

## **Reading Strategy**

### **Introduction on the importance of reading**

The most important thing a teacher can do in the classroom is to teach their pupils to read. Reading is a vital, enabling competence. A school may have a brilliant curriculum rich in ambition and cultural capital, but if a child cannot read, they simply can't access it. A lifelong love and proficiency for reading should be an entitlement for all.

### **Testing**

- Testing is currently done through the Star Reading Tests linked to Accelerated Reader from year 7–Year 9. By January 2024, we will have a system to test from Year 7–11.
- Currently Y7 though to Y9 are tested 3 times a year. This is a rolling programme through library lesson time. Future strategy is to test Y7–to Y10 three time a year in the second week of term using Formation and Reading time in computer rooms. Year 11 will be tested twice, in the Autumn and Spring terms.
- We currently use the Star reading test as it is aligned to accelerated reader. Data showed limited impact for 2202 – 2023 we have therefore looked to improve the strategy and with that, the test format that is used.
- Learners new to the school are tested in their first library lesson, with in the first two weeks of starting the school.
- The tests are delivered online. They are currently supervised by the English staff and Librarian. Initially, tests will continue to be administered by the English staff and Librarian but in computer suites so that all learners have access to the tests at the same time. From Summer 24, to allow for training, these tests will be administered by Formation teachers.
- Tests will be administered in silence.
- Learners with SEND needs will be supported as per their access arrangements.

### **Tier 1 – Whole-school**

- Our whole school approach to reading has been rolled out across all faculties to support reading fluency and comprehension for all learners as part of the Quality First Teach.

## Reading for learning

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**STEP 1: Predict**

What did we learn about last lesson?  
 What does the title tell us?  
 Can we make any connections to what we have just read?  
 What do you think we will read about in the next section?  
 What are the clues that suggest this?

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**STEP 2: Clarify**

Which words/phases/sentences/ideas/images do we need to make clear?  
 What do we understand?  
 What words could be used to replace?  
 What does the context suggest this might mean?

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**STEP 3: Question**

What questions can we ask to understand more about the text? Why? What? How?  
 What information can we infer?  
 Can you ask a question to support others to find this information?

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**STEP 4: Summarise**

What are the main ideas in the paragraphs that we have just read?  
 What are the main ideas of the image?

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**STEP 5: Review**

What knowledge have I learned from reading this text?  
 Has it changed how I see things?  
 Has it helped me to make connections from my previous knowledge?

Reading for Learning  
 Strategies adapted from FFT Reciprocal Reading approach

- We use an approach based on reciprocal reading as quality research shows that this approach can improve reading ages. When text and time allows, the whole strategy will be used, at others, teachers will choose elements but always with a focus on clarification of vocabulary.

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading>

Along side this, all learners have a timetabled 15 minute lesson a day where reading is shared and modelled thus exposing them to a wide range of literature and with that, social and cultural perspectives. This time is supported by the Literacy lead and quality resources are used to

encourage reading. These activities range from a whole year group shared text to short non-fiction comprehension tasks to encourage a range of skill development.

<https://www.researchschool.org.uk/unity/news/10-reasons-why-reading-aloud-matters>

Learners are also timetabled a fortnightly library lesson with learners accessing a range of text coded in line with Accelerated reader to support their choices. During this session, English teachers also share additional text.

- Reading is the first phase in our reintroduction of our literacy strategy or disciplinary literacy as recommended by the EEF. Our intent through our Tier 1 reading strategy is to Provide targeted vocabulary instruction in every subject; to Develop students' ability to read complex academic texts and to provide opportunities for structured talk.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>

- A recent addition to monitoring is that the teaching of reading is always a focus and feedback given to teachers about strategies used across all lessons. In addition, specific monitoring of the Reading lessons is in place with this set to increase in January so that targeted support can be given. Monitoring takes place through termly faculty reviews by SLT and other drop ins by faculty leaders and second and peers .
- There is a half termly Library Newsletter emailed to parents. Regular slots are also used in the Weekly Newsletter to publicise any upcoming reading or library events.
- Learners are encouraged to take and read books from the library. They have time in their library lessons to read them. The library is open at break and lunchtime for learners to enjoy reading in a fitting environment. Accelerated reader is used in Y7 and Y8 to encourage learners to become word millionaires.

## **Tier 2 – Interventions**

- A range of interventions are in place to support learners to become independent readers and therefore to have full access to their curriculum.
- Reading age data is used to identify learners who have reading age significantly below their chronological age. Learners with a reading age of 7 or below are identified for Fresh Start. Learners with a reading age of 8 or below are identified for Switch on. We also have an additional intervention for readers in year 7 with a reading age of 9 or below.

- Interventions include:

#### LSA SUPPORT

For our most vulnerable SEND readers, LSAs are on hand to support in lessons. They will read to and support independent reading, clarifying vocabulary and ensuring that the learner can access the curriculum.

#### REASONABLE ADJUSTMENTS

Reasonable adjustments are used to support access to reading in class.

