



## Reading Policy

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September 2022

**Review Committee:**  
Local Governing Board

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New policy

**Next Review Date:**  
June 2024

**Owner:**  
Deputy Headteacher - Curriculum

***Every learner is a reader.  
Every teacher is a teacher of reading.***

### **Rationale:**

Reading skills are an essential part that equips all learners with the necessary skills to progress onto becoming a highly functional adult in today's modern society. All learners should have opportunities to access a variety of texts that would enrich their understanding of social and cultural issues; deepen their general knowledge; and prepare them to become skilled researchers for the future.

In order to achieve this, Hessle High School and Sixth Form College will employ the disciplinary literacy approach which is defined as 'the confluence of content knowledge, experiences and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field'.

This focus on disciplinary literacy (to quote after Sir Kevan Collins, EEF 2019) 'makes clear that every teacher communicates their subject through its own unique language, and that reading, writing, speaking and listening are at the heart of knowing, doing, and communicating Science, Art, History, and every other subject in secondary school.'

### **The Hessle Reader Programme:**

**The Hessle Reader Programme** (the whole school approach to development of reading) has been introduced with the view that:

- The *Hessle Reader* will access a **variety of texts and genres**.
- The *Hessle Reader* will understand that reading involves **reading for pleasure** but also **reading for purpose**.
- The *Hessle Reader* will be able to consciously **recognise and communicate the reading strategies** they are using to decode and understand a variety of texts.
- Reading will look different based on the discipline being studied (e.g. different reading strategies will be used in scientific subjects, practical subjects, humanities, English etc.)

### **Every learner is a reader:**

In all subjects, all learners will access different forms of reading material, depending on their specific disciplines. These will help learners develop a deeper understanding of the world that they live in and build their cultural capital expertise and knowledge.

Every learner will engage with a combination of these **eight key reading skills, which are defined as follows:**

<b>Summarising</b>	Give a brief statement of the main points of (something)
<b>Scanning</b>	Look through the text to find specific information
<b>Skimming</b>	Read the text quickly in order to get the main idea or gist of it
<b>Predicting</b>	Say or estimate that (a specified thing) will happen in the future or will be a consequence of something
<b>Evaluating</b>	Form an idea of the amount, number, or value of; assess; make a judgement based on evidence
<b>Making connections</b>	Combine ideas to create something new; connect your thinking together to make meaning and form a more complete picture
<b>Inferring</b>	Deduce or conclude (something) from evidence and reasoning rather than from explicit statements
<b>Questioning</b>	Clarify what you are reading to understand the text or your strategy better; challenge the text by asking questions about the content

Every learner will engage with a variety of texts depending on their curriculum pathways:

<b>Fiction</b>	<b>Non-fiction</b>
Novels Novellas Short stories Plays Poetry Comics Graphic novels Staged dialogues Lyrics	News articles and scientific reports Reviews and commentaries Questions, instructions Vocabulary lists Speeches Historical sources Biographies, autobiographies Graphs, charts, symbols Word and number problems, equations Timelines, maps, factfiles Code Sacred texts and parables Instructional manuals, recipes Nutritional information, packaging Medical pamphlets and guidance Timetables and schedules Directions and signs Social media Contracts and brochures Bills and invoices Advertisements

**Every teacher is a teacher of reading:**

Reading is a focus in every classroom but we split it into two categories, as follows:

- **Reading for pleasure**, defined as ‘reading that we do of our own free will, anticipating the satisfaction that we will get from the act of reading.’ (National Literacy Trust)
- **Reading for purpose**, defined as approaching a text with a specific goal, such as: text comprehension; practical application; getting an overview of an issue; locating specific information; identifying a central idea or theme; developing a detailed and critical understanding etc.

As a minimum, a subject teacher will engage learners in reading as follows:

Subject	Reading for pleasure	Reading for purpose
English	✓	✓
Mathematics		✓
Science		✓
History		✓
Geography	✓	✓
Religious Studies		✓
Sociology		✓
MFL		✓
Art		✓
Drama	✓	✓
Music		✓
Business Studies		✓
Computer Science		✓
Design and Technology	✓	✓
Physical Education		✓
PSHE		✓
Childcare and Social Care		✓

Every department will have a specific focus on **teaching Tier 2 and Tier 3 vocabulary** (including etymology) in subject specific context.

