



Carmel College

Reading and Literacy Policy

We believe that literacy skills are an integral form of social justice. Through helping our young people to read and write we are equipping them with the skills and structures to develop their own voice and place in the world. We believe that it is important to empower our students to become advocates for themselves as well as for others.

The world exists for everyone, because all of us were born with the same dignity...As a community, we have an obligation to ensure that every person lives with dignity and has sufficient opportunities for their integral development.

Pope Francis, Fratelli Tutti

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Rationale

"Reading is the gateway for children that makes all other learning possible."

Barack Obama

Carmel College recognises the essential importance of literacy to raise our students' attainment and progress, as well as to equip our students with the necessary skills to be successful in life. Literacy is integral to our core purpose, *to help every student achieve their full potential academically and for future success.*

The development of an effective literacy skillset (speaking, listening, reading and writing) is fundamental to the achievement of a rich and fulfilling education and future. We use these skills every day to communicate with and make sense of the world around us. At Carmel College, we recognise that at the heart of improving literacy skills is the time and opportunity to develop these skills. Improving literacy skills can have a significant impact on students' self-esteem, confidence, motivation, behaviour, and attainment.

Carmel College's curriculum is underpinned by developing students' abilities to speak, listen, read, and write for a wide range of purposes, including using language to learn, communicate, think, explore, and organise. We recognise that literacy is a whole school priority, and all subjects include explicit teaching of reading, writing and vocabulary skills. Helping students to express themselves clearly, through the development of an extensive and sophisticated vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the student for their next steps after school.

Aims

"Literacy is the jump-off point from which all of life's successes take flight."

Lauri Fortino

Carmel College's Literacy Policy and Practice is based on the seven recommendations from the Education Endowment Foundation, which aims to support a consistently excellent, evidence-informed education system in England that creates opportunities for all children and young people, regardless of their family background. The recommendations are based on the key concept of disciplinary literacy, and it aims to support teachers in all subjects with strategies to help students read, write and communicate effectively. We will:





- Support students' learning in all subjects by supporting teachers to be clear about how their work with students contributes to the development of students' literacy skills
- Use Class Passports to identify and support our students according to reading ages, comprehension and vocabulary acquisition
- Increase students' literacy and confidence with literacy across the curriculum
- Raise students' own expectations of achievement, thus raising standards and aspirations
- Develop a shared understanding of the role of vocabulary in the curriculum to empower our students for lifelong learning
- and how work in different subjects can contribute to and benefit from the development of their ability to communicate effectively both in school and in preparation for life
- Prioritise 'disciplinary literacy' (subject-specific) across the curriculum and support staff to implement effective literacy development and wider achievement across the school
- Promote a love of reading within a dynamic culture of reading across the college.

<p>1</p> <p>Prioritise 'disciplinary literacy' across the curriculum</p>  <ul style="list-style-type: none"> Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches. 	<p>2</p> <p>Provide targeted vocabulary instruction in every subject</p>  <ul style="list-style-type: none"> Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words. Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning. 	<p>3</p> <p>Develop students' ability to read complex academic texts</p>  <ul style="list-style-type: none"> Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively. To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge. Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence. 	<p>4</p> <p>Break down complex writing tasks</p>  <ul style="list-style-type: none"> Writing is challenging and students in every subject will benefit from explicit instruction in how to improve. Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step. Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality. Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write. 	<p>5</p> <p>Combine writing instruction with reading in every subject</p>  <ul style="list-style-type: none"> Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach. Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas. Students should be taught to recognise features, aims and conventions of good writing within each subject. Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning. 	<p>6</p> <p>Provide opportunities for structured talk</p>  <ul style="list-style-type: none"> Talk matters: both in its own right and because of its impact on other aspects of learning. High quality talk is typically well-structured and guided by teachers. Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific. Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection. 	<p>7</p> <p>Provide high quality literacy interventions for struggling students</p>  <ul style="list-style-type: none"> Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7. Developing a model of tiered support, which increases in intensity in line with need is a promising approach. Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions. Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.
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We use the EEF guidance on *'Improving Literacy in Secondary Schools'* alongside the EEF *'Guide to Implementation'* to plan for each academic year alongside ensuring we routinely monitor and measure impact.



Reading and Literacy strategies	 What are our plans and strategies?	 What have we done?	 What do we need to do?	 How will we measure impact?
1. Prioritise 'disciplinary literacy' across the curriculum				
2. Provide targeted vocabulary instruction in every subject				
3. Develop students' ability to read complex academic texts				
4. Break down complex writing tasks				
5. Combine writing instruction with reading in every subject				
6. Provide opportunities for structured talk				
7. Provide high quality literacy interventions for struggling students				

Vocabulary

“Vocabulary is a matter of word-building as well as word-using.”

David Crystal

Teachers will provide targeted and explicit vocabulary instruction in every subject.

Tier 2 and 3 vocabulary will be prioritised, which students are unlikely to encounter in everyday speech.

Teachers and subject leaders will have considered and identified which words and phrases to teach as part of the curriculum planning.

