology (the study of the origin of words) and morphology (the study of the structure and parts of words).
- Exploring common word roots e.g., in science ‘photo’ (light) then generating other words e.g. phototropic, photosynthesis, and exploring word building activities.
- Using graphic organisers to break down complex words visually e.g., the Frayer model (see Appendix 3).

- English curriculum includes a diverse range of literature (classic, contemporary, global).
- Dedicated weekly reading lessons using age-appropriate, challenging texts.
- Library sessions integrated into the timetable.

Key Stage 4 (Ages 14–16)

- Targeted Vocabulary Instruction -Continued focus on subject-specific reading and vocabulary development.
- GCSE English Literature includes pre-20th century, modern texts, poetry, and Shakespeare.
- Reading strategies (e.g., summarising, annotation, inference) taught across subjects.

Key Stage 5 (Ages 16–18)

- Students read texts central to their A-Level or vocational courses.
- Independent reading and research are expected and supported.
- Critical reading and academic literacy skills embedded in teaching.

Reading Expectation

As students make progress from Year 8/9 towards their GCSEs and beyond, they will have to cope with an increasing level of complexity in the academic materials they must read (including from screens), comprehend, analyse, and use. We therefore aim to support students to develop high level skills enabling them to cope effectively with these increased demands. We will share and build on good practice, using strategies such as those listed below:

- Modelling the reading process by reading to and with the class, discussing how what is read inspires ideas and questions, as well as linking to prior knowledge.
- Directly teaching students how to decode a variety of texts and forms of text specific to their disciplines.

- Ensuring that there a range of opportunities in class for paired and collaborative reading; sharing ideas elicited from the reading, building on prior knowledge to question, make predictions and build theories and summarise issues.
- Directly teaching reading strategies to students (e.g., skim, scan and select; annotation, highlighting), and the skills of inference and deduction required for the subject discipline.
- Monitoring the level of text provided to ensure it provides appropriate challenge.
- Planning and using questioning effectively to develop students' independent reading comprehension.
- Providing reading frames that enable students to decode, question and develop ideas from a variety of texts with increasing independence.
- Promoting reading for pleasure and learning in form time reading and discussion.

Writing Expectation

Writing is a complex process, and all teachers have a responsibility to help students become confident, skilled writers who can use writing to process, organise and communicate their knowledge, ideas, and opinions effectively. This can be supported by strategies including:

- Live modelling the thought processes and actions involved in drafting, writing, and re-writing various written forms and genres. Visualisers could support this.
- Marking pupils' work for Spelling Punctuation and Grammar and ensure pupils take responsibility for their mistakes whilst we explicitly teach misconceptions.
- Sharing models and student exemplars of high-quality work, as well as discussing how other examples could be improved.
- Supporting weaker writers where appropriate with scaffolding, sentence starters, paragraph and writing frames, key words, and teacher modelling.
- Challenging most able writers through extension questions and extended writing opportunities and by removing scaffolds and frames.
- Using pre-writing activities like re-capping key ideas before beginning to write or providing sentence stems.
- Giving students opportunities to write clearly in a variety of forms and for different audiences, with clear shared expectations of outcomes.
- Breaking down complex writing tasks e.g., by providing students with writing frames and structure strips to assist them in structuring their work, allowing for the growth of independence over time.

- Providing displays and regular explicit explanation on the conventions of good writing in specific subjects, for example, “Write like a Historian”.
- Providing opportunities for the full writing cycle – planning, drafting, and editing of work, and encouraging developing writing through supportive, formative assessment.
- Maintaining high expectations of the presentation, spelling, and grammar in written work.

Oracy Expectation

“The ability to speak eloquently, articulate ideas and thoughts, influence through talking, collaborate with peers, and have the confidence to express your views are vital skills that support success in learning and in life in general”.

Evidence suggests that high quality classroom discussions benefit all students, but especially those from disadvantaged backgrounds.

