



Reading strategy

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Reading strategy summary

Encouraging reading for pleasure (Page 3)

- Two well-stocked libraries (Main school and VI form) with two full-time members of staff
- Transition book (Yr 6-7)
- Reading room lessons (KS3)
- Form-time reading programme (Trust Reading Canon)
- Pupil book recommendations
- Reading room (break, lunch after school)
- Author events
- Celebrating significant literary events (World Book Day, &c.)
- Principal's book club
- Staff reading champions
- Reading mentors
- Subscriptions to a range of online and print resources

Supporting less confident readers (Page 4)

- NGRT/PTE to baseline and monitor
- Accelerated reader (all of Year 7)
- Bedrock vocabulary
- Targeted learning support
- 7J5/En & 7T5/En each divided into two sets
- Targeted phonics work delivered by a specialist primary-trained HLTA
- Read Theory (reading comprehension)

Disciplinary literacy and staff confidence (Page 5)

- Reading and literacy focus in all subjects
- Specific teaching of Tier 2 & Tier 3 vocabulary
- Reading around your subject leaflets (VI form)
- Reading strategies CPD
- Vocabulary CPD
- Quick wins – low workload, high impact, consistency
- Sharing good practice

Monitoring (Page 6)

- Frequent AR/Lexia/Bedrock reports
- Lead Literacy Group
- SLT curriculum reviews
- Learning walks
- Work scrutiny
- Pupil voice

Parental engagement (Page 7)

- Curriculum information evenings
- Newsletters
- Social media

Encouraging reading for pleasure

The overriding aim of the reading strategy is to develop and embed a positive reading culture throughout the school, in which both able and reluctant readers make progress and flourish.

Beyond the intrinsic benefits of reading for pleasure, we believe that:

- secure reading is a key factor in closing the gaps in achievement associated with deprivation and disadvantage;
- reading helps us to learn from sources beyond our immediate experience;
- improving literacy can have an impact on pupils' self-esteem, on motivation and behaviour;
- high levels of literacy enable pupils to learn independently.

We are fortunate to have **two well-stocked libraries** at Ripley: the Reading Room for pupils in the main school and the John Crewdson Library (JCL) for pupils in the Sixth Form. These are staffed by **two full-time members of library staff** (a Librarian and a Library Assistant) and all pupils in Key Stage 3 have **timetabled reading lessons** in the Reading Room. The Reading Room is available for pupils before school, at break and lunch, and on two evenings each week; the JCL is used as an independent study space for Sixth Form pupils, with **Reading Around Your Subject (RAYS) recommendations** available for all A level courses. Recognising the importance of non-fiction reading, we subscribe to a range of **online and print resources**, including The Day, First News, and several magazines. **Reading lists** for each school year are provided in hard copy and on Firefly.

As part of our transition programme, **all pupils coming to us in Year 7 are gifted a book** to read over the summer. The themes of this book are then used as the basis for the first Scheme of Learning in Year 7 English lessons.

In collaboration with the other schools in the Bay Learning Trust, we run a **form-time reading programme** where form tutors for Years 7-11, following appropriate training, read a different book each term, rotating the **Reading Canon** books around the schools. In these sessions, pupils track the text whilst the form tutor models fluent reading. Texts have been chosen to instil a love of literature and build a reading community in and amongst our schools. Through our text choices we expose our pupils to the world around them and help them to explore genres they might not ordinarily select. As such, a Ripley pupil will read an additional fifteen books in this way, drawn from a wide range of authors and time periods, throughout their five years in KS3 and KS4.

Pupil book recommendations are displayed on posters and plasma screens around school and older pupils serve as **reading mentors** to struggling readers. Members of staff also act as **Reading Champions**, with book recommendations appearing on desks, doors and email signatures. The Principal holds a book club once a week for Year 7 pupils where she reads a selected book to the children. Pupils are also directed to the **BorrowBox** facility, giving them access to **eBooks** and **audiobooks** through Lancashire Libraries.

Special events, including sessions with visiting authors and **celebrating significant literary events** (World Book Day, Black History Month, Roald Dahl Day, National Poetry Day, &c.) provide additional opportunities to celebrate reading across the school.

Supporting less confident readers

As a distinctively Christian community, our desire to overcome barriers caused by any form of disadvantage is rooted in scripture, and we seek to be generous, loving and proactive in enabling every child to flourish (Psalm 92:13). As such, we aim to ensure that all pupils, and especially vulnerable groups of pupils, make good or better progress in literacy, including those for whom English is an additional language, those with special educational needs, more able pupils and those known to be eligible for government funding through the Pupil Premium or other initiatives.

All pupils in Year 7 complete the **New Group Reading Test (NGRT)** and **Progress Test in English (PTE)** to provide a baseline assessment of their reading and literacy ability. Those pupils with a reading age and or standardised score below their chronological age then receive **targeted intervention**. Pupils then retake the NGRT and PTE at the End of Year 7 and then again in Year 8 and 9 to monitor progress.

All pupils in Year 7 follow the **Accelerated Reader** programme in their reading lessons, with guidance from English teachers and the librarian to support pupils in choosing books which will enable them to make progress. Pupils also use **Bedrock Vocabulary** in English lessons to develop their Tier 2 vocabulary.

To provide additional attention to our weakest readers, the two lowest ability sets (7J5 and 7T5) are each divided into two sets, to enable greatly reduced staff to pupil ratios. We are especially keen that all pupils should receive their full curriculum entitlement; as such, **all pupils follow the same English curriculum** with adaptations made where necessary. SEND information is made available to all teachers via SchoolSynergy; this includes reading ages so that teachers can provide **suitably adapted resources**, where needed.

