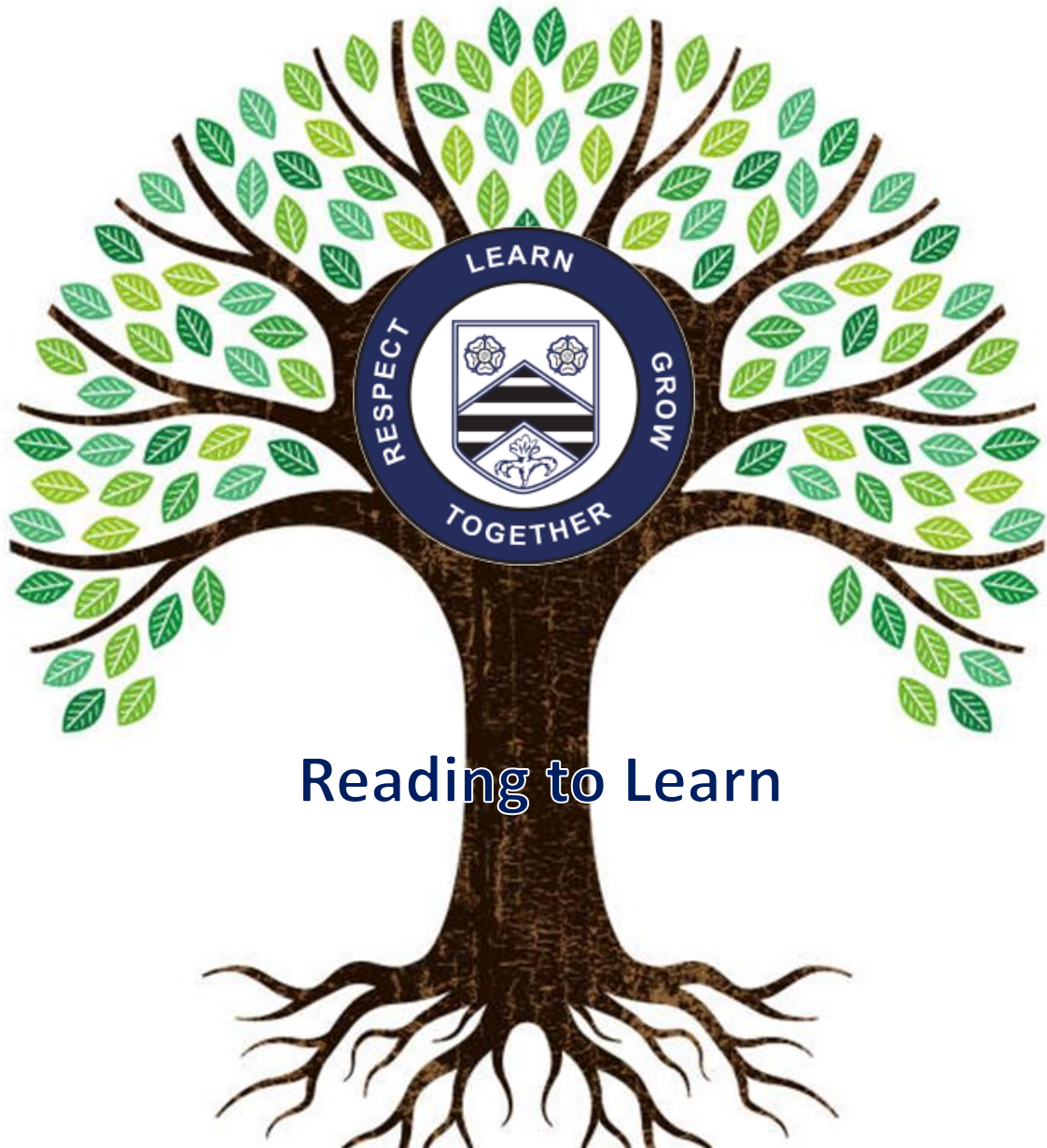


Longridge High School Reading Strategy 2023-24

Reading for Life



Reading to Learn

Learning to Read



Longridge High School

Excellence and ambition from all, for all

Reading Strategy 2023-24

Intent

The ability to read is a fundamental life skill. It is essential to us all if we are to participate fully in society and the workplace. It empowers us to have 'a seat at the table', creates a sense of inclusivity, equality, and importance of ourselves and others, and gives us a 'voice' in society.