Developing oracy is therefore an important part of narrowing attainment gaps which could otherwise affect the future success of students. Teachers will support the development of oracy skills through a variety of means including:

- Providing a range of opportunities for structured and accountable talk among students, for example to investigate, debate and discuss contentious questions, ideas, and opinions.
- Explicitly teaching and modelling conventions for talk and listening in the classroom. Model good practice and show them the difference between proper English and slang.
- Picking up on unnecessary fillers (um, err) and repetition (like, well).
- Using strategies to encourage students to listen to others for a purpose, respond to and build constructively on the ideas of others e.g., using specific roles for specific students and sentence stems, and oral stems for oral activities (see appendix 3).
- Ensuring talk is exploratory (collaborative with a shared purpose), rather than just disputation (characterised by frequent disagreements unsupported by reasoning).
- Actively planning the sequence of questions to be asked and discussed in a lesson or in sequences of lessons, but also encouraging students to frame their own questions.
- Ensuring questions are used to probe, extend, and challenge thinking: not allowing students to say to give “I don’t know” as an answer.
- Only accepting answers in full sentences (the way we pose the question).
- Picking up on grammatical errors (e.g., would have not would of).
- Upgrading student response.
- Pausing after asking questions, to encourage a more thoughtful response. Give appropriate thinking time (Your ‘wait time’ after asking a question).

- Creating displays/and or resources which are regularly referred to prompting students on the conventions of good speaking and listening skills in their subject, for example, speak like a Science Student.
- Praising speech specifically, not just knowledge and understanding.

Expectation in the Wider School Environment

Although there is a real emphasis on disciplinary literacy, we recognise the importance of literacy beyond the classroom and we aim to provide rich oral and written language environments, where there are multiple opportunities for students to hear, see and use new words. In this way they can broaden their vocabularies, understanding and literacy skills. This occurs in a variety of ways, for example:

- Staff modelling good literacy skills in lessons and around school.
- Displays of excellent student work, demonstrating and modelling the high levels of literacy skills.
- An active and welcoming school library which encourages wider reading.
- Guest speakers including writers and poets who give workshops to students.
- Displays of key vocabulary, conventions for talk and for writing in classrooms.
- Extra-curricular activities and trips to theatres, shows and events.
- Focused reading within form time.

4. Establish a School-Wide Reading Culture

We will establish a school-wide reading culture by:

- Developing a Reading Strategy, which implements a school-wide plan that emphasises the importance of reading in all subjects
 - Promoting Reading for Pleasure-All teachers will use the Good Reader Guide to remind students of basic, simple reading strategies (appendix 1). Where possible, teacher will encourage students to use the STUDENT READING STRATEGIES CHECKLIST (Appendix 2)
 - Provide Diverse Reading Material: teachers will promote and offer a wide range of texts, including fiction, non-fiction, and subject-specific materials.
 - DEAR (Drop Everything and Read) sessions weekly across the school.
 - Regular author visits, reading challenges, and book fairs.
 - Utilise Technology: Incorporate technology, such as online resources and e-books, to enhance reading experiences.

- Key teacher/KIT-time reading programme (All Years).
- Create Reading Role Models: teachers and older students to model positive reading habits.
- Involve Students: teachers will allow students to recommend books and participate in book clubs
- Book clubs (e.g., manga, YA fiction, classics) and reading ambassadors.
- Reading displays and digital promotions (e.g., "Staff Shelfies", student book reviews).

5. Literacy and Reading Interventions

- All Year 7 students complete baseline reading assessments (e.g., NGRT or STAR Reading).
- Identified students receive targeted interventions (e.g., Lexia, phonics catch-up, Reading Recovery).
- SEND students supported through personalised reading plans.
- EAL learners provided with bilingual resources and vocabulary scaffolds.
- Sixth Form mentors or trained peer readers support younger students.

6. Library Provision

- A well-resourced, inclusive, and accessible mini school library.
- Stock reflects diverse voices, cultures, and student interests.
- Library open before school, during lunch, and after school.
- Student-led book selection panels.

7. Roles and Responsibilities

- **Senior Leadership Team:** Monitor impact and ensure reading is a whole-school priority.
- **Literacy Lead:** Oversees implementation, CPD, and literacy strategy.
- **Heads of Department:** Ensure reading is embedded in subject curricula.
- **All Staff:** Act as reading role models and teach reading strategies.

