

Reading Strategy

LeAF Studio School

September 2020 – 2024

Our Reading Ethos

‘The more that you read, the more things you will know. The more that you learn, the more places you’ll go.’ Dr Seuss

Reading is essential for those who seek to rise above the ordinary. We value reading as an empowering skill for our students to not only achieve more highly across all areas of the curriculum, but also to develop a lifelong love of all types of literature which enriches all aspects of their learning journey throughout life. Our students are encouraged to develop skills of empathy by promoting a wider world view through reading an extensive range of literature and fostering an understanding of different perspectives.

However, the real challenge for us is not providing a generic reading strategy where teachers teach children how to read but teaching children how to read to learn. It is a reorientation away from the notion of reading as being a general ability which students can deploy equally across the curriculum; it involves seeing reading in terms of specific disciplinary practices. Therefore, at LeAF Studio School, we aim for curriculum leaders to have greater ownership over their pedagogy by ensuring that students are trained to access the academic language and conventions of their subject. Strategies grounded in disciplinary literacy aim to meet this need, building on the premise that each subject has its own unique language, ways of knowing, doing, and communicating.

Reading Strategy 2021-24

RAG Status Rating:

White: Not started

Red: Not achieved, past deadline

Amber: In process

Green: Achieved

Priority 1: Reading and Literacy Engagement: Curriculum

Success Criterion:

Objective What	Actions including CPD. How	Time Scale	Responsible Who	Interim Milestones	Outcomes (Honest and realistic)	Monitoring	Resources Costs	Status
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1.1 Reading to be at the heart of the main curriculum plan for KS4 English. The development of reading is prioritised so that students can access the full curriculum offered to them.	1.1.1 To design schemes of work in English so that all students read at least one novel and a selection of short stories each year as well as plays, a range of non-fiction and poetry (Year 11 as class readers as part of 1 lesson a week)	Sept 2020	CAL English	Progress meetings 2 weekly	A broad English curriculum offering a wide range of literature which enriches students in terms of cultural capital.	VP TCL AVP CPE	Cost of texts.	
	1.1.2 To choose novels for each year group that progress in reading difficulty and are differentiated for the ability bands so that students are challenged to read at an age-appropriate level or above.	Sept 2020	CAL English	Planning documents review twice a year Jul and Feb.	LA students are engaged and can access text. HPA boys are engaged and stretched in terms of vocabulary. All students build on their reading skills which inspire them to improve further.	VP TCL AVP CPE VP TCL	Cost of texts.	

	<p>1.1.3 To include within lessons private/shared reading + short engagement activity. Teachers monitor the reading and use a range of strategies to encourage engagement in the books/sources read. They also hear students read aloud. (e.g., LA groups to sign up to First News or sport publication)</p>	<p>Sept 2020 – English only By Sept 2022 - all subjects</p>	<p>CALs</p>	<p>Reading resources to be updated termly or by topic.</p>	<p>Each subject provides reading material to their class to encourage disciplinary literacy. This is differentiated according to ability, so all students develop a love of reading a wide range of literature. The vocabulary learned enhances their writing skills within each subject area.</p>	<p>AVP CPE VP JPH</p>	<p>Cost of texts/materials/photo copying. Teacher time</p>	
	<p>1.1.4 Students read the texts for their English Literature GCSE which all students at LeAF Studio School study and entered</p>	<p>Sept 2020 onwards</p>	<p>CAL English</p>	<p>Yearly review of English provision/Learning Journey</p>	<p>All students access English classics which promote understanding of writer's viewpoints and perspectives according to their socio-historical contexts.</p>	<p>VP TCL</p>	<p>Cost of texts. Time to change MTP and Learning Journeys</p>	

