



Cheltenham Muscat Reading Policy –Whole School

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1. Introduction

Learning to read, and read well, is the foundation for educational success. At Cheltenham Muscat, we provide an ambitious education that enables each student to make the most of his/her gifts. We value and respect all students, and ensure they have equal opportunity to fully engage in the curriculum. Developing a culture of reading, and creating lifelong, motivated, confident and engaged readers, is an essential part of a Cheltenham education.

2. Aims and Objectives

All teachers have a shared responsibility to lead on the teaching of reading. At Cheltenham Muscat, we aim to ensure that all our students, not only have the opportunity to learn to read, but that they also become lifelong readers for both purpose and pleasure. They will become students who not only can read, but read from choice, a wide variety of texts both on paper and digitally.

We believe that:

- The active encouragement of reading for pleasure is a core educational entitlement;
- Making reading a pleasure should be at the heart of our philosophy of the teaching of reading;
- Exposing students to a wide range of texts across the curriculum makes a huge contribution to progress and attainment;
- Promoting a purposeful use of the library equips students with the skill of self-lead research which enables them to further their own knowledge;
- All staff have a responsibility for promoting and encouraging reading across the School.

3. Teaching Staff

All teachers should take responsibility for ensuring that students are reading widely and frequently across the curriculum, and that a culture of reading is embedded across the School.

Teachers should:

- Have a secure understanding of how students learn to read, and the different strategies and reading skills, such as inference and deduction, that need to be taught to enable students to become confident, able readers;
- Know how to support students who may have difficulty in their reading, due to a reading processing disorder, such as Dyslexia, or how to support students who have
- significant gaps in their phonetical knowledge and application, which is hindering their progress;
- Know how to support students who have English as an additional language.
- Consider how students reading skills affect their understanding of different subjects;
- Ensure there is provision for students who have highly developed reading abilities to further their development;
- Make use of the data available from both summative and formative assessment (internal and external), to inform planning and interventions;
- Teach explicitly the reading skills necessary to make students confident, high attaining readers, through whole class teaching of reading during curriculum lessons, shared reading group sessions and 1:1 reading sessions;
- Ensure provision for intervention groups is in place to accelerate progress and attainment for those students who are reading below grade level expectations;
- Follow the Read Write Inc. scheme to ensure effective synthetics phonics teaching, and early reading skills are taught effectively (see appendix 1).

4. Inclusion Department Responsibilities

The Inclusion Department is integral to ensuring that students who are having difficulty reading, or who are identified as reading significantly below grade level expectations, are making rapid and sustained progress.

The inclusion department should:

- Support teachers to identify interventions and strategies to support students who are not attaining in line with expectations;
- Provide targeted support and intervention to accelerate reading attainment for identified students;
- Reflect on the effectiveness of practices and interventions.

5. Teacher Responsibilities

5.1 Head of Lower Prep/Pre-Prep

The English Subject Leaders will lead and monitor the development and progression of reading across the Prep School, to ensure that:

- All teaching staff, including teaching assistants and learning support assistants, will act as role models for active, engaging reading, by sharing texts of all kinds across the planned curriculum, and informally. The teaching of reading, through varied text types is frequent and regular, both in and out of the classroom;
- Students participate in whole school reading events, such as World Book Day and Read with your child mornings to ensure that students are inspired to read;
- All classrooms have reading environments which engage and encourage students to want to read a variety of texts;
- Continuously monitor and evaluate the quality of the teaching of reading, and support identified teachers to improve practice;
- Evaluate reading progress data and use this to inform teachers through planning meetings.
- Ensure all students make sustained progress in reading, and that students who are working below grade level expectations are receiving the support they need from the Inclusion Department or other booster sessions.

6. Senior School Responsibilities

6.1 Head of English

The Head of English will monitor reading levels of all students in the school and coordinate intervention support as necessary by:

- Analysing and evaluating NGRT data after each completed round of testing to identify students in need of support;
- Communicating with parents, either directly or through English subject teachers, whose children are identified as in need of further support;
- Communicating with teaching staff across the Senior School in order to ensure all teachers are aware of the relative reading levels of students and which students are receiving additional support;
- The Senior School library is a hub, which will further enhance and promote reading across all subjects.
- Coordinating a reading buddy programme whereby older students work alongside younger students to provide additional support.