Additionally, each department has set out their own disciplinary literacy criteria which are as follows:

**English:**

English teachers are responsible for a curriculum that involves reading literature and, increasingly, informational text across multiple genres and through different lenses (e.g. cultural, historical, feminist). Reading novels, poetry and short stories requires a mindset very different from that of readers of other disciplines – one that can recognise word play, hold on to multiple storylines, detect nuances in dialogue, and recognise how figurative language can expand meaning, for instance. The inferences and vocabulary knowledge that learners require will depend on the type of text; they need to be competent in working with different generic conventions and registers.

**Disciplinary literacy in English will consist of:**

- Exploration of a variety of fiction and non-fiction texts
- Exploration of a variety of genres (such as tragedy or allegory)

- Exploration of contextual factors (who, what, where and when)
- Consideration of the author's purpose or perspective
- Use of specialised, analytical terminology (such as 'hamartia')
- Exploration of an authorial craft, including figurative language (such as metaphor)
- Exploration of ambiguity and making inferences
- Text evaluation and comparisons between texts

### **Mathematics and Science:**

Comprehending mathematical and scientific texts is challenging as they are concept and idea dense, and they also require attention to many unique features within the texts as symbols, processes or terminology. Mathematical and scientific texts do not just involve reading word problems but require translation and decoding of innumerable symbols and high-density charts and graphs. Learners must constantly use visual literacy strategies to make meaning. Teaching literacy strategies in mathematics and science leads to increased comprehension of complex procedures or reactions, instruction that better prepares learners to be independent learners in the field, and authentic learning that more closely resembles the work of experts in the field.

### **Disciplinary literacy in Mathematics and Science will consist of:**

- Reading word problems
- Translating and decoding symbols
- Using visual literacy strategies to make meaning of graphs and charts
- Reading numbers with and without unit labels (e.g. cm, mm etc.)

### **Additionally, in Science, disciplinary literacy will consist of:**

- Decoding letters and numbers holding unique meanings (such as H<sub>2</sub>O)
- Understanding specific Latin and Greek derived technical language in scientific classifications
- Descriptions of procedures and testing of hypotheses
- Analysis of procedures / performances such as lab experiments

### **History:**

Reading historical texts is central to gaining an understanding of the past and its implications for the future. Readers must approach some history texts in markedly different ways to those in other disciplines. Sourcing asks learners to consider who wrote a document as well as the circumstances of its creation. Contextualisation asks learners to locate a document and to understand how these factors shape its content. Corroboration asks learners to consider details across multiple sources to determine points of agreement and disagreement.

### **Disciplinary literacy in History will consist of:**

- Exploration of a variety of non-fiction texts
- Exploration of ambiguity and making inferences
- Exploration of contextual factors (who, what, where and when)
- Exploration of an authorship to aid interpretation (including the author's purpose or perspective)
- Exploration of specialised terms such as 'oligarchy' signalling classification systems (e.g. forms of government)
- Exploration of culturally specific words with specialised meaning
- Understanding of timelines and date lines

### **Geography:**

Reading like a geographer extends beyond just the reading of text. To be able to read like a Geographer, learners need to be able to interpret graphs, charts, maps and other visual sources, interpreting key words and symbols for their specific meanings. Learners need to be able to read sources critically, make inferences, summarise and utilise the information to form meaning and make connections. Learners must use visual literacy strategies to make sense of graphs and charts.

**Disciplinary literacy in Geography will consist of:**

- Exploration of a variety of non-fiction texts
- Using visual literacy strategies to make meaning of graphs and charts
- Exploration of contextual factors (who, what, where and when)
- Translating and decoding symbols
- Reading numbers with and without unit labels (e.g. cm, mm etc.)
- Exploration of ambiguity and making inferences
- Text evaluation and comparisons between texts
- Summarising texts to condense research

**Religious Studies:**

Reading religious texts is central to gaining an understanding of our world, spirituality and humanity. Readers must approach religious texts in a variety of ways. Firstly, learners need to be able to infer and deduce the writer's intentions. Secondly, they need to recognise and explain any bias or objectivity, exploring the impact of this on the reader. Lastly, learners need to be able to compare the presentation of ideas, values or emotions in related and contrasting texts.