In Key Stage 3 all students will have a weekly spelling test to improve their understanding of spelling rules and increase their confidence and familiarity with Tier 2 vocabulary.

Top 5 tips for developing spelling and vocabulary

(Developing Literacy Skills Summary)

1. Avoid word wallpaper. It is important to have keywords displayed in your classroom, but only useful if they are actively used by students and referred to during lessons.
2. Display key vocabulary in context, ensuring a disciplinary approach to literacy.
3. Consider the importance of tier 2 vocabulary. Students find words such as ‘evaluate’, ‘explain’, ‘compare’ and ‘contrast’ challenging as they have a variety of meanings across the curriculum.
4. Provide students with a range of spelling strategies for the key vocabulary in your subject. The SEEC (Select, Explain, Explore, Consolidate) model provides options.
5. When marking written work, pay attention to the organisation of writing, spelling and vocabulary use alongside content. This gives students the message that the organisation of writing, spelling and the correct use of vocabulary are important across the curriculum. Draw attention to but do not explicitly correct errors and allow time for students to reflect upon these.

Vocabulary

Every Subject Area will:

- Have its own subject-specific strategies for vocabulary instruction that teachers will use to deepen the reading skills of students in their subject;
- Have identified key vocabulary for schemes of learning that require specific teaching;
- Use relevant assessment methods to monitor students' understanding of key vocabulary;
- Use varied methods of introducing key vocabulary such as the Frayer Model, phonology, orthography and morphology. Examples shared below.



Figure 13: An example of a graphic organiser for morphology

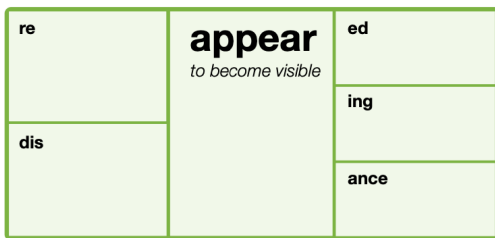
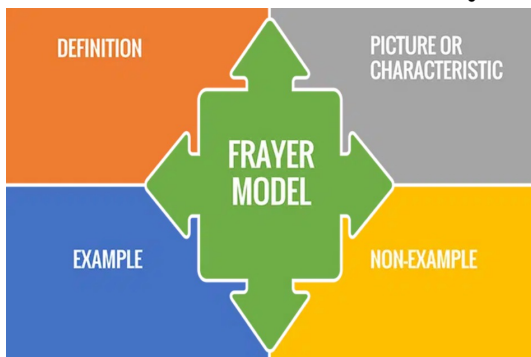


Figure 12: Types of spelling error and appropriate strategies to improve spelling

Phonological	Orthographical	Morphological
<p>Phonological errors are not phonologically plausible, for example, 'vriuous' for 'various' or 'caterogy' for 'category'.</p> <p>These errors suggest a child might have gaps in their knowledge of letter-sound relationships, or in their knowledge of the sound structure of a particular word.</p>	<p>Orthographical errors are phonologically plausible but inaccurate, for example, 'erly' for 'early' or 'sircle' for 'circle'.</p> <p>These errors suggest a child is relying only on letter-sound rules to produce an invented spelling. The gap in their knowledge may be related to knowledge of common letter combinations or the word-specific spelling.</p>	<p>Morphological errors may be phonologically plausible but occur due to a lack of awareness of morphemes, for example, 'trapf' for 'trapped', 'imaginashun' for 'imagination' or 'desappear' for 'disappear'.</p> <p>These errors suggest that pupils have not learned the consistent spelling of the morphemes in the word.</p>
Strategies	Strategies	Strategies
<ul style="list-style-type: none"> • Explicit teaching of consonant and vowel phonemes. • Practise sounding phonemes all the way through words. • Focus on identification of common digraphs in words (pairs of letters used to write a single sound, for example, 'th'). <p><i>Look at the common digraphs the child is struggling with, focus on lots of examples and exceptions to practise.</i></p>	<ul style="list-style-type: none"> • Look at patterns of letters and syllables within words. <p><i>Encourage this when teaching children to use 'look-say-cover-write-check'. Ensure children know what the 'look' stage involves: 'When you look at the word, you are looking for patterns of letters and syllables. Think about what helps you remember the patterns.'</i></p> <ul style="list-style-type: none"> • Encourage automatic recognition of whole words in conjunction with an emphasis on careful decoding and encoding. <p><i>Teach strategies which support this:</i></p> <ul style="list-style-type: none"> – Write the word and write again over the top, Write the word again, Write the word again, Write the word with your eyes closed. – Exaggerate the pronunciation or 'say it silly', for example, 'spec-i-al'. – Chunk longer words, for example, 'com-pe-ti-tion'. – Mnemonics: 'Big Elephants Can Always Understand Small Elephants'. 	<ul style="list-style-type: none"> • Focus on prefixes, suffixes, and root words and learn common rules. For example, most words ending in 'f' or 'fe' change their plurals to 'ves', for example, 'half' to 'halves' and 'knife' to 'knives'. <p><i>Systematically teach spelling rules with regular practice consistently undertaken.</i></p> <ul style="list-style-type: none"> • Explore the relationship between meaning and spelling by looking at etymology. <p><i>The history and origins of a word can be the key to making sense of a word's spelling. For example, knowing the Greek 'aer' (which means 'air') would help children to remember how to spell aeroplane, aerodynamic, aerosol, and aerobic.</i></p>



