



READING STRATEGY OVERVIEW

Developing Readers	Reading for Pleasure	English Curriculum	Wider Curriculum
<ul style="list-style-type: none">• Years 7 & 8: Rapid Reading Plus Programme offered through Learning Support• Years 7 & 8: Reading Intervention with 6th Formers offered through the Literacy Lead• Year 9, 10 & 11: Small-group reading intervention for EHCP/ Pathway students• Lower than expected reading ages identified and flagged with all staff to support adaptive teaching techniques in the classroom	<p>Whole-School</p> <ul style="list-style-type: none">• Years 7-10 period 5 reading (From Jan 2025)• Celebration of World Book Day and related competitions/ reading recommendations <p>Clubs</p> <ul style="list-style-type: none">• Carnegie Medal Initiative (Voluntary and PP students invited)• Bookies Book Club run through the Library <p>Tutor</p> <ul style="list-style-type: none">• Book Review Initiative (Year 7 & 8)• Drop Everything and Read (Years 7-9)• Storytime with Literacy Lead (Years 7-11)	<p>Library lessons</p> <ul style="list-style-type: none">• Independent reading• Whole class reader (guided reading)• Reading activities <p>English Curriculum</p> <ul style="list-style-type: none">• Novels, poetry and non-fiction texts that enable students to gain knowledge about different perspectives/ ideas about society and the world.• Key skills for reading are revisited throughout the year and across the key stages.• Vocabulary is deliberately taught (Tier 2 & 3)• Unit summaries present key subject vocabulary and concepts	<p>Guided Academic Reading</p> <ul style="list-style-type: none">• Strategies shared with teaching staff regarding best practice when approaching reading in lessons• Teachers use strategies to ensure accessibility of texts from varied reading ages <p>Vocabulary Instruction</p> <ul style="list-style-type: none">• Deliberate vocabulary instruction (Tier 2 & 3)• Morphology – instruction in prefixes, suffixes and root words <p>Trained Literacy Lead Through the National Professional Qualification for Leading Literacy</p> <p>Staff CPD and INSET Days</p> <ul style="list-style-type: none">• Whole-school INSET on reading strategies and reading for pleasure• CPD on vocabulary, reading, and disciplinary reading <p>Reading Ages available to all staff</p> <ul style="list-style-type: none">• Teachers use strategies to ensure accessibility of texts e.g. line numbers and comprehension questions
Next Steps for our Reading Journey			
<ul style="list-style-type: none">• Phonics intervention for students for whom it is deemed necessary.	<ul style="list-style-type: none">• To consider introducing P5 reading with Y11 and 6th Form students, with the necessary adaptations• Sixth Form recommended reads area and book borrowing• Improve visibility of reading and the promotion of local authors e.g. books to browse in reception area	<ul style="list-style-type: none">• Introduce opportunities for choral reading and echo reading for fluency before introducing this as a strategy to the whole-school.	<ul style="list-style-type: none">• Choral reading for fluency to run throughout the school as a teaching strategy• Consolidate and monitor use of guided academic reading strategies