

Intent: Vision and Why

Developing the reading skills to our student’s maximum potential is a priority. Reading is a vital skill that enhances a child’s access to the curriculum, social development, and mental health. We aim for our students to develop the reading skills necessary to support their learning across the curriculum and to leave with the reading skills necessary beyond the classroom.

We aim to identify students with reading gaps so that they have access to the required support to bridge the difference. Students are given numerous opportunities to read across the curriculum to help enrich pupil knowledge and engage reluctant readers. Students are presented with a variety of speaking, reading, and writing opportunities to enhance their knowledge of the curriculum and subject-specific terminology.

The enjoyment of reading is pivotal in our students’ development. Students are supplied with various narrative and transactional texts throughout the school day. This encourages students to read whole books and identify what they enjoy when reading. Our overarching aim is to help them develop their ability to read for both pleasure and information.

Students are actively encouraged and supported to read in their personal time. Students are continuously presented with a variety of up-to-date reading material covering various fiction and non-fiction topics. This is designed to engage reluctant readers and broaden the knowledge of the individual.

| Area for Development | Actions to develop the area into a strength | Criteria and Evidence | Resources and CPD |
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| To develop effective reading assessments that allow students to be stretched and challenged. | <ul style="list-style-type: none"> • Implementation of school-wide reading programme. • Scheduled tri-annual reading assessments. • Maintained and monitored use of reading logs for continuous assessment of general comprehension and engagement. • Target setting using assessment data to stretch, challenge, and plan for progress. | <ol style="list-style-type: none"> 1) Assessment timetable. 2) Assessment data. 3) Student reading logs with targets evidenced using teacher and student comments. | <p>Reading program required – currently using Literacy Assessment Online.</p> <p>Pupil reading logs.</p> <p>CPD on use of reading logs and reading key terminology.</p> |

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| <p>To improve reading abilities of all our learners, engage reluctant readers, and support students with SEND and/or high needs.</p> | <ul style="list-style-type: none"> • Whole-school reading events (Mobile libraries, world book day, world poetry day, literacy competitions) • Developing school library by clear labelling of books reading levels and purchasing wider variety of texts. • Focused staff support with intervention plans for students with identified knowledge gaps. • Fortnightly reading lessons to be scheduled into English timetable using level-appropriate books. • Purchase dyslexia and dyscalculia screening tools. | <ol style="list-style-type: none"> 1) Reading corners created in classrooms. 2) Clear designated book areas with labelled books separated into genre and reading levels for easy for collection. 3) Intervention plans and timetables to be created for identified students. | <p>Reading corner furniture and displays.</p> <p>Book stickers and index to be developed.</p> <p>Intervention plans proformas to be created.</p> <p>Intervention key materials to be sourced for student use.</p> <p>www.Arbookfind.co.uk for book labelling.</p> <p>Competition materials to be sourced.</p> <p>School reading events timetable to be created for student use.</p> <p>GL Assessment dyslexia and dyscalculia screening toolkit.</p> |
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| <p>To increase reading opportunities for all students.</p> | <ul style="list-style-type: none"> • Whole-school reading rota to allow students to have continuous opportunities for reading time regardless of attendance. • Opportunities to read a variety of fiction and non-fiction on a weekly basis to help increase cultural capital. | <ol style="list-style-type: none"> 1) Created reading rota. 2) Reading logs evidenced with pictures of student engagement. | <p>Reading rota to be created.</p> <p>Reading logs.</p> <p>Fiction and non-fiction to be sourced for students and presented in accessible format.</p> |
| <p>To develop cross-curricular reading and develop students spelling of key vocabulary in the curriculum.</p> | <ul style="list-style-type: none"> • CPD for staff on developing literacy skills. • Learning walks to monitor in-lesson reading opportunities. • Whole-school vocab books for student use to gain familiarity with key terminology. • Incorporate key terminology into spelling tests. | <ol style="list-style-type: none"> 1. CPD Registers. 2. Learning walks timetabled and evidenced on proforma. 3. Weekly spelling test results. 4. Tri-annual spelling-age tests (VST) | <p>Cross-curricular reading and literacy skills CPD to delivered.</p> |
| <p>To improve students' literacy skills with a focus on reading and SPAG.</p> | <ul style="list-style-type: none"> • Weekly spellings set for students to practice based on their VST scores. • Weekly literacy lessons differentiated for each pupil. | <ol style="list-style-type: none"> 1. Weekly spelling results. 2. VST Scores 3. Marking from literacy lessons. | <p>VST Sheets.</p> <p>Spelling practice sheets.</p> <p>Spelling assessment folder and tracker.</p> <p>Improved visual school displays with high frequency words and key curriculum vocabulary.</p> |