



Effective approaches to reading and literacy

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Overview: reading

“Reading is the one ability, that once set in motion, has the ability to feed itself, grow exponentially and provide a basis from which possibilities are limitless.”

Michael Morpurgo

Woldgate School takes a holistic approach to reading. The overall aim is to ensure that every pupil / student in our care becomes a **mature independent reader**, with a lifelong passion for reading and writing.

In order to achieve this aim, the school uses the CLPE reading scale (appendix A) to ensure staff in all key stages and subject areas are familiar with the reading behaviours of the students they teach.

While the CLPE reading scale shares many features with the NC at KS1, KS2 and KS3 - building from a focus on phonics, to comprehension and fluency, to analysis and evaluation - it is not an exact match. The purpose of the reading scale is not to emulate the NC requirements, but to ensure that understanding reading behaviours - and creating an outstanding reading school - is at the heart of every school's agenda. The reading scale offers specific age-related reading behaviours, plus strategies for helping readers at every stage to progress. The information contained within the scale allows staff at each year to ensure their classroom practice incorporates outstanding pedagogical approaches.

The document outlines a range of strategies that can be used to bring about whole-school change. At Key Stage 3, the strategies are linked to the Accelerated Reader programme.

The underlying principle is to foster a love of learning, and embed a culture of reading for pleasure, to mitigate the need for wide-ranging, targeted intervention. Where intervention is required, this should be focussed, short-term and measurable.

Figure 1.1

Tier one: creating an outstanding whole-school reading environment
<ol style="list-style-type: none">1. Developing a reading environment<ol style="list-style-type: none">a. Successful set-up of Accelerated Reader. To include:<ol style="list-style-type: none">i. School libraries to have electronic check-in systemii. All library books to include AR information, including ZPDiii. Tablets to ensure students can test regularlyiv. Ensuring that libraries are stocked with diverse, challenging and suitable reading materialb. Creating a library environment that is accessible to all studentsc. Use of reading corners / mini libraries / book swap pointsd. Facilitating reading every day2. Putting reading at the centre of the curriculum:<ol style="list-style-type: none">a. Text-based curriculum, where appropriateb. Providing opportunities for sustained independent reading3. Promotion of reading through:<ol style="list-style-type: none">a. Using class time and form time to celebrate readingb. Building a culture of sharing reading, both between staff and pupils / students and peer-to-peerc. Introduction quizzing competition between classes / year groupsd. Sharing quizzing information via parental newsletters / social mediae. Promotion of national eventsf. External agencies such as author visits4. Developing close links between home and school<ol style="list-style-type: none">a. Introduce AR to parentsb. Share reading data after STARS tests

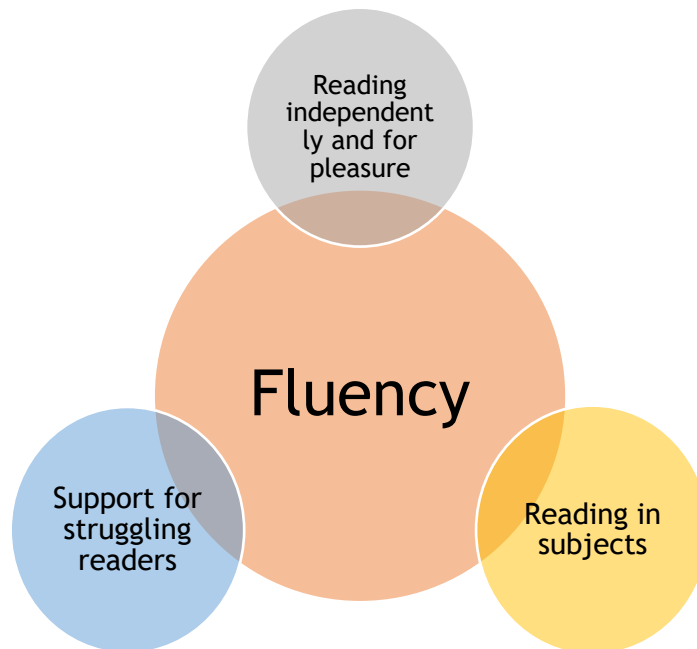
<p>Tier two: classroom practice</p> <ol style="list-style-type: none"> 1. Text-based approach to writing in English lessons 2. Access to reading material in all subject areas 3. Use of reciprocal reading strategies in History, Geography and English with further roll out planned. 4. Discussion of AR in literacy lessons: conversations with students who haven't quizzed, teacher shares reading experience, class discussion of books 5. Explicitly teach tier two and three vocabulary in all subjects, with a focus on morphology and etymology 6. Supported approaches to reading material (key words on knowledge organisers etc.) to allow all students to access texts 		<p>Tier two: staff focus</p> <ol style="list-style-type: none"> 1. Share STARS data with all staff 2. Ensure that staff take responsibility for: <ol style="list-style-type: none"> a. g. word-reading skills - both phonic decoding skills and the quick recognition of 'common exception words' b. comprehension - including retrieving information, summarising, making inferences and using evidence from the text to justify these 3. Staff to promote reading for pleasure eg favourite book posters 	
<p>Tier three: urgent intervention</p> <ol style="list-style-type: none"> 1. STARS testing 2. Use of AR early literacy, where appropriate 3. Structured interventions (small-group or 1:1), focussing on specific needs 4. Use of AR material 	<p>Tier three: intervention</p> <ol style="list-style-type: none"> 1. STARS testing 2. Paired reading 	<p>Tier three: above</p> <ol style="list-style-type: none"> 1. Able and interested challenge 2. Book clubs 3. Activities linked to national competitions / events, such as the Carnegie Prize 	