1.2 Encourage a love of reading at home and aim for this to be taught and encouraged at school through the wider school curriculum	1.2.1 1a All staff to model reading aloud in class to encourage fluency. QA strategies to be used to assess comprehension and staff to use emphasis in their tone to highlight key words.	Sept 2020 Embedded by July 2022	All staff	Consistency Checks/Learning Walks/Book Scrutines/Subject Reviews in T and L cycle	Students are actively listening and understanding what is being read to them.	AVP CPE	Cost of providing reading material for PP students to read at home.	
	1.2.1b All departments create a subject specific reading strategy which identifies how students read a text. See Appendix 1 (following CPD)	March 2021 Embedded by July 2022	CALS	Consistency Checks/Learning Walks T and L cycle	Annotations/notes/ comprehension answers are produced according to specific disciplinary literacy requirements. Students can identify and articulate when reading strategies are being implemented through headings and logos in PowerPoint lessons.	AVP CPE	Teacher time planning/ amending lessons.	
	1.2.2 To encourage students to read aloud and with fluency ensuring the whole class	Sept 2021 to be fully embedded	Tutors HoY	Termly tutor consistency checks	Students become more confident at reading aloud and with greater fluency.	VP JPH	Cost of text (this does not have to be	

	follows by using a varied range of engagement activities.	by July 2022					for each student)	
	1.2.3 To timetable cold reading into the tutor programme. Students to read 2 novels each academic year in Years 9 and 10.	Sept 2020 to be fully embedded by July 2023						
	1.2.4 To set individual reading homework weekly for students.	Start March 2021 onwards	All staff	Home learning is reviewed in termly progress meeting.	To broaden students' literary experience highlighting the best examples and create opportunities for discussions around cultural capital with teachers and parents. Reading is shown to be valued and prioritised for students and parents/carers.	CALs AVP CPE VP TCL	Cost of reading material/p hotocopyin g but predomina ntly at students' own cost	
	1.2.5 To embed word of the week to develop student vocabulary. Each subject must use this word during a lesson/lessons as part of key word slide (Tier 2 vocabulary)	Start Sept 2020 to be fully embedded by July 2021	All staff Literacy Co AJE	Weekly production of words. Consistency Checks/Learning Walks/Book Scrutinies/Subject Reviews in T and L cycle	Students can use a wider and more extensive vocabulary in different contexts and disciplinary areas.	AVP CPE	Teacher time planning/a mending PowerPoint slides.	

	1.2.6 To use CGP SpaG student workbooks in tutor time. Students self-assess using answers at the back.	Start Sept 2020 to be fully embedded by July 2021	Year 9 tutors	Termly tutor Consistency Checks	Students can read with more fluency when practising spelling and punctuation as well as writing with more accuracy.	HoY VP JPH	Cost of CGP book per student.	
	1.2.7 To use a sequence of comprehension tasks-non-fiction Year 10 and fiction Year 9.	Start March 2020 to be fully embedded by July 2022	ZKI	Termly tutor Consistency Checks	Students read with more accuracy and have access to a range of fiction and non-fiction literature from different disciplinary subjects.	Literacy CO AJE VP JPH	Cost of photocopying and reading material.	
	1.2.8 To present students with role models for reading through teachers sharing their favourite reads which is displayed in the corridor.	Start Sept 2020 onwards	Literacy Co AJE	Termly book reviews from teachers per department	Students are encouraged to read books recommended by their teachers and appreciate that reading is part of a lifelong journey.	AVP CPE	Teacher time/ Display materials	
	1.2.9 To provide extended writing opportunities in each subject area including examples of model answers and live modelling.	Start Sept 2020 to be fully embedded July 2022	All staff	Consistency Checks/Learning Walks/Book Scrutinies/Subject Reviews in T and L cycle	A department bank of model answers to exam questions. Students are producing high quality work in all disciplinary areas	CALs AVP CPE	Teacher time	