The Learning Support department uses **literacy screening** (triggered by transition information, progress test results, or referrals from teachers) to identify specific weaknesses and provide **targeted intervention**. At the end of the academic year, specific areas of the screening are repeated to **assess progress and plan for the following year**. All pupils in Year 12 undertake literacy screening at the start of their Sixth Form studies to enable us to identify any literacy needs.

Intervention takes place in a variety of forms and group sizes, depending on need. These may be during form period, in timetabled learning support sessions, during reading lessons, or after school. Intervention sessions typically focus on the following skills, **tailored to the pupil's individual needs**: spelling (homophones, suffixes, plurals, vowel sounds, &c.), reading (accuracy, fluency, comprehension), handwriting, touch typing, and visual/auditory memory. Where needed, we are able to provide **targeted phonics work** delivered by a specialist primary-trained HLTA. **Online resources** such as Read Theory (for reading comprehension) and Flash Academy (for language) are also being used to aid intervention work.

The Learning Support department also runs **exam skills sessions** to support pupils who struggle in exam conditions. These focus on revision strategies, and planning and proofreading longer answers.

Disciplinary literacy and staff confidence

At Ripley, we believe that all teachers are teachers of reading and literacy. We aim to ensure that the teaching of strategies for reading, writing and communication is highly effective and cohesively planned and implemented in all subject areas across the curriculum.

There is a clear reading and literacy focus **across all subjects**, with a requirement to develop vocabulary and reading skills throughout the whole curriculum, not just in English lessons. Reading and literacy strategies have been woven in the **whole-school CPD programme**, with specific training for colleagues in developing pupils' use of Tier 2 and Tier 3 vocabulary.

Reading broadly, both fiction and non-fiction, is vital to developing pupils' knowledge and understanding beyond the confines of exam syllabuses. This is especially critical for A level studies and so **Reading Around Your Subject (RAYS) recommendations** are displayed in the JCL for all Sixth Form courses.

Where possible, strategies shared with colleagues are '**quick wins**': simple, low workload, high impact strategies which provide **a consistency of approach** across the curriculum. Strategies provided are always **research-informed**, drawing upon the work of David Didau, Alex Quigley, Lauren Singer Trakhman, Anne Mangen, Maryanne Wolf, the Education Endowment Foundation, the Durrington Research School, and others.

Through our **instructional coaching** programme, department meetings, teaching and learning meetings, and weekly staff bulletins, we have a wonderfully **positive culture** of members of staff **sharing good practice** and learning from one another. A shared understanding of the importance of developing reading and vocabulary skills encourages teachers to pull together in this important task.

As part of our commitment to **being at the forefront in teaching and learning**, a library of current educational research books is available to members of staff. We also have several initiatives throughout the year to **promote and celebrate reading for pleasure** amongst the staff body.

Monitoring

Reading and literacy sits at the heart of our **quality assurance procedures** for the taught curriculum at Ripley. Subject Leaders and SLT links monitor the quality of teaching and learning through **learning walks**, **work scrutiny**, and **staff and pupil voice** exercises. In addition to this, each subject undergoes a **curriculum review** process where Senior Leaders carry out an intensive review over the course of two days, producing a report with action points for development.

To ensure a specific focus on reading and literacy, we have a **Literacy and Reading Raising Achievement Plan** (responding to the needs identified in the Academy Improvement Plan) and a **Lead Literacy Group** to review progress on the targets therein. These termly meetings are chaired by the Assistant Principal with whole-school responsibility for Literacy and are attended by:

- the literacy link Governor;
- the Assistant Principal responsible for Teaching and Learning;
- the librarian;
- the SENDCO;
- the Head of English;
- other colleagues representing different curriculum areas and Key Stages.

Weekly reports are produced for English teachers, detailing pupil progress with Bedrock Vocabulary, Accelerated Reader, and Lexia. Rewards and sanctions are issued in line with school Behaviour Policy and individual class teachers provide early intervention where required.

Half-termly reports for Bedrock Vocabulary, Accelerated Reader, and Lexia are then produced to enable SLT to monitor progress and establish trends. These reports feature a one-page headlines document, summarising the data and highlighting key points from the analysis, as well as a more in-depth report for use by classroom teachers and learning support.

Termly grades reports are analysed by SLT and Progress Leaders. A triangulated programme of intervention between class teachers, progress leaders and form tutors ensures that those pupils with literacy concerns receive additional intervention where needed.

In all the analysis detailed above, particular attention is given to **Disadvantaged Pupils** and those with **SEND** to support them in making rapid and sustained progress in line with their peers.

Parental engagement

Research by the Education Endowment Foundation¹ has shown that strategies to engage parents in supporting their children's academic learning have a positive impact on average of two months' additional progress at secondary level (four months at primary and five months in EYFS). There are also higher impacts for pupils with low prior attainment.

In our various communications with parents, face-to-face or in writing, we aim to encourage a **positive dialogue** about learning in all forms. Wherever the opportunity arises, we reiterate the importance of reading and literacy to parents and pupils.

Literacy is a major focus of the Year 6 to 7 **transition** process, with all pupils being given a book to read in the summer before they start at Ripley. In the Year 6 Welcome Evening presentations, parents are encouraged by the Principal to **promote reading in the home**, continuing to read with their children as much as possible. This is followed up by a **Parents' Guide to Reading** which is provided at the beginning of Year 7. Similarly, Literacy is referenced in all **Curriculum Information Evenings** for other year groups.

Our **newsletters and letters to parents** contain frequent references to reading and literacy, with advice for parents on how to support and encourage their children. Our **social media channels** also highlight our commitment to reading and literacy, with book recommendations and other initiatives being posted frequently by the Ripley Libraries accounts.

The Learning Support Department are in **regular communication** with the parents of our least confident readers, providing additional support and resources where required.

¹ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>