At Longridge High School, our intent is to ensure that all pupils can read with understanding, fluently, independently and for pleasure; whatever their starting points. This will allow all pupils to access the full curriculum and make informed lifelong choices throughout and after their education journey.

It is our intent that all pupils will foster a lifelong love of reading through a range of texts both in and out of the classroom and that they feel confident, empowered, and inspired by their reading journey.

'To read is to fly: it is to soar to a point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries.'

For reading to take the centre space in school, all staff will be aware of the individual and group reading needs of their pupils as well as regular and appropriate CPD training to employ effective strategies and adaptations to be used in their own curriculum area. These adaptations will follow the whole school approach and intent of the reading strategy.

Implementation of the Reading Strategy

How we measure reading ability

We collate baseline data from KS2 SATs, CATs, and GL Reading Assessments. This gives us the rich information we need to make informed decisions on the reading needs of all our pupils and provide personalised and effective interventions where and when appropriate.

All KS3 pupils are tested using the Pearson GL Reading Assessment every term. This allows us to track progress, impact, and adaptation of interventions. Identified Year 10 pupils are tested twice per year. We use the SAS as our benchmark of reading ability. This considers the chronological age of the pupils and a reading confidence range.

Further testing diagnoses specific reading needs such as phonics, decoding, word recognition, fluency, dyslexia screening, reading comprehension. Additional tests are used to determine what level of reading intervention is needed.

What we do with this reading information

1. For pupils with below expected reading levels, implementation of targeted support and reading interventions both in and out of the classroom environment.
2. For pupils who are PP, SEND or CLA, a clear and appropriate level of intervention is implemented to provide equity of opportunity and ambition through the reading strategy.
3. Ensure that all staff understand the main concepts of reading ability in terms of phonics, fluency and comprehension and the important role they play in supporting and improving the reading ability of all pupils.
4. Ensure that all staff can identify and teach the different types of reading skills that pupils may need and how to support less able readers in their own classes.
5. Ensure that all staff understand the reading assessment process and the wealth of information it provides and to use this information to support their own adaptations and interventions in the classroom with identified pupils.
6. Provide relevant and supportive CPD for all staff on how to implement appropriate and effective strategies for readers of all abilities within their curriculum areas and with identified pupils/groups as part of the 'Reading to Learn' and 'Reading for Life' levels.

7. Provide training and CPD for support staff on implementing a variety of reading interventions for identified pupils and groups as part of the 'Learning to Read' level.
8. Provide training and CPD for non-specialist teachers of reading to implement strategies such as form time reading with consistency and effectiveness.
9. Regularly update the reading scores to SIMS Baseline Data and SEND Pupil Passports with appropriate recommended strategies. Share these updates with the whole school to quality assure and measure the impact of the reading strategy.

There are three levels of implementation of our reading strategy.

1. **Learning to Read**
2. **Reading to Learn**
3. **Reading for Life**

Each of these levels is vital in ensuring that all pupils have the reading capability and capacity for their future learning journey and ambitions.

1. Learning to Read

Where pupils are identified as needing specific reading interventions based on the GL assessment/KS2 SAS and teacher recommendation, a series of robust and personalised programmes will be implemented to ensure that they reach a reading level that allows them to access the curriculum and reading independently and confidently. These interventions will include phonics, comprehension, fluency and EAL.

Once a reading intervention need is identified, it is categorized into the following tiers to provide the most appropriate level of intervention.