					<p>according to that discipline's literacy requirements. LA/SEN students are well supported through differentiated strategies in order to produce high quality extended pieces of writing. Students can identify when reading strategies are being applied through linked learning headings and logos in PowerPoint lessons.</p>			
	1.2.10 To display key words, vocabulary and contextual information in all subject classrooms.	Start Sept 2020 and updated as required throughout the academic year	All staff	Consistency Checks/Learning Walks	Students are able to access classroom displays in order to access and use command words, topical information, grading criteria and model answers which encourages independent learning.	AVP CPE	Display materials and teacher time.	
	1.2.11 To promote directed reading tasks through the Specialisms in terms of	Start March 2021 gathering resources	Specialism leads and coaches	Termly displays promoting authors	Students are inspired by their role models to read specific literature that relates to their interests and	AVP CPE	Display materials and teacher time	

	autobiographies and biographies.	to be displayed by Sept 2021			specialisms and therefore read more for pleasure and more frequently.			
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Priority 2: Reading Intervention: Phonics and Reading Intervention				Success Criterion:				
Objective What	Actions including CPD. How	Time Scale	Responsible Who	Interim Milestones Half termly	Outcomes (Honest and realistic)	Monitoring	Resource Costs	Status
2.1 Testing all students for gaps in their phonics knowledge and to identify students to fill in the gaps.	2.1.1 Yr. 9 students undertake NGRT & NGST upon admission	Sept 2020	JPH / MHA	Data for analysis from admission and ongoing assessments for in year admissions	Provision map to record students accessing reading intervention programme	JPH	NGRT £5.60 / student NGST £2.50 / student	
	2.1.2 Students with reading age below 8 years will undertake phonics screening check with reading intervention staff.	April 2021	Reading intervention staff					
	2.1.3 Historic reading and spelling data scrutinised to identify older students with reading age below 8 years to undertake phonics screening check with reading intervention staff	April 2021	JPH					
2.2 Testing all students' reading and spelling ages and to provide intervention strategies to close gap.	2.2.1 Yr. 9 students and new in year admissions undertake NGRT and NGST upon admission	Sept 2020	JPH / MHA	Data analysis for cohort identifying vulnerable students for reading and spelling intervention programme. Identified students attend reading and spelling intervention programme	Improvement in reading and spelling ability of students accessing reading and spelling intervention	JPH	Lifeboat read and spell intervention. £184.50	
	2.2.2 Students identified as reading age below 8 years or with a significant gap between reading and spelling age will undertake baseline assessment from	April 2021	Reading intervention staff					

	Lifeboat Read and Spell Scheme							
2.3 Use of English instructor for intervention lessons during tutor time	2.3.1 A small group intervention run through form time for students who need extra support	Sept 2021	Reading intervention staff	Provision map to record students accessing reading intervention programme	Improvement in reading and spelling ability of students accessing reading and spelling intervention	JPH	Lifeboat read and spell intervention. £184.50	
2.4 Reading mentoring by 6 th form literacy mentors	2.4.1 To mentor students referred by JPH who need support in choosing books they will enjoy. Once a week tutor time	Jan 2021	JPH	Provision map to record students accessing reading mentoring	Improvement in reading ability of students accessing reading mentoring	JPH	£150 Age-appropriate reading materials	
2.5 Providing relaxed reading environment in a small intervention room where reading is valued, celebrated and enjoyed.	<p>2.5.1 To make the displays in the reading room inviting, changing them regularly to promote interest in the new books we have in and in the events that are going on.</p> <p>2.5.2 Update the screens regularly to advertise events and new books in.</p> <p>2.2.3 Send updates for the website and newsletter regularly to promote reading activities with parents/carers as well</p>	Sept 2022	Reading intervention staff	Provision map to record students accessing reading intervention programme	Attendance register evidencing positive engagement of identified students with reading and spelling intervention and reading mentoring	JPH	£100 annually	

