



TEAM's Reading Pledge outlines our inclusive commitment to every TEAM student: **Regardless of background, need or ability, we want all of our young people to develop a joy of reading and experience a deep love of stories. We strive to ensure that our students become confident, fluent and enthusiastic readers.** Teaching our students to read is key to lifelong enjoyment, academic success across the curriculum and subsequent pathways into the world of work. By teaching our young people to **learn how to read** (ensuring that where possible, they meet age-related milestones from as early as age three), we equip them with the pre requisite skills in order to later **read to learn**. For pupils with complex learning needs, reading is prioritised to ensure that everyone can reach their own unique potential within this skill. Extensive research undertaken by the Education Endowment Foundation, provides compelling evidence to demonstrate that children who can read by age 6 are statistically more likely to perform better throughout their school years and beyond.

Therefore, from our youngest children upwards, we aim to foster a love of reading which permeates across every TEAM classroom. High quality texts are carefully selected as pivotal drivers to deliver wider curriculum content delivery. Staff also think carefully about the best examples of current and contextual school literature which supports the reading for pleasure agenda. Staff share their love of stories with the students, transporting them to different worlds and igniting their imaginations. Across all TEAM schools, daily reading is a treasured time. In addition, all pupils access a wide range of high quality fiction, non-fiction and poetry texts in their weekly library slots, where books can be borrowed and taken home. Termly 'Time to Read' afternoons across all TEAM schools are cherished by students and parents alike. In addition, pupils look forward to Trust - wide events such as World Book Day.

From the moment students step through TEAM school doors, we introduce them to a rigorous phonics programme. Phonics programmes are selected from the DFE endorsed list, by Principals. TEAM ensure that all staff in school are fully trained to the highest level within their chosen scheme, with staff CPLD remaining high profile at all times. The Trust employs a Phonics Lead who works across schools (directed where appropriate by the Education TEAM) to support with the raising of standards in phonics and early reading. The teaching of phonics is always tailored to the bespoke needs of individual students.

Swift identification of gaps based on robust assessment, enable staff to think creatively about approaches to intervention. Where necessary, increased curriculum time ensures that reading is prioritised in order to maximise student outcomes against national milestones/ individual targets. Once children can blend sounds together to read words, they practise reading books that match their phonics ability. Exposure to nursery rhymes, songs and a strong emphasis on communication and language ensures that all EYFS classrooms are language rich environments where the explicit teaching of vocabulary, oral blending and high quality modelling support the development of young people so that they are ready for the next stage in their phonics journey.

Throughout Key Stage One, the foundations of the early reading 'blocks' are built upon as children continue to learn how to 'read' the sounds in words and how those sounds can be written down with increasingly more complex graphemes. The students also practise reading (and spelling) 'tricky words'. TEAM students in Key Stage One continue to access group reading sessions three times a week (or more for those requiring additional support) whereby students who are at the same reading stage read carefully aligned phonics texts with staff. Pupils also access whole class reading lessons where they experience a range of text types and are taught how to engage with the text, retrieve information and understand vocabulary.

We recognise, however, that some students will continue to access catch up phonics via the chosen scheme if they need further consolidation and development of reading skills throughout Key Stages Two and Three as appropriate. For those pupils meeting age related expectations, daily reading lessons throughout Key Stage Two and Three help to refine reading skills further with vocabulary development and inference skills continually improving, ultimately resulting in students being prepared for the next phase of their education.

## TEAM Reading Milestones

	Age Related Expectations	Students Working on a Bespoke Pathway Within a Specialist Setting
<b>End of EYFS</b>	<p>Students can orally blend by the end of the Autumn Term in F2.</p> <p>Students are secure at the predetermined milestone within the phonics scheme endorsed by each school.</p> <p>Students attain at least expected in the Reading Early Learning Goal.</p> <p>Students to recite well known nursery rhymes and recount books read in class.</p>	<p>High expectations for all pupils to reach Age Related Expectations wherever possible (see left hand column).</p> <p>Pupils have all made good or better progress towards their own individual targets for their given need.</p> <p>Students to recite/engage appropriately with well known nursery rhymes, recount books read in class/ demonstrate enjoyment when read to.</p>
<b>End of Key Stage One</b>	<p>Students meet the Age Related Expectation for the Phonics Screening Check in Year 1.</p> <p>Students attain at least expected in the Reading Year 2 SAT.</p> <p>Students are ready to access the Key Stage Two curriculum and in essence be able to 'read to learn'.</p> <p>Student select texts to read independently for pleasure.</p>	<p>High expectations for those pupils eligible to reach Age Related Expectations (see left hand column).</p> <p>Pupils have all made good or better progress towards their own individual targets for their given need.</p> <p>Students to recite/engage appropriately with well-known nursery rhymes, recount books read in class/ demonstrate enjoyment when read to.</p> <p>Student select texts to enjoy with others.</p>
<b>End of Key Stage Two</b>	<p>Students attain at least expected in the Reading Year 6 SAT.</p> <p>Students are ready to access the Key Stage Three curriculum and be in a strong 'Secondary- ready' reading position to support with learning across the entirety of the curriculum.</p>	<p>High expectations for those pupils eligible to reach Age Related Expectations (see left hand column).</p> <p>Pupils have all made good or better progress towards their own individual targets for their given need.</p> <p>Students to engage appropriately with story sessions/ reading in class and demonstrate enjoyment when read to.</p> <p>Student select texts to enjoy with others and can communicate preferences as appropriate as well as make links with wider society.</p>
<b>Beyond Key Stage Two</b>	<p>Students are able to 'read' to learn and can access the entire curriculum as a result.</p>	<p>Students access individualised, targeted interventions for their given need.</p> <p>Phonics 'catch up' schemes are delivered as appropriate.</p> <p>Learning to read is prioritised for pupils with EHCPs.</p>