



Hope SENTAMU
LEARNING TRUST

GRAHAM SCHOOL
READING STRATEGY
2022-23

Graham School Reading Strategy 2022-23

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“Reading and listening to a wide range of different texts gives children a reservoir of language that they can draw on when they wish to communicate their own ideas. Ultimately, reading gives children a voice of their own.” *James Clements*

“Reading for pleasure is an issue of social justice and one that society cannot afford to ignore.”
Dr. Ian Thompson and Nicole Dingwall

Engaging with evidence: our approaches to the EEF improving literacy recommendations

Research-driven best practice model for reading

These strands develop and build as they move forward →→→→							
	1. Developing Language, communication and vocabulary	2. Use a broad and balanced approach to developing readers (sharing books and promoting disciplinary literacy)	3. Effectively implement a systematic phonics programme, including secondary level where necessary	4. Support pupils to develop fluent reading capabilities and building students' ability to read complex texts	5. Teach reading comprehension strategies through modelling and supported practice	6. Use high quality assessments to ensure all children make good progress	7. Provides high quality target and structured interventions to help pupils struggling with reading
	<i>Language provides the foundation of thinking and learning and should be prioritised.</i>	<i>Reading requires a broad range of capabilities and requires motivation and engagement</i>	<i>Both decoding and comprehension skills are necessary for confident and competent reading, but neither is sufficient on its own.</i>	<i>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</i>	<i>Reading comprehension is made up of a combination of decoding skills and language comprehension and needs to be taught in context using high quality texts.</i>	<i>Collect high quality, up-to-date information about pupil's current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress</i>	<i>High quality targeted support can ensure that children falling behind catch up as quickly as possible.</i>
KS3	Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language, including etymology and morphology. Teachers should also prioritise	Teachers of all subjects should promote reading and provide opportunities for students to read in the classroom. Disciplinary literacy should be prioritised, with all teachers understanding how to	Fresh Start is used systematically with students in KS3 who cannot read. Students who can read but have other issues such as comprehension, decoding or fluency should be identified to undertake courses of	Students should be taught to actively engage with complex texts in every subject and using existing knowledge to comprehend content is prioritised.	Reading comprehension strategies should be used consistently in the classroom and this works towards independence once mastered.	Teachers should be skilled in recognising gaps in reading and adapt teaching to close these. High-quality assessment and diagnosis should be used to target struggling readers.	Teachers should expect and proactively plan to support the weakest readers, particularly in Year 7. Schools should develop a model of tiered support which increases in intensity in line with what is

	teaching tier 2 and 3 words and have a clear understanding of which words and phrases are featured in the curriculum.	teach students to read, write and communicate effectively in their subjects. CPD is related to reading within specific subjects.	intervention.			Rapid provision of support is important, but it is critical to ensure it is the right support.	needed to secure reading. Intervention should be monitored carefully and a system of coordinated support supported by whole school leadership is essential.
KS4	Teachers in every subject should prioritise tier 2 and tier 3 vocabulary and this instruction is systematically integrated into daily classroom instruction, routinely organised into meaningful patterns for success at GCSE. KS4 students should be supported to make vocabulary connections across the curriculum.	Teachers should consistently share the unique language, ways of knowing, doing and communicating in their respective subject disciplines with their colleagues and in their classroom practice with students. There should be appropriate CPD time dedicated to practice of developing disciplinary literacy.	Fresh Start is used systematically with students in KS4 who cannot read. Students who can read but have other issues such as comprehension, decoding or fluency should also be identified to undertake courses of intervention.	Teachers and TAs share a common language about reading instruction and encourage KS4 students to exhibit an independently strategic approach when reading complex academic texts at GCSE and A Level. Students should be confident when they read new material.	Reading comprehension strategies should be embedded in lessons and KS4 students should use these strategies independently to bring prior knowledge, vocabulary and fluency together for success at GCSE	Teachers should assess reading formatively, with all students' reading abilities understood and acted on. Where students struggle to read well, rapid provision of specific support is introduced to ensure understanding of GCSE material.	Weakest readers should be supported with their specific needs both within the classroom and also outside if necessary. Intervention sessions should be regular and sustained, with clear objectives and expectations. Sessions are carefully timetabled to minimise time spent away from general class teaching. Teachers should have a good awareness of the structure and coverage within reading intervention.

Strategies implemented to address the strands

1. Developing Language, communication and vocabulary

- We have a whole school vocabulary approach, which prioritises tier 2 and tier 3 vocabulary which has been launched through explicit CPD with staff. We have introduced the instruction and retrieval of tier 2 and 3 vocabulary to schemes of learning in every subject area.
- Word of the fortnight was launched in November 2022 through tutor time programmes which focuses on tier 2 vocabulary, using a Mastery Approach. It is then referred to in all subject lessons for the remainder of the fortnight, where relevant so students see the word used in all areas of the curriculum
- Frayer models or similar have been introduced across all subjects. There has also been an emphasis on front loading tier 3 vocabulary in all subject areas and many areas use vocab lists to support this. A Mastery Approach is adopted for the introduction of subject specific vocabulary identified on schemes of learning. This is then embedded in reading within the lessons.
- Metacognitive practices in relation to retention prioritised in English lessons
- Twilight took place in Jan 2023 around Oracy including ways to use the mastery approach to introduce new vocabulary.
- All students are supported to make vocabulary connections across the curriculum.