Reading Intervention Stages (based on GL Assessments and KS2 Reading SAS)

Tier	Pupil Group	Provision	Staff	Time
1 Intense	>79 SAS	1:1/1:2	TA3/HLTA	4x 20 mins/2x 30 minutes
2 High	80-88 SAS	Groups	TA3/HLTA	2x weekly 30 minutes
3 Medium	89-94 SAS	Reading Partners 1:1/small groups	Older pupils/Support staff	2x weekly
4 On Watch	94-99 SAS	Support and intervention in class.	English staff	Lesson time

2. Reading to Learn

This level will be embedded across the school and will allow teachers to build on the reading fluency and comprehension of their pupils within each curriculum area. Pupils will be given opportunities to develop, embed and deepen vital skills such as reading for meaning and inference, decoding, predicting, and summarizing, scanning, and skimming of information, recognising, learning, and using new vocabulary (Tier 2 and 3). There are also opportunities for pupils to read intensively for recap and revision, as well as reading extensively, reflectively, and critically within a curriculum area.

Curriculum leaders and teams will identify what reading looks like in their area and review how reading is 'taught' in their curriculum. They will look at how reading is resourced and how staff adapt the curriculum to consider the reading abilities of their pupils. Staff will also follow the guidance on SEND Pupil Passports for strategies and approaches to support struggling readers.

3. Reading for Life

This level enriches the reading of pupils and exposes them to the 'best that has been thought and said' by exposing them to seminal and influential texts both in the curriculum areas and across the school. This will raise their confidence and expectations of reading, create a positive and ambitious reading culture in the school and allow them to read extensively across a range of texts chosen from the Literary Canon and beyond. They will 'read like a' in each curriculum area and read articles, journals and essays that will extend and deepen their understanding of the core curriculum taught. It will give them the powerful knowledge required to equip them for life after Longridge and provide a range of cultural capital opportunities for all pupils.

As part of our intent, all pupils will read full texts of literature that has been identified as influential and inspirational as part of the 'Books to Read Before You Leave Longridge' strategy. For example, all Year 10 pupils will read 'To Kill a Mockingbird' by Harper Lee as part of their English curriculum and all Year 8 will read 'Refugee Boy' by Benjamin Zachariah during their form time during the summer term. Tutors receive a study booklet and training on how to read aloud effectively.

Pupils in Years 7 and 9 have a twice weekly independent reading session during afternoon tutor time to encourage and promote wider reading. They are encouraged to choose books from the library or appropriate books from home.

These texts have been chosen to provide all pupils with diverse texts that reflect the multicultural nature of the world in which we live. This is in reference to Dr. Bishop's phrase, 'Windows, Mirrors and Sliding Glass Doors' in which pupils can see themselves in books, as well as learn about the lives of others in the books they read. These texts have been carefully chosen to reflect on their own experiences and learn about the experiences of others in society.

This part of the strategy will also embrace wider reading opportunities for all pupils and engaging parents and carers in the reading journey. These will include a variety of extra-curricular and house competition activities designed to encourage independent and wider reading across all years.

Impact of the Reading Strategy

The impact of the Reading Strategy will be measured by a range of information including:

- Termly GL reading assessment scores tracking pupil progress. These scores will be used to measure the impact of the strategies as well as inform staff of intervention requirements of individual pupils.
- Half termly IDL reports on 'Intense' cohort and effectiveness of the program in improving the phonics and reading fluency of the pupils.
- Teacher reports on the effectiveness of small group reading sessions including attendance and interaction/improvement of fluency and confidence in sessions.
- QA of the consistent implementation of the tutor reading sessions and the Year 8 shared reading book 'Refugee Boy'.
- Feedback from staff CPD and implementation of appropriate reading strategies in all lessons evidenced by Quality of Education QA processes.
- Information on pupil involvement in extra-curricular enrichment activities and number of library books loaned.