**Disciplinary literacy in Religious Studies will consist of:**

- Exploration of a variety of non-fiction texts (such as sacred texts or articles)
- Exploration of contextual factors (who, what, where and when)
- Exploration of an authorship to aid interpretation (including the author's purpose or perspective)
- Exploration of specialised terms such as 'omniscient' signalling belief systems
- Exploration of culturally specific words with specialised meaning
- Exploration of an authorial craft, including figurative language (such as metaphor)
- Exploration of ambiguity and making inferences
- Text evaluation and comparisons between texts

**Modern Foreign Languages:**

Foreign language reading can make a crucial contribution to wider learning in languages. As one of the four main language skills, it forms part of learners' broader communicative competence. Reading provides linguistic input, allowing learners to encounter new languages and consolidate what they know (e.g. in terms of vocabulary and grammatical structures). It offers a window on the target language culture – not only through books but also websites, song lyrics, social media. Foreign language reading can impact positively on English literacy, for example through the development of transferable reading strategies and knowledge of phonic decoding.

**Disciplinary literacy in MFL will consist of:**

- Exploration of a variety of non-fiction texts (such as articles, summaries and dialogues)
- Exploration of culturally specific words with specialised meaning
- Exploration of linguistic terminology such as different tenses or word classifications
- Exploration of a variety of topics (such as the environment or daily routines)
- Exploration of contextual factors (who, what, where and when)
- Consideration of the author's purpose or perspective
- Texts require students to read with resilience and stamina

**Art:**

A large part of understanding art work is being able to infer and interpret the meaning behind the work and come to decisions about an artist's possible intentions. Reading with the intention of interpreting the meaning behind a written text supports students' ability to interpret artwork in the same way. Being able to critically evaluate art work stems from being able to form and discuss an opinion based on evidence or personal thoughts. This is also deeply developed through an understanding of cultural capital. Through reading texts related to current affairs; texts which evoke opinions and debate; biographies of artists and craftspeople, students develop cultural capital and learn to critically evaluate and form / discuss their own opinions.

**Disciplinary literacy in Art will consist of:**

- Exploration of a variety of non-fiction texts (such as articles and summaries)
- Interpretation of visual art (reading semiotically), including exploration of ambiguity and making inferences
- Exploration of contextual factors (who, what, where and when)
- Consideration of the author's purpose or perspective
- Using visual literacy strategies to make meaning of graphs and charts
- Exploration of culturally specific words with specialised meaning (such as impressionism)
- Analysis of procedures and performances
- Exploration of subject specific vocabulary linked to techniques, instructions or historical contexts

**Performing Arts:**

A large part of understanding the performing arts is being able to infer and interpret the meaning behind a text (be it a script or lyrics) and come to decisions about possible authorial intentions. Reading with the intention of interpreting the meaning behind a written text supports students' ability to interpret performances in the same way. Being able to critically evaluate music and drama stems from being able to form and discuss an opinion based on evidence or personal thoughts. This is also deeply developed through an understanding of cultural capital.

**Disciplinary literacy in Performing Arts will consist of:**

- Exploration of a variety of fiction and non-fiction texts
- Exploration of a variety of genres (such as tragedy or allegory)
- Use of specialised terminology (such as overture or gait)
- Exploration of an authorial craft, including stage directions
- Exploration of ambiguity and making inferences
- Exploration of culturally specific words with specialised meaning (such as adagio and commedia dell-arte)
- Translating and decoding symbols (2/4 and 4/4 designate rhythms or musical notes (#, ♪))
- Texts require students to infer emotion through linguistic or structural choices made by the author

**Business Studies:**

Many businesspeople turn to the biographies, autobiographies, blogs and articles of successful business people for inspiration and motivation. Students studying Business Studies can learn a lot from reading about the concepts and ideas entrepreneurs used to become successful in their field. By reading about current affairs related to the world of business, students are able to make connections and develop cultural capital. Business is changing and developing every day. Successful business people keep up to date with the latest news and trends to ensure that they are ahead of the game when it comes to progressing in their field.

**Disciplinary literacy in Business Studies will consist of:**

- Exploration of a variety of non-fiction texts
- Use of subject specialised terminology (such as delayering)
- Exploration of contextual factors (who, what, where and when)
- Consideration of the author's purpose or perspective
- Exploration of culturally specific words with specialised meaning
- Making connections and understanding real world issues (like changing political landscapes)
- Text evaluation and comparisons between texts

**Computer Science:**

Reading code is different to any other text a learner will read. It consists of highly complex vocabulary terms, jargon and acronyms which need to be learned and understood before they can be read. Reading code is a key feature in Computer Science. When reading code, students are required to ask questions

rigorously: Does the code run? Does the code run correctly? Does the code run as expected on all possible test cases? How will specific changes affect the outcome of the code?