6.2 Head of Seniors

The Assistant Principal Academic will oversee the process of analysis and intervention carried out by the Head of English, ensuring that the process is carried out effectively. In addition, they will:

- Ensure that all teachers have sufficient training to effectively support second EAL and ESL in students in the classroom;
- Monitor the use of NGRT data as part of a wider data set by all teachers to inform planning and teaching;
- Ensure that a love of reading is widely promoted across the school with reading lists provided to students for each subject area, displays promoting appropriate, challenging literature and references to wider reading included in subject planning.

APPENDIX 1

Read Write Inc. Scheme

Cheltenham Muscat is committed to effective phonics teaching. As a school we believe it is essential for high attainment in reading and writing. With students from a range of backgrounds, it is important to have a scheme that is clear, concise and inclusive of all learners. As an international school, we have a diverse community, with many non-native English speakers. With this in mind, it is essential that our approach to the teaching of phonics and early reading is accessible and adaptable to a range of learning needs, allowing all students to make accelerated progress.

Read Write Inc. is an accelerated reading programme, which teaches systematic, synthetic phonics. It is designed to have students reading fluently by the age of six. Reading is the key that unlocks the whole curriculum, so the ability to efficiently decode is essential. The Read Write Inc. sessions are expected to occur four times per week, as the continuity and pace of the programme is key to accelerating the progress of students' reading development.

Aims and Objectives:

To teach students to:

- Apply the skill of blending phonemes in order to read words;
- Segment words into their constituent phonemes in order to spell words;
- Learn that blending and segmenting words are reversible processes;
- Know and use the language of grapheme recognition and grapheme-phoneme correspondence;
- Read high frequency words that do not conform to regular phonic patterns;
- Read texts and words that are within their phonic capabilities as early as possible; Decode texts effortlessly so all their resources can be used to comprehend what they read;
- Spell effortlessly so that all their resources can be directed towards composing their writing.

Teaching and Learning Style:

Prior to beginning the RWI scheme, pre-KG students are exposed to a pre phonics programme which focuses on auditory discrimination and voice sound skills.

Read Write Inc. is based on the 5Ps:

- Praise – Students learn quickly in a positive climate;
- Pace – Good pace is essential to the lesson;
- Purpose – Every part of the lesson has a specific purpose;
- Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life;
- Participation - A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach)

Delivery of Phonics:

- Initial sounds are to be taught in a specific order;
- Sounds taught should be 'pure' i.e. 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words;
- Students are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling;
- Set 2 sounds are to be taught after Set 1 (initial sounds);
- Letter names are to be introduced with Set 3.

Assessment:

Students are assessed throughout every lesson through teacher observation. Teachers assess how students:

- Recognise and say the sounds;
- Read the green and red word lists;
- Decode the ditty/story;
- Comprehend the story.

Formal assessment is completed at least once per half-term by the class teacher, who feeds the information back to the English Leader. This checks individual student's ability to recognise and say each sound and blend and say real and nonsense words. This assessment is then used to place students in groups with other students at a similar stage to them, as well as ensuring most students are moving through the programme at a fast pace.

APPENDIX 2

External assessments

In our commitment to fostering a robust and inclusive reading environment, we recognise the vital role that standardised assessments play in evaluating and enhancing our students' reading skills. These assessments provide us with objective, comprehensive data that informs our instructional strategies and ensures that each student's unique learning needs are met effectively.

To this end, we utilise several key external assessments. Each of these tools offers distinct insights into various aspects of reading proficiency, enabling us to develop a well-rounded understanding of our students' capabilities and areas for growth.

The New Group Reading Test (Grades 1-9)

NGRT is a standardised, termly assessment that reliably measures reading skills against the national average. It provides information about sentence completion and comprehension skills allowing you to identify where difficulties lie. NGRT allows for regular monitoring of reading progress and measuring the impact of interventions. A student's reading ability can also be benchmarked against the national average using the Standardised Age Score (SAS). The assessment is adaptive - questions are automatically presented based on a student's ability as they complete them, so more able students can be challenged while weaker readers are kept engaged.

Students working with SAS <90 and < 80 are considered to be below and working well below age related expectations.