

SHSCC Whole School Reading Strategy 2022/3

Research shows that 1 in 4 students begin secondary school with lower-than-expected reading ability. With fundamental reading gaps still visible, we are seeing a deficit in academic success due to students being unable to engage with their learning in an effective manner. It is our ambition as Sir Harry Smith to close the reading gap at every possible moment during a student's journey through their education with us.

According to Alex Quigley, author of 'closing the reading gap', small daily acts of reading really matter. We aim to create a culture at Sir Harry Smith which is centred around learning to read, reading to learn, reading for pleasure, reading for purpose, reading for discussion and embedding an overall engagement in reading so that students can go beyond the page and grasp all of life's opportunities.

To achieve this, we take the following approach:

- Use CPD to ensure we are experts in how to teach students to learn to read including phonics training, and develop to read to learn
- Develop and teach a 'reading-rich' curriculum in every classroom
- Teach with a focus on reading access, reading practice, and enhancing reading ability
- Teach, model and scaffold students' reading
- Provide opportunities to nurture motivation to read for pleasure and to read for purpose within school and outside of school

Strategies to support reading catch up

	Provision
Initial assessment of reading	New Group Reading Test (NGRT): All year 7 students and new entrants undertake the NGRT to assess reading age
	Cognitive Ability Test (CAT): All year 7 students and new entrants undertake the CAT to assess cognitive ability.
	Overlay testing: Students identified from primary school or current teachers as having reading difficulties are tested for reading overlays.
Lower ability readers	Lexonik Leap & Lexonik programmes: Students identified as having a reading score of 84 or lower take part in a 6-week programme of training. Their reading is then assessed and if improved to a satisfactory level they exit the course. If necessary, they can repeat the intervention in year 8. The intervention is available for all KS3 lowest ability readers.
	Reading buddies: Small groups of students read age-appropriate books aloud with TAs or Sixth Form volunteers.
	Exams access arrangements: Students assessed as continuing to have a low reading age by year 9 have exams access arrangements applied for.
	Year 7 & 8 Remarkable Readers: 1:1 reading of age-appropriate books during library lessons. Fluency, and comprehension are checked. Progress across book difficulty is monitored.
	Registration workshops: Students, identified by both teachers and by the English Department tracking system, attend the library once a week to work in small groups. One strand of this intervention is language analysis skills (reading), where students read, understand and discuss both fiction and non-fiction texts. They RAG rate reading skills at KS3; progress at KS4 is measured by assessments in lessons.
	GCSE additional support: Students identified by teachers as requiring additional support are withdrawn from Core PE once a fortnight to focus on exam skills to include reading.

Strategies to support whole school reading

	Provision
Key Stage 3	Year 7 & 8 student library lessons: These include reading challenge projects workbooks at different levels, learning how to use the library space, and reading aloud as a class, by teacher or individual students. Students also read for pleasure. Workbooks are marked and students receive certificates for each level.
	Year 7 Bookbuzz: Each student receives a free book which is used as part of library lessons with associated resources and silent reading during form time.
Key Stage 4	After school intervention: Students in year 9 & 10 identified by the English Department tracking system as being under target attend after school intervention sessions once a week to include reading.
	Registration workshops: Students identified by the English Department tracking system as being under target, attend the library once a week to work in small groups. This can be catch-up or support to achieve their target grade.
Key stage 5	Sixth form area of library: Students have access to their own area of the library which has been stocked with supporting books for A-level curriculum as well as wider reading around subjects offered as KS5. They may also use the library as a quiet working area.
	Subject reading lists: These are provided by Curriculum Managers within each subject.
Whole school	A fully resourced library: This is available to all staff and students with age-appropriate books to read that are tied to the curriculum or for pleasure. This includes dyslexia-friendly texts and books designed specifically for low reading ages but with age-appropriate themes.
	Book club: Students can attend the library during tutor time to read within the club.
	Shadow Carnegie: Students are able to shadow the judges for the Carnegie medal. They read 8 key books, vote on a winner, and watch the awards ceremony. The library also supports 'Baby Carnegie' with local primary schools.
	Silent or group reading time: Students read individually or as a class once a week during form time in KS3 & 4.
	Literacy focus: During form time once a fortnight a literacy focus is provided.
	Book day: Teachers come to library lessons to talk about their favourite books with students.
	Curriculum book posters: These are posters with subject-relevant reading suggestions for each department to display.
	Reading list on website: A list of ideas for reading is available on the SHSCC website.
Fantastic Fiction: A link to 'Fantastic Fiction' is available on the SHSCC website, which provides recommendations for reading books based on favourite books/authors/genres.	