This may be through a breakdown of vocabulary, by sharing the reading or by chunking the reading into shorter sections allowing discussion to ensure comprehension.

#### SWITCH ON

Switch-on Reading is an intensive individualised, daily, ten-week reading intervention. The programme is administered one-to-one by TAs, librarians or teachers to those struggling most with reading – young people who are still struggling to decode words. The aim of Switch-on Reading is for children and young people to be able to participate more fully in the classroom by becoming more confident and active, independent readers.

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading-accelerator-fund-delivery>

#### ONE-TO - ONE

In addition, several of our sixth form learners (as part of their enrichment programme) have received a basic training in reading and phonics in order to support with a one-to-one reading intervention.

- Full Training was received for some LSAs in Spring and Summer of 2023 with programmes starting immediately after for the first round of learners

identified. Sixth Form learners were supported by the Head of Year to have enough knowledge to support with decoding and fluency.

- Switch on takes place for a minimum of four days a week for 25 minutes. One-to-one reading takes place on a weekly basis.
- Monitoring of the interventions is over seen by the Literacy Leader who 'drops' in to the sessions to monitor the quality of the sessions
- Where necessary, a graduated approach is taken to the interventions. Learners may progress through the interventions or, should enough progress be made, they will be supported to return to lessons. Learners will be able to start on any of the interventions depending on the data.

### **Tier 3 – Phonics programme**

- FRESH START  
Fresh Start (FS) is a catch-up literacy intervention for pupils at risk of falling behind their peers in early secondary schooling. It provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention. Pupils are assessed and then grouped according to their levels of reading ability. Teaching in these groups begins with recognition, practice and blending of sounds and graphemes, based on a set of module booklets.
- <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start>
- Read Write Inc. is a systematic synthetic phonics programme to accelerate progress for struggling readers aged 9–13+. As it is a continuation of the Primary read write inc., it is validated by the DFE as a proficient Systematic Phonics programme.  
<https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes>
- Full Training was received for some LSAs in Spring and Summer of 2023 with programmes starting immediately after for the first round of learners identified.
- Learners may access Fresh Start when they have a reading age of 7 or below in line with primary phonics expectations. Fresh Start is a daily 15–

minute programme currently run on a one-to-one basis. However, from January, LSAs will work with small groups to ensure that we are working at maximum capacity. Monitoring of the interventions is over seen by the Literacy Lead who 'drops' in to the sessions to monitor the quality of the sessions.

- During regular assessment points or once the intervention is finished, a decision will be made, based on a range of factors, as to whether the learner is to access one of the other interventions to support maintenance of progress.

### **Monitoring**

- The Delivery phase of the implementation of this strategy will ensure that staff feel supported to approach new skills confidently with access to experts. Monitoring is in place to support the strategy, identifying strengths where peers can support and coach and also areas which serve as barriers and may need adaptation or additional training.
- Monitoring of tier one reading takes place on a whole school level through the Faculty review process. Reading is an area of focus on our feedback form all staff are asked to use this form and therefore the importance of reading is always prominent.
- Monitoring of Interventions by LSAs is currently informal drop-ins to the sessions by the Literacy Lead however, they have also been quality assured by the SENDCO and the Headteacher. From January 2024, additional time has been factored in for the Literacy Lead to undertake formal monitoring to ensure support is in place for interventions. Monitoring of progress against interventions is used to support the APDR process.
- Fresh Start is a 25 minute a day one to one intervention. Learners will progress through at a steady rate and depending on their starting points, this will differ in delivery length.
- Graduated approach: pupils who are ready to move from one intervention to another, process you go through to identify the next approach.

### **CPD**

- All staff have a right to receive quality training which facilitates their role and enables them to be the best practitioner. Our CPD offer is varied and supports the learning process for adults, gradually introducing components and allowing the adults, as learners to build upon their knowledge and skills. The following CPD has taken place or is planned.

<b>Whole school</b>	<b>Implementation team - interventions</b>
September 2022 – Whole school approach to Reading – tier one. KW Whole school approach to teaching vocabulary – KW Ongoing – reading briefing emails sharing up to date information with staff, sharing resources and teaching support. L Underwood	November 2022 and January 2023 – Fresh Start Training March 2023 – Fresh Start follow up training January – March 2023 – Switch On training
September 2023 – reading strategy update L Underwood	October 2023 – sixth form training to support buddy reading
January 2024 – Whole school Phonics training – KW	

### **Communication with parents**

- Parents receive a termly Library newsletter which shares all the positive aspects of reading taking place in school. In addition, elements of reading for pleasure and word millionaires are shared on the weekly newsletter as needed. Reading is not currently reported on specifically unless a child receives a reading intervention. IN which case, this will be reported through the APDR process and in parent meetings.
- Any SEND interventions taking place are reported to parents either face to face, email or letter
- We currently do not share reading ages with parents, but this will be reviewed once we have testing throughout both KS3 and KS4
- In Spring Term, parents will be invited in for an early reading workshop where strategies to support their child with early reading skills including phonics will be shared.