

Kirkbie Kendal School

Reading Strategy

Aims:

- For those struggling readers, interventions lead to rapid progress so that students have the tools and strategies needed to access the curriculum.
- To create a strong reading culture across school so that students read for pleasure.
- Staff understand and implement reading strategies into their classroom successfully
- Teachers explicitly teach tier 2 and tier 3 vocabulary and there is evidence of these being used in writing and oracy work.
- Students are prepared for the skills required for their chosen programmes of study at KS4, enabling them to achieve and progress into the next stage of their education.

Provision for all

Quality First Teaching	Teachers develop pupils' reading fluency. Appropriate time is given to students reading a high volume of text, across the school curriculum, to develop their reading fluency. Teachers pre-teach tier 3 words. Teachers encourage and promote reading for pleasure. Retrieval practice helps students to retain new vocabulary and use it effectively.
Curriculum	Using reading ages and any other data that is appropriate, teachers will be able to adapt their curriculum implementation accordingly.
Disciplinary Literacy	This is a cross curricular approach which aims to emphasise the importance of subject specific support. All teachers should teach students to read, write and communicate effectively in their subjects.
Targeted Vocabulary	Teachers across the curriculum teach explicit vocabulary instruction to help students use academic language and vocabulary. Prioritising tier 2 and 3 language is important as most writing they do in school benefits from its use".
Reading complex texts	Develop students' ability to read and understand complex texts. This involves students actively engaging with what they are reading as well as understanding it. Some of the following accountable reading strategies should be incorporated into lessons: Questioning Summarising Predicting Generating Annotating Echo Reading Choral response
Breakdown complex / extended writing tasks	Explicit instructions delivered in lesson will benefit all students in how to access tasks Teachers should break down steps/ chunk and support by modelling each step. Targeted support in lesson should be provided to support students who struggle to write fluently.
Combining reading and writing	Students should be taught how to recognise and use where appropriate the features of Standard English including spelling, grammar and punctuation development.
Structured talk / oracy	All teacher staff can model academic, dialogic talk. Talk is encouraged, structured, modelled and guided.

Reading support

High quality reading interventions are provided for pupils who have been identified as struggling readers and the impact closely monitored. We do not wish to narrow the breadth of the curriculum offer for pupils and, as such, we deliver interventions creatively within and outside of the timetabled curriculum.

Within the Learning Support Department, and alongside our Librarian, we offer a range of interventions to narrow the gap of reading and promote students' reading skills e.g. inference, comprehension, decoding etc. We act quickly, to ensure that all students can access the curriculum effectively and successfully.

<u>Reading ages</u> All students in Year 7, 8, 9, 10 are assessed three times a year. Accelerated reader allows staff to closely monitor the impact of strategies as well as share crucial data with staff All data is shared with staff – seating plans amended, support in place. Access arrangements are assessed.	
<u>Strand 3</u> Individual / intensive intervention e.g. Lexonik Leap	All students in Years 7 and 8 use Accelerated Reader. STAR tests give both the reading age and standardised scores. Those identified as struggling are then assessed through the Lexonik programme which allows for diagnostic screening so that interventions can be tailored to individual students. Our Teaching Assistants who run this programme have been trained by Lexonik themselves. The Learning Support team implement targeted interventions. Interventions take place during form time, Library lessons and in Communication Studies.
<u>Strand 2</u> Small group intervention e.g. Peer Mentoring, one to one support.	The SEND team train sixth form students to support Year 7 pupils with their reading. This is primarily aimed at students with low Standardised scores but above 85 and those not making progress through Accelerated Reader. Learning Support and the English Department can recommend students to go onto this programme. The aim is to increase confidence, reading and literacy skills and therefore, reading for pleasure.
<u>Strand 1</u> As seen in Strand 1 Whole class teaching approaches – KKS Accountable Reading Strategies as well as strategies to support struggling readers are implemented effectively and successfully in lessons across school.	

Library Sessions and STAR Reader

As part of their English curriculum, students are introduced to our well stocked library and during every session they are introduced to new reading books by our experienced Librarian who is integral to supporting the literacy of all students.

During these sessions advice and guidance is offered and reading habits discussed with the class teacher and the Librarian.

Using the Accelerated Reader programme, students are encouraged to take quizzes during their Library sessions as well as at home to monitor comprehension and to gauge if independent reading selections are too challenging or challenging enough. Staff can then have meaningful conversations with students in light of their quizzing and borrowing habits.

To support this, we have KS5 Reading Mentors who work with targeted students, listening to, correcting and discussing their reading and understanding. TAs, as well as our librarian, work with students on Phonics using Lexonik Leap.

Additional Literacy

We offer additional lessons with Year 9 students who continue to need interventions through our English and Learning Support Team. Pupils are withdrawn from Spanish and have 5 lessons over a two week period. Although a very small group, we believe this is imperative in ensuring they are GCSE ready. The schemes of work delivered in these lessons, are created in conjunction with the English Department, in order to support the work going on in English lessons. Teachers of both subjects work together closely to discuss students and their needs. In these additional lessons, teachers focus on a variety of skills that support students in acquiring the appropriate tools to access all of the curriculum e.g. comprehension, inference, decoding etc.

Reading for Pleasure

The Librarian is an active and prominent figure in developing students' interest in reading. Organising events such as World Book Day and Spellbinding is imperative to highlighting the role of Reading in school. Our Librarian also uses PM registration sessions to meet with targeted groups of students and Year 10 and 11 form groups. To support the culture of reading, students are encouraged to read during their PM registration time – there are book boxes available that have been specifically put together to reflect a range of reading tastes and abilities. Audio books are being trialled with Year 10 and 11 students and our new EPlatform means that students now have access to an inspiring digital library including some of the best authors and publishers from across the globe. We offer open evenings to parents / students throughout the year to encourage the use of the Library and create a reading culture.

Reading at home

We want all students to want to continue reading at home as well as at school. Our website has quick links to our Library page. 'ACCESSIT' means that parents/carers and students can browse our library and book out books quickly and easily.

We encourage parents to:

- set aside dedicated reading time (as little as 10-15mins per day and as often as 3 times a week has been shown to have a significant impact on a child's confidence and use of vocabulary and their outcomes)
- engage in discussion about books you have read and those that your children are reading
- encourage debate and development of viewpoints and arguments on controversial topics (it is not all reading but speaking and listening that helps children develop their literacy skills)
- reintroduce spelling 'tests' of misspelt words
- listen to the radio
- read the news pages from the BBC / Newsround and invite discussion of topical issues

- find an area of interest such as the sports pages of a newspaper or a review of a film, car or holiday destination and read about it

We want our strategies to increase confidence and motivation to read more and enjoy reading more. Every term we ask students for their views either via a Google questionnaire or through directly meeting with groups of students across the year groups.