SCHA READING STRATEGY

Overview

All students at the Academy will have an enriched experience of reading across the curriculum. Reading material is carefully planned into schemes of learning to ensure all students can access the resources through a range of activities which develop comprehension and vocabulary. The academy will ensure that all students, regardless of background, ability, and needs will make sufficient progress through prioritising reading intervention from the beginning of Year 7. As well as developing the reading skills necessary to succeed academically, students will be immersed in opportunities to read for pleasure.

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Reading for Pleasure

Programme	Aims	Implementation	Outcome
Form Time Guided Reading Year 7-10	Students engage in a shared reading experience within a PSHE environment to improve fluency of reading, comprehension, build character, embrace diversity, support wellbeing and close the vocabulary gap amongst groups of students.	Students in Y7-10 will read a book during form time on a termly rotation. Pre and post reading activities will focus on questions relating to reading domains and tier two vocabulary. A set number of pages will be required to be read over a two week period to ensure students experience the fulfilment of reading a book in its entirety.	Informed discussion of books read. Review published on the school's Library page. Accelerated Reader quiz passed Entries for whole school reading competitions.
Class Reader: English	Students engage in a shared reading experience which relates to key parts of the main English curriculum through thematic links.	Students will read a book for the first two weeks of each English unit. At the beginning of each lesson, students will complete knowledge retrieval questions and a relevant DART activity to support the learning intention of the lesson.	
Hatton Canon/ HBacc	Students read age-related texts during an academic year which relate to character and diversity from a carefully chosen list of books.	To progress towards their HBacc awards, students will need to read the following: Bronze- 3 books Silver – 5 books Gold – 10 books	Accelerated Reader Quiz passed. Review published on the school's Library page. HBacc certificate.

Millionaire Reward Club	Students read a book of their choice in their own time and during DEAR across the school. Books are updated twice per term.	Students complete one-two Accelerated reader quizzes each term. Students' word count earns them access to the Millionaire Rewards club	A score above 80% on an Accelerated Reader quiz. Increase in STAR test NRSS Increase in reading comprehension section of GL assessment. Communication with parents when students enter the Millionaire club.

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Where students are not making expected progress, they will follow one of the intervention pathways below:

Significantly below expected level (<80 NRSS)

Pathway/ intention	How are students selected?	What intervention will students receive?	How will intervention be monitored?	Assessment	Outcome
Urgent intervention to develop early reading skills: 1. **Phonic proficiency** – decoding and blending phonemes to read words 2. **Word proficiency** – reading and understanding common vocabulary accurately including common exception words, and vocabulary relevant to learning in other curriculum subjects / areas 3. **Grammar proficiency** – recognising and using grammar to support fluent reading and comprehension 4. **Comprehension proficiency** – demonstrating oral comprehension of texts that have been read to them 5. **Enjoyment of reading** – Listening to and engaging with a wide range of text.	GL assessment data and SATs scores are cross referenced. Students scoring below 80 NRSS will complete the Salford Reading test to determine suitability/ level for taking part in intervention.	Students are enrolled on the Switched On programme. They will receive 1:1 tuition for 30 minutes each day. Students read a book aloud suitable for their assessed level based on the Salford Reading Tests.	After each session, the teacher or teaching assistant updates Teams with the following information: • Title of the book read • A phonics target for the next session • RAG assessment of reading domains: Making connections Predicting Questioning Monitoring Visualising Summarising	Students complete the Salford Reading Test at the start of the programme to determine the book level to be read during the 10 week course. The test is taken again at the end of 10 weeks. In addition, students will also take a GL test to determine progress in line with the whole cohort.	Identify barriers to reading so that individual needs can be accommodated in class (notes to be added to class profiles). Promote confidence in reading aloud. Increase Salford Reading test score. STAR test above 80 NRSS. Increased GL score

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Below expected level (<95 NRSS)

Pathway/ Intention	How are students selected?	What intervention will students receive?	How will intervention be monitored?	Assessment	Outcome
Intervention to develop reading skills: 1. **Enjoyment of reading** – choosing to engage with a text 2. **Fluency, meaning and punctuation** – identifying the structure of the text based on the punctuation used, and identifying the meaning of new and unfamiliar vocabulary. 3. **Retrieval** – finding specific information from a text in response to a specific question 4. **Making inferences** – using the clues from the text to make an informed judgement on the information given 5. **Language in Context** – beginning to use the language employed by the author, including their known vocabulary, to support	Students with a SATs score of 90 or below are cross referenced against students highlighted as below expectation for reading comprehension and English skills (GL Data)	Students will be enrolled in small group intervention (10 or less students per group). **Year 7** Students are issued with a reading journal to use in the sessions and to take home each week. Students will read one of the following books per term: • *Little Badman and the Invasion of the killer aunties* • *Private Peaceful* • *The Bone Sparrow* During the sessions, students will discuss the content of the book and record a summary. In addition, students will complete activities which focus on the following reading domains: Predict, visualise, connect, question, infer, evaluate. **Year 8** Students will focus on a range of non-fiction and fiction extracts from a booklet to support reading comprehension. Activities will be modelled and discussed before students attempt to complete reading activities independently. At the beginning of each term, parents will be invited into the Library to discuss the reading needs of their child, how we will support their child, and strategies they can use at home to support reading.	**FMW checkpoints** (assessment will be against the reading domains): Year 7 Character profile Diary entry Year 8 Non-fiction inference questions Fiction inference questions.	Termly STAR tests GL assessments	Students will be able to apply reading strategies to subjects across the curriculum. Students will progress to an NRSS score of 100

them to understand the context of text 6. **Author's choice of language** – beginning to recognise an author's intent based on the use of language and grammar 7. **Responding to text** – beginning to look at patterns within different genres, used by authors across texts, and by different authors to support them in expressing an opinion about the effectiveness of the text or likeability of the text					

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The classroom reading experience of all students including those at the expected level or above:

Expected (95-110)

Pathway	What interventions will students receive to support reading?	Assessment	Outcome
N/A	All Schemes of Learning across the academy include carefully selected reading material which includes the following: • Explicit instruction of tier three vocabulary. • Purposeful DART activities appropriate for reading age. All abilities, including the bottom 20%, will be differentiated for through DART activities and questioning.	Lesson drop ins Book reviews STAR and GL data.	Students will access ambitious reading material as part of their learning experience across the academy.

Above expectations (>110)

Pathway	What interventions will students receive to support reading?	Assessment	Outcome
N/A	Students will be placed in a higher ability set for English and Humanities subjects. Reading material provided in lessons will reflect students reading age to build on comprehension and vocabulary at a higher level.	STAR and GL data.	Students will sustain a high reading age and GL score throughout KS3.

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