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- A Mastery approach to new vocabulary adopted post Feb half term
- Oracy and Talk in the classroom to be developed and implemented in lessons using the WalkThrus, post Jan Twilight Training.
- Morphology and etymology to be included in upcoming reading training CPD for staff

2. Use a broad and balanced approach to developing readers (sharing books and promoting disciplinary literacy)

- We undertook an audit of academic reading across subjects. Which has fed into our plans for developing reading
- Teachers of all subjects promote reading and provide opportunities for students to read in the classroom. Directors of learning have shared ideas of how they promote reading in their areas with each other to broaden understanding of reading across the curriculum and to share good practice.
- Disciplinary literacy is prioritised, with all teachers understanding how to teach students to read, write and communicate effectively in their subjects.
- Teachers consistently share the unique language, ways of knowing, doing and communicating in their respective subject disciplines with their colleagues and in their classroom practice with students.
- There is appropriate CPD time dedicated to practice of developing disciplinary literacy

- The library is a hive of activity and has been a strength of the school for many years. The in house librarian is very active in promoting reading for pleasure and supporting the accelerated reader programme used extensively at KS3.
- Many reading events are hosted in the library including Book Buzz, First Story etc
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PLANS

Staff promote reading in their areas - "I am currently reading...."

Reading for pleasure student voice activity

3. Effectively implement a systematic phonics programme, including secondary level where necessary

- We use external assessment, NGRT tests from GL, STAR tests, PROBE tests, SSRT tests to identify and intervene with any student who has not yet mastered phonics.
- A robust Fresh Start programme is implemented for identified students. We use 2 trained members of staff for this and students have been successfully accessing the programme since week 2 in September 2022. This programme is monitored and is subject to QA processes
- Thinking Reading is well established and run by 2 trained leaders. Students have been accessing and graduating from this programme with success this academic year
- Step Up to English is used for identified KS4 students who struggle to access the full GCSE curriculum
- New to English students are using the 2 programmes above plus Learning Village as a resource to improve their reading. This is led by our lead for EAL learners who is part of the reading team
- The reading team have a dedicated reading room, adjacent to the library where the interventions sessions are held
- Recent CPD on Oracy included strategies on incorporating reading out loud, using choral chanting to help develop students reading and speaking abilities

PLANS

Revisiting graduates of reading programmes to check on progress post intervention

4. Support pupils to develop fluent reading capabilities and building students' ability to read complex texts

- We have a paired reader group running after school in the library with older students helping younger students.
- Our school librarian provides ample opportunities for different subjects to be represented well, both in fiction and nonfiction and this is regularly reviewed and updated.
- Students are encouraged to read a variety of texts across subject areas. We also encourage students to read aloud.

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Reading CPD session planned for post Feb half term

Explore a reading dog programme

5. Teach reading comprehension strategies through modelling and supported practice

- Staff in all subjects are encouraged to read quality academic texts aloud to students in every subject
- Staff combine reading comprehension with their skills in pre-teaching challenging vocabulary, including root word identification, a Mastery Approach and the use of strategies such as the Frayer model in all faculty areas

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Look into possible CPD around 'struggling readers'

6. Use high quality assessments to ensure all children make good progress

- A robust programme is in place to enable key staff to identify students with reading difficulties.
- Launch of new SEND referral system (Jan 2023) for all staff to report concerns
- Wide use of accelerated reader at KS3 to monitor progress
- Students accessing reading interventions are included in specific communication and celebration with parents on progress and next steps.

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QA process in place

7. Provides high quality target and structured interventions to help pupils struggling with reading

- All staff have access to data to identify students needing reading intervention.
- We have implemented stages of intervention dependent on specific needs: Including: Fresh Start followed by Thinking Reading, followed by Step Up to English in KS4.
- We are working with all stakeholders to increase intervention success, including HOYs, form tutors, librarians, TAs, teachers and parents/carers. All adults in school aim to work together to prioritise students who cannot read well.
- The school engages in external review of all reading interventions
- Literacy and reading is a whole school priority from the leadership team

PLANS

Engage with and roll out struggling readers teacher toolkit

Developing a culture of reading for pleasure

KS3	<ul style="list-style-type: none">● Book Buzz programme in Year 7● Current topical books are displayed in the library and renewed regularly● Library inductions● Recommended reading lists for all year groups● Author visits● Book Clubs
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	<ul style="list-style-type: none"> ● Accelerated Reader ● First Story Young Writers programme ● Paired reader programme in operation ● Library inductions for all Y7s ● World Book day ● Library lesson weekly for all Y7 and Y8 students ● Accelerated Reader in KS3 ● Dedicated reading room ● Book Buzz challenge sheet ● Book PenPal author Joseph Elliot ● Dyslexia friendly books ● Reading lists on the website - JBN ● Register and Read ● Paired reader ● We are reading booklets ● Harry Potter book evening ● Recommended reading lists for all year groups ● Humber Mouth: Hull Literature Festival ● Author visits ● Stories Matter: HSLT Writing Competition ● Books as prizes at awards evenings
<p>KS4</p>	<ul style="list-style-type: none"> ● Recommended reading lists for all year groups ● Book Clubs ● First Story Young Writers programme ● World book day ● First Story project ● Dedicated reading room ● Recommended reading lists for all year groups ● Register and Read ● Paired reader ● Reading lists on the website - JBN ● Dyslexia friendly books ● Humber Mouth: Hull Literature Festival ● Stories Matter: HSLT Writing Competition ● Books as prizes at awards evenings ● First Story Young Writers programme ● GCSE Reading challenges ● Young Librarian scheme