

Reading Action Plan 2022-3

Key findings of research	Action required	Success Criteria	Timescale
Phonics help students to decode unfamiliar words and practice leads to automaticity which is important to reduce cognitive load in working memory. Accuracy and automaticity lead to comprehension.	All staff to have access to phonics training.	Phonics training sessions run by phonics expert offered to all staff on at least two occasions Phonics activities built into Sept 22 PD days for all departments. Lexonik vocabulary training for all departments during Jan 23 PD day.	Actioned Summer term 21/22 & Autumn term 22/23
	Phonics practice for lower ability readers through Lexonik and Lexonik Leap interventions.	100% of all students accessing Lexonik interventions to have provision mapping plan in place	Spring term 23
Assessment of reading should determine if a student has difficulty with accuracy, automaticity, or language comprehension.	Lexonik intervention monitoring to be more detailed and include separate sections for accuracy (phonics), automaticity (fluency – words per min reading), and comprehension (questioning about what is being read).	All Lexonik trained staff to receive provision-mapping intervention and recording training Information regarding reading age, phonics stage, words per min reading and reading comprehension to be recorded. Training for staff member to complete CPT3A training to be able to conduct Weschler assessments	22/23 academic year
	Once assessed, students to receive targeted intervention to reflect the weaknesses identified.	Lexonik sessions and 1:1 reading opportunities to be focused on the individual needs of readers	In place
	Homework packs to be developed so parents can help support reading at home.	Successful development and distribution of homework packs	Spring term 23
	New starters to be assessed on their reading upon entry to the college throughout the year.	All new starters to be assessed on their reading within 4 weeks of starting at the college	Throughout year

<p>Students who are behind with reading need:</p> <ul style="list-style-type: none"> ○ A systematic, synthetic phonics programme ○ Texts matched to students' phonic knowledge ○ Trained experts to deliver the programme ○ Decisions about how and when this will be delivered 	<p>Assessment of reading in year 7 to establish lower ability readers.</p>	<p>All year 7 students to be assessed using 'New Group Reading Test' (NGRT) within the first half of the Autumn term</p> <p>Generate a list of students achieving a reading score of 84 or below to receive Lexonik or Lexonik intervention through SEND and share individual reports with the English Dept</p> <p>English Dept to review scores 85+ and create a list of students that will receive Lexonik intervention through English Dept and share with the SEND Dept</p> <p>Reading ages shared with all teaching staff</p>	<p>Actioned Autumn first half term 22/23</p>
	<p>Lower ability readers to have access to Lexonik Leap or Lexonik intervention.</p> <p>Following intervention additional support in place for continued reading practice through: 'reading buddies' or 'remarkable readers' and registration workshops.</p>	<p>100% of students to show progress in gap to reading age following intervention by the end of KS3</p> <p>Less than 10% of all students to have a below average reading age by the end of year 7</p> <p>Less than 5% of all students to have a below average reading age by the end of year 8</p> <p>As many students as possible to achieve age-expected reading age following intervention by the end of KS3. Those who do not, have the following strategies in place to support:</p> <ul style="list-style-type: none"> • Access to repeated Lexonik or Lexonik Leap intervention programmes • 1:1 targeted reading opportunities through 'reading buddies' and 'remarkable readers' • Registration workshops • Application for exams access arrangements (if appropriate) 	<p>In place</p>

		<ul style="list-style-type: none"> Reading provision mapping throughout KS3 and KS4 	
Leaders should have the expertise to deliver additional support and check its effectiveness.	A suitable nominated staff member to enrol on the NPQLL qualification.	Successful completion of the NPQLL qualification	Enrolment during academic year 2022/3
<p>Teachers should prioritise and explicitly teach tier 2 and tier 3 vocabulary, which students are unlikely to encounter in everyday speech to include orthography.</p> <p>By anchoring literacy clearly in subjects, students develop relevant 'disciplinary habits of mind'.</p> <p>A literacy strategy that ONLY encompasses whole-school approaches is likely to be less impactful than one that includes subject-specific literacy.</p>	<p>Etymology and morphology of key subject vocabulary to be displayed visually in subject areas.</p> <p>Key subject vocabulary to be included in graphic organisers/student planners.</p> <p>Key subject vocabulary to be built into curriculum maps.</p>	<p>QA through literacy-specific learning walks by Curriculum Managers and reviewed by SLT</p> <p>QA through Curriculum Manager learning walks and reviewed by SLT</p> <p>Curriculum maps in place and displayed on the website for parents and students</p>	<p>Throughout academic year</p> <p>In place</p>
Students should be provided with the opportunity to read complex academic texts.	Subject-specific strategies and whole school reading approach to be published on the school website.	Successful update of reading approach, strategies and action plan to the website.	Actioned Summer term 22/23
	A-level related journals and texts to be provided to Sixth Form students in the Sixth Form Centre.	Curriculum Managers to provide a list of subject-specific appropriate texts to be available to Sixth Form students	Spring term 23

Reading for pleasure plays a crucial role in the development of vocabulary and reading comprehension.	Students to have multiple opportunities to read for pleasure through library lessons	Successful running and monitoring of the following: <ul style="list-style-type: none"> • 'Bookbuzz' • 'The book Trust' • Book club • Shadow Carnegie • Book fayres • World book day • Curriculum book posters • Reading lists on the school website • 'Fantastic Fiction' 	In place
	Students to read <i>age-appropriate</i> books weekly during tutor time.	Tutors to regularly review books read by students during form time. QA by tutor drop-ins by Year Leaders	In place
	Reading to be encouraged through the hidden curriculum	<ul style="list-style-type: none"> • Reading to be included as part of assembly planning. • Teachers to be encouraged to display door posters 'I am reading...' • Weekly literacy focus during tutor time • Silent reading during tutor time • Curriculum Managers to seek visiting authors/poetry days etc. 	In place
	School newsletter.	Publication of a school newsletter created with help of students at least once per term	In place
	Sixth Form students to go into primary schools to buddy with younger students and read.	Successful organisation of Sixth Form visits to primary schools within the trust	2022/23 academic year
Teachers should combine writing instruction with reading in every subject.	Combined reading and writing strategies to be included in curriculum planning.	Built into SOWs and curriculum maps	In place