Strategic aims	Woldgate School and Sixth Form College
	<ol style="list-style-type: none"> 1. To ensure that all staff know what students fall into the following AR sub-groups: <ul style="list-style-type: none"> - Urgent intervention - Intervention - Above 2. To provide training on reading strategies to support students who are reading below their chronological age 3. To calculate the ATOS level for all extracts / texts taught 4. To use reciprocal reading strategies to check reading comprehension in lessons

Approach to reading

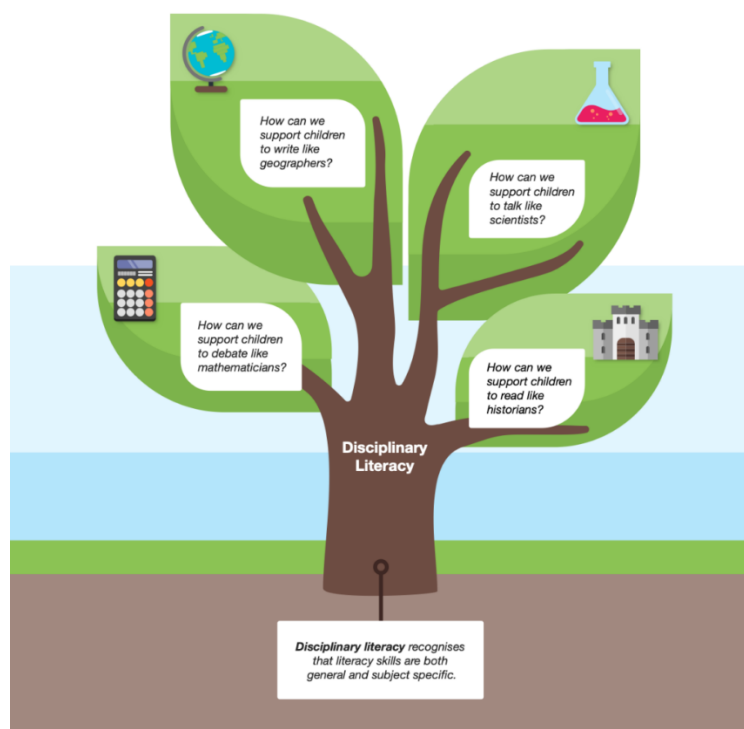
The approach to reading is broken into three key areas, as outline in figure 1.3.

Figure 1.3



While the model uses the term *fluency*, the school defines this as *progressive fluency*: all students should be able to read with the proficiency required to cope with the demands of increasingly challenging texts across all subject areas.

Reading in subjects



While George Sampson's assertion that "Every teacher is a teacher of English because every teacher is a teacher in English" is now 100 years old, it remains as true today as it did in 1922. In order to ensure that disciplinary literacy is at the heart of the curriculum, the school:

1. Provides annual training to support teachers to define effective reading, writing, and talk in their subjects (From January 2024)
2. Asks all subject areas to evaluate the quality and complexity of reading materials in school, assessing the degree of academic challenge such texts pose and relating this to baseline data of students' reading ability
3. Ensures that the development of disciplinary literacy is coherently aligned with curriculum development. Key terms and essential knowledge are defined in all schemes of learning.
4. Uses reciprocal reading strategies in all subjects to ensure that all students are strategic readers¹(From January 2024)

Support for struggling readers

While the tiered approach to reading ensures that the vast majority of students are reading at an appropriate level to their age, additional support is targeted towards students whose reading age is in the bottom 20% nationally. Students are identified through the Accelerated Reader programme, which is intended to fulfil two purposes:

1. To develop an outstanding approach to reading, and to foster a love of reading for all students
2. To ensure students are meeting their age-appropriate reading stage. Where students are not, provide impactful intervention to allow for measurable progress

The process for intervention is:

1. Identification of students in the bottom 20% for reading, using Accelerated Reader and STARS
2. Identification of specific needs, using phonics and comprehension check
3. Contact with home with key information and strategies
4. Timetabled intervention, - this includes both phonics and paired reading for fluency
5. STARS test to monitor progress

¹ [EEF_KS3_KS4_LITERACY_GUIDANCE.pdf \(educationendowmentfoundation.org.uk\)](#)

