



READING STRATEGY (DRAFT)

NOVEMBER 2023

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**READING SHOULD NOT BE PRESENTED TO CHILDREN
AS A CHORE OR DUTY. IT SHOULD BE OFFERED TO
THEM AS A PRECIOUS GIFT**

KATE DICAMILLO

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RATIONALE

Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading. Conversely, those for whom reading is difficult fall behind, not just in their reading but in all subjects and a vicious circle develops.

Reading successfully in any subject depends upon pupils' ability to read accurately and fluently, so that they can direct their attention to the knowledge they will learn from the text rather than to decoding it.

Reading Framework (Gov.uk)



Pupils join Saint Benedict School with a vast range of prior experience of reading. Our role is to develop reading for all our pupils, and particularly those who need our help the most. Reading well leads to academic success, personal enjoyment, cultural capital, and the impact is life-long.

Reading well also has a social and economic benefit and it is our mission to ensure our pupils have the best possible opportunities in life.

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READING IN THE CURRICULUM

Reading in the classroom is a key aspect of the Reading Strategy. Pupils have high quality, subject specific text read to them on a regular basis. The aim is to broaden their subject-specific language, while exposing them to aspects of the subject which is often beyond the prescribed curriculum.

Texts are chosen carefully to ensure the content is age-appropriate but the language used will be beyond that used by the pupils being read to. This helps young people to develop a richer vocabulary as well as experience the cultural capital of reading new texts.

Reading in the curriculum is a key part of our provision and is linked to departmental Action Plans. Reading CPD is provided for all staff involved in reading aloud to our pupils.

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READING IN FORM TIME

Reading at pace in form time is a key aspects our strategy. Sussex University carried out a study of the impact of reading aloud at pace on pupil progress. The results from the study show pupils who are read to by an adult, at a fasting that normal pace, from text that is beyond their chronological age significantly improves their reading skills, comprehension, inference and vocabulary. Most interestingly, the study shows that pupils with the lowest reading ages make the greatest progress.

Reading currently happens during one form time per week. CPD has been provided for staff who read aloud by teachers from a range of subjects. Texts are provided that are age-appropriate but beyond the

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READING INTERVENTION

A key aspect of our Reading Strategy is to ensure all pupils reach their chronological reading age as quickly as possible when they join us. Pupils do a set of assessments within the first two weeks of starting in September in Year 7. These results inform a range of strategies.

Literacy intervention is run by an excellent team who work relentlessly to improve reading and literacy for those pupils who are below their chronological age. Pupils attend intervention regularly and are assessed to ensure the strategies used are effective. Pupils graduate from intervention at two points in the year and receive a reading book of their choice as a reward for their success.

The reading strategies used are outlined on the next page.

The baseline results are used by teachers to inform the support their pupils need, as well as identifying the pupils who would benefit from our Reading Buddies program.

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READING INTERVENTION

Lexia - Power Up

Online Literacy support- it is an adaptive learning program that supports students' English language acquisition. The program integrates speaking, listening and grammar. It is an individualised program tailored to their individual strengths and weaknesses. It identifies skill gaps in their learning. The first time the student logs on to Lexia they do a mini assessment on all areas, this generates an independent learning approach for each user.

Key Features:

Word Study- Builds on phonic awareness, phonic decoding, structural analysis, spelling fluency.

Grammar – Parts of speech, Parts of sentences, capitalisation, punctuation text structure.

Comprehension – Text elements, Higher order thinking, Vocabulary, Analysis and evaluation of two sources.

It is presented in a mature secondary age format. Designed for adolescent learners, using relevant age-appropriate texts. Game-based rewards, social media style polling and movie trailer style videos.

Read Write Inc. Fresh Start developed by Ruth Miskin

Is an inclusive literacy programme where you learn the 44 common sounds this enables learners to sound blend words. Alongside this there are 33 reading modules where they can sound blend words to gain early success in reading. The more sound blends learnt the greater range of texts they can read. The module booklets have graded stories and non-fiction texts, in each text there are:

'Find it' 'Prove it' questions for discussion work.

Comprehension questions.

Writing activities, building upon links to reading & writing, spelling & grammar.

Learners build up step by step writing skills from simple sentences to guided compositions.

Dockside by Rising Stars is a progressive reading scheme.

Dockside is a structured synthetic phonic reading scheme for reluctant readers 10 years and above. The storylines, use of technology, language and highly visual approach builds confidence so learners can learn to read and enjoy reading. Characters, stories and settings have been created for older learners using photo-real graphic novel style artwork and storylines that include humour and references to everyday life. This all builds on their functional literacy skills.

It offers:

Small steps of progression from book to book and stage to stage.

Cumulative progression, knowledge and skills in one book will be practiced and embedded in subsequent books.

A synthetic phonic approach to learning is a sequence of teaching letters in sounds to blend and segment words for effective reading and spelling.

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READING INTERVENTION

Rapid Plus progressive reading scheme stage 5-9

Each book has a before reading page that introduces them to characters, topic in the text, new vocabulary plus an introduction to the setting the scene. After the story there is a quiz page that tests on Literal comprehension, Inferential comprehension, questions that require a personal response plus vocabulary questions e.g., find a word that means 'awful'.

Folens on the Edge –progressive reading scheme

Assists in developing reading and writing skills. For each story there are worksheets building up skills for:

Reading for information.

Reading between the lines- interpretation and inference.

Writing responses.

Character sheets designed for note taking for preparation for extended written work.

Rising Stars Interact Plays

Written to motivate reluctant readers to work as part of a group.

Advantages of the plays:

The fun of acting and joining in as a group.

No one has too much to read in one go.

Building speaking and listening skills.

The plays focus on issues that appeal to readers with an interest level of 10 –13 plus years.

Superscript Plays

Designed to motivate struggling readers aged 9-14 years

Plays are action packed and designed to link with 9-14 years interests. Genres cover Fantasy, Humour Sport and Sci-fi.

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READING BUDDIES

Developing a love of reading is vital to ensuring our pupils continue to read throughout their lives. For pupils whose assessment scores are above the level needed for intervention but below our optimum level, we run a Reading Buddies scheme to develop reading skills, comprehension and inference. This scheme is overseen by our Literacy Intervention Lead and supported by students in Year 11 and Sixth Form as part of their Enrichment Program.

Pupils in Year 7 and Year 8 will attend the library one morning per week during tutor time and read a book of their choice with their buddy. Checks are made that books are age-appropriate but the language is above their chronological age.

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LESSONS IN THE LIBRARY

Developing a love of reading is vital to ensure our pupils continue to read throughout their lives. All pupils in Year 7 and Year 8 have a lesson per fortnight in the library. These lessons are initially provided by our English team but during the year are rotating through other subjects. This strategy ensures pupils understand the breadth and relevance of reading in all their subjects.

Lessons in the library are structured to provide the following:

Reading aloud by the teacher for 20 minutes

Understanding how a library is laid out and the types of book available

Research tasks from reference books

Free-reading of choice

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THE LIBRARY

Developing a love of reading is vital to ensuring our pupils continue to read throughout their lives.

This work is ongoing as we refurbish our library space and replenish our books.

In the longer term we aim to offer a range of Beyond the Classroom clubs, run by a librarian.

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