Priority 3: Reading Intervention: Closing the Gap for Boys				Success Criterion:				
Objective What	Actions including CPD. How	Time Scale	Responsible Who	Interim Milestones Half termly	Outcomes (Honest and realistic)	Monitoring	Resource Costs	Status
3.1 Ensuring that resources and support are in place to help boys become engaged in a positive way. This links with our whole school focus on raising the attainment levels of HPA boys.	3.1.1 To prioritise buying in new books to engage boys, that are the best fit for the needs of the boys at LeAF Studio School	Start Sept 2020 (In English with lit choices e.g. Macbeth not R & J) Tutor reading/ library books purchased by July 2022 then updated	Literacy Co AJE	Yearly monitoring of which books are popular with the reluctant boy readers, SEN, PP and HPA boys so as to use these to build on and widen the literature choices we can offer.	Boys have access to and are reading books of interest (a variety of disciplinary literature) for pleasure and more frequently at both school and home.	VP JPH	Cost of texts to stock library area/reading room.	
	3.1.2 Create reading display areas in boys' Sport classrooms and gym.	Start planning March 2021 onwards to be up by Sept 2021 then ongoing	Literacy Co AJE Head of Sport DEV	Termly displays promoting love of reading and signposting popular reads	Boys have access to information regarding reading in frequently visited communal areas so to promote a lifelong love of reading	AVP CPE	Display materials	
Priority 4: Reading Enrichment: Celebration of Reading								
Objective What	Actions including CPD. How	Time Scale	Responsible Who	Interim Milestones Half termly	Outcomes (Honest and realistic)	Monitoring	Resource Costs	Status
4.1 Ensuring a range of extra-curricular events offer reading and literacy activities.	4.1.1 To organise and run a schoolbook fair. Students to have the opportunity to browse and purchase books in school, with a short	Start planning Sept 2021 to run in following academic	Literacy Co AJE	Yearly	Students have access to and have the opportunity to purchase a range of books, encouraging reading for pleasure.	AVP CPE	Teacher time Refreshments for visitors	

	visit arranged during their English lesson or tutor time.	year then ongoing					Book tokens as rewards for some students	
	4.1.2 To celebrate National Poetry Day by doing performance poetry in Drama/Dance.	From 7 th Oct 2021 then ongoing	Literacy Co AJE	Yearly	Students use disciplinary knowledge to produce high quality work worthy of performance.	PA Specialism Leads BAP/GLA	Teacher time	
	4.1.3 To celebrate National Poetry Day in English by writing poetry for a competition.	From 7 th Oct 2021 then ongoing	CAL English AJE	Yearly	Students use disciplinary knowledge to produce high quality work worthy of competition.	AVP CPE	Teacher time/rewards/stamps to post entries.	
	4.1.4 To celebrate National Poetry day in all subjects by reading a subject specific poem.	From 7 th Oct 2021 then ongoing	Literacy Co AJE All staff	Yearly	Students understand that poetry is not limited to their English studies and is a way of expressing a wide range of ideas.	AVP CPE CALs	Teacher time/photocopying	
	4.1.5 To enter a story writing competition which is celebrated	From academic year 2021	CAL English AJE	Yearly	Students use disciplinary knowledge to produce high quality	AVP CPE	Teacher time/rewards/st	

	through the English department. 4.1.6 To plan an author visit to promote book and writing/careers.	then ongoing Start planning in Sept 2021 year to take place by July 2023	Specialism Leads DEV/BAP/G LA	Yearly	work worthy of competition. Students learn how authors use language to express views and perspectives. Students recognise links between reading strategies learned at school and at home to future careers.	AVP CPE Careers Lead EOL	amps to post entries. Cost of author's time/refr eshment s/teache r time	
4.2 Increased engagement in reading is celebrated widely	4.2.1 Achievement points awarded to students who have engaged positively with the reading and spelling intervention and reading mentoring programme linked to whole school reward scheme.	Start Sept 2021 to be fully embedded July 2022	All staff DEV	Termly	Increased student engagement with reading and spelling programme and reading mentoring	VP JPH	Cost of rewards	