**Disciplinary literacy in Computer Science will consist of:**

- Exploration of a variety of non-fiction texts (computer science texts, articles, research papers)
- Translating and decoding symbols and acronyms
- Decoding letters and numbers holding unique meanings (such as `IMAP`, `HTTP`, `WHILE instr[j] ≠ ':' AND i < 4`)
- Use of subject specialised terminology (such as Python, Django, CherryPy)
- Using visual literacy strategies to make meaning of graphs and charts
- Descriptions of procedures and testing of hypotheses
- Analysis of procedures / performances such as code testing

**Design and Technology (Food, Textiles and Engineering):**

Design and Technology is centred around reading, interpreting, adjusting and creating manufacturing specifications (including food recipes). These specifications are structured in a way which is unique to many other texts and contain complex terminology, abbreviated words and measurements which a student needs to comprehend before they are able to make a product come to life or create their own. Students must learn to follow, interpret and adjust instructions in order to produce an outcome or write their own instructions. This includes instructions around specifications and recipes but also specialist machinery and tools/equipment (including kitchen appliances). By learning how to accurately read and follow instructions, students will be able to apply this to their own projects and consequently the wider world.

**Disciplinary literacy in Design and Technology will consist of:**

- Exploration of a variety of non-fiction texts (cook books, food reviews, instruction manuals, safety documents etc.)
- Decoding letters and numbers holding unique meanings (such as 20ml)
- Reading numbers with and without unit labels (e.g. grams, cm, mm)
- Understanding specific Latin and Greek derived technical language in scientific classifications
- Using visual literacy strategies to make meaning of graphs and charts
- Analysis of procedures and performances such as evaluation of products
- Descriptions of procedures and testing of hypotheses

**Physical Education:**

Many athletes, sportspeople, coaches and other professionals in the industry turn to the biographies, autobiographies, websites, videos and articles of successful sports people for inspiration and motivation. Students studying Physical Education can learn a lot from reading about methods others took to become successful, both visually and through text.

**Disciplinary literacy in Physical Education will consist of:**

- Exploration of a variety of non-fiction texts (articles, research papers, textbook chapters)
- Decoding letters and numbers holding unique meanings (such as H<sub>2</sub>O)
- Using visual literacy strategies to make meaning of graphs and charts
- Reading numbers with and without unit labels (e.g. cm, mm etc.)
- Understanding specific Latin and Greek derived technical language in scientific classifications
- Analysis of procedures and performances such as sporting activities

**PSHE:**

PSHE involves reading as a route to make connections and understand real world issues, as well as British values. Texts need to be approached with a critical mind; students must be able to infer and deduce the writer's intention in order to appropriately judge in the information delivered. Comprehension of texts is often supported by approaching concepts and lessons through real life examples in the wider world.

**Disciplinary literacy in PSHE will consist of:**

- Exploration of a variety of non-fiction texts (such as articles and leaflets)
- Exploration of contextual factors (who, what, where and when)
- Exploration of an authorship to aid interpretation (including the author's purpose or perspective)
- Exploration of culturally specific words with specialised meaning
- Making connections and understanding real world issues (like sexual harassment)
- Text evaluation and comparisons between texts
- Exploration of an authorial craft, including figurative language (such as metaphor)
- Exploration of ambiguity and making inferences

**Childcare and Health and Social Care:**

Reading in Childcare requires students to access a variety of texts. Students will be exploring scientific information that will depend on their knowledge of key terminology and symbols. They will also inspect information sequentially, such as dealing with processes of how to support a child's behaviour.

Ultimately, students will use their knowledge of child psychology in order to evaluate how best to deal with real life scenarios and explain their reasoning which requires a secure knowledge of appropriate vocabulary and registers.

**Disciplinary literacy in Childcare and Health and Social Care will consist of:**

- Exploration of a variety of non-fiction texts (such as articles, leaflets, research papers etc.)
- Using visual literacy strategies to make meaning of graphs and charts
- Understanding of the register and structures to aid identifying necessary information
- Exploration of contextual factors (who, what, where and when)
- Exploration of an authorship to aid interpretation (including the author's purpose or perspective)
- Exploration of culturally specific words with specialised meaning
- Making connections and understanding real world issues (like sexual harassment)
- Reading numbers with and without unit labels (e.g. cm, mm etc.)