- **Parents/Carers:** Encourage reading at home and monitor reading habits.

8. Professional Development

- Annual literacy CPD for all staff.
- Training on reading strategies, dyslexia awareness, and inclusive practice.
- Shared teaching resources for subject-specific reading support.

9. Monitoring and Evaluation

- Regular data analysis from reading assessments.
- Termly review of intervention impact.
- Student and parent voice surveys.
- Book looks and lesson observations to ensure reading is embedded.

10. Policy Review

This policy will be reviewed yearly, or sooner if national guidance or school priorities change.

Appendices

[Appendix 1-Good Readers Guide](#)

Good Readers

Infer
Good readers **LOOK** for clues to draw conclusions, make predictions, and more.

HEAD: Think
Good readers monitor their own **THINKING** while reading.

Importance
Good readers **SMELL OUT** important details.

MOUTH: Questions
Good readers ask **QUESTIONS** before, during, and after reading.

HEART: Visualise
Good readers **LOVE** to make brain movies while reading.

HANDS: Synthesise
Good readers **PUT IT ALL TOGETHER** to retell and summarize.

STOMACH: Schema
Good readers are **HUNGRY** to connect their text to things they already know.

WAIST: Purpose
Good readers don't **WASTE** time... they choose a purpose for reading and pick the best strategy.

Text Structure
Good readers **FIRMLY** understand the elements of a story and use it to help them understand.

KNEES: Monitor Comprehension
Good readers know they **NEED** to understand text, and know what to do when they don't.

[Appendix 2](#)

Text
Title:

Student
Name:

STUDENT READING STRATEGIES CHECKLIST

Before Reading

- I look at clues in the title and pictures
- I determine if the story is fiction or non-fiction
- I predict what the story is about, or what I will learn
- I predict what the main character might need
- I decide why I want to read the story
- I predict the meaning of new vocabulary
- I determine what I might already know about the topic

During Reading

- I predict what might happen next in the story
- I predict how the story might end
- I decide how the story reminds me of something in my life
- I determine how I feel about the main character or events
- I think of questions I have about the text or character
- I stop when a word or phrase doesn't make sense and correct it
- I identify parts of the text I don't understand
- I identify important parts of the text
- I re-read the text to understand confusing parts

After Reading

- I discuss or consider the main idea in the text
- I determine what the author is trying to tell me
- I decide how the story or text made me feel
- I determined what predictions I had were right or wrong
- I retell or write the sequence of events in the story
- I identify clues in the text to help me understand the meaning in the story
- I return to the text for evidence to prove my points about the story

[Appendix 3: The Frayer Model](#)

The Frayer Model is a graphic organiser for building student vocabulary.

Frayer Model

Write the selected word. Identify characteristics of the word. Identify examples of the word. Identify non-examples of the word. Create your own definition of the word. Check the meaning of the word with the dictionary definition.

| | |
|-------------------|------------------------|
| Definition | Characteristics |
| Examples | Non-examples |

https://dpi.wi.gov/sites/default/files/imce/ela/bank/6-12_L.VAU_Frayer_Model.pdf

This technique requires students to define target vocabulary and apply their knowledge by generating examples and nonexamples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word. This information is placed on a chart that is divided into four sections to provide a visual representation for students.

1. Select Key Vocabulary Pre-select key vocabulary words and make copies of the graphic organiser (Frayer model) for students.

2. Provide Graphic Organiser Provide copies of the Frayer Model graphic organiser to students and explain the process.

3. Model the Process

- Show the Frayer graphic organiser to the class and explain each of the sections.
- Use a common vocabulary word to demonstrate the various components of the form.
- Model the type and quality of desired answers when giving this example. (Could use a visualiser for this).

4. Assign Student Groups (optional) Divide the class into student pairs. Assign each pair one of the key concepts and have them complete the four-square organiser for this concept. Or assign each student one word to work on alone.

5. Share Ideas Ask students or student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts. It can be adapted to context – for example in Geography it is sometimes useful for students to draw a diagram or state a case study in examples. You could also include antonyms and synonyms.