<p>Definition</p> <p>A flat shape with four sides and four corners</p>	<p>Characteristics</p> <ul style="list-style-type: none"> • Flat shape (not 3D) • 4 sides and 4 corners • All corners are square 	<p>Definition</p> <p>A classification of animals that are warm-blooded vertebrates.</p>	<p>Characteristics</p> <p>Have a backbone, give birth to live young, have hair/fur, feed milk to young</p>
<p>Examples</p>	<p>Word</p> <p>Quadrilateral</p>	<p>Examples</p> <p>Human, cow, horse, whale, cat, dog, elephant, rat</p>	<p>Word</p> <p>Mammals</p>
	<p>Non-Examples</p>		<p>Non-Examples</p> <p>Spider, frog, snake, fish, lizard, frog, eagle, duck</p>
<p>Definition</p> <p>Feeling overly tired due to a lack of sleep or too much work</p>	<p>In a Sentence</p> <p>The custodian felt weary after cleaning 10 classrooms and not sleeping well.</p>	<p>Definition</p> <p>A system of government run by the people and their elected representatives</p>	<p>Characteristics</p> <p>Energetic, wide awake, eager, fresh</p>
	<p>Word</p> <p>Weary</p>		<p>Word</p> <p>Democracy</p>
<p>Synonyms</p> <p>Tired, worn out, drained, exhausted</p>	<p>Antonyms</p> <p>Energetic, wide awake, eager, fresh</p>	<p>Word Roots</p> <p>Greek meaning – rule by the people</p> <ul style="list-style-type: none"> • demos – the people • -cracy – rule by 	<p>Image</p>

Speaking and Listening

“Nothing can be done without hope and confidence.”

Helen Keller

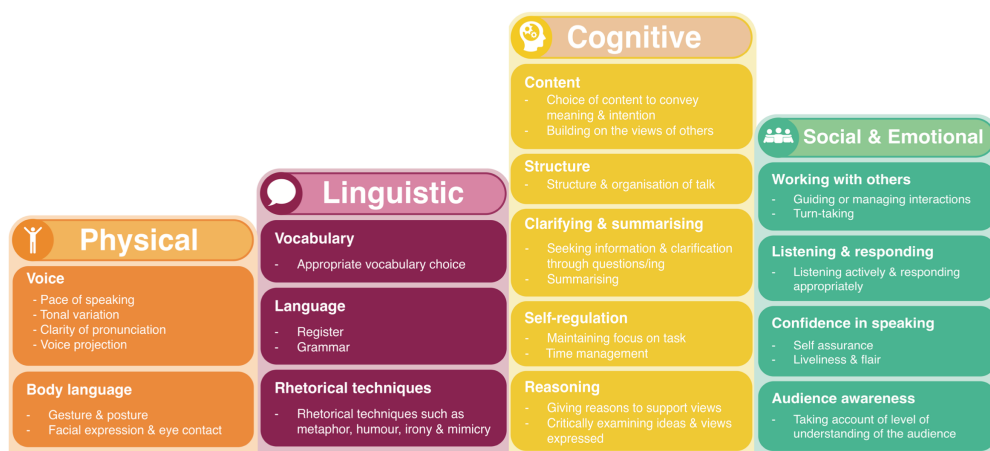
Teachers and Teaching Assistants will encourage students to participate actively in lessons. Lessons will be planned in which students are regularly required to be actively involved in speaking and listening.

Participation in lessons is a key indicator of engagement and thus is monitored through lesson observations.

Provide opportunities for structured talk in lessons and model high-quality talk, for example including key vocabulary and metacognitive reflection.

The Oracy Skills Framework and Glossary

Oracy
Cambridge
The Hughes Hall Centre for Effective Spoken Communication



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Top 5 for developing talk (Developing Literacy Skills Summary)

1. Always structure group work to meet the needs of the task. Do students need to work in small or large groups? Are friendship groups appropriate or do you need to select which students work together? Are you going to need to group by ability?
2. Be clear about why students are talking; give all speaking and listening tasks clear outcomes and success criteria.
3. Consider your role when students are working in groups. Will you need to support a particular group? How will you ensure groups remain on task?
4. Try to vary the strategies you use for organising group talk. (Rainbow, Jigsaw, Envoy etc.)
5. Model effective talk.

Top 5 for developing listening skills (Developing Literacy Skills Summary)

1. Provide a focus or a hook for listening tasks, e.g. a specific question for each group.
2. Give students a format for recording information to support retention, e.g. diagram, flow chart, note-making frame.
3. Before a task, model listening and note-making.
4. Break up the listening into chunks and gradually increase the complexity and demands of tasks to build up listening stamina.
5. Plan regular group activities where students are required to feedback and listen to each other; ask them to build on the information they hear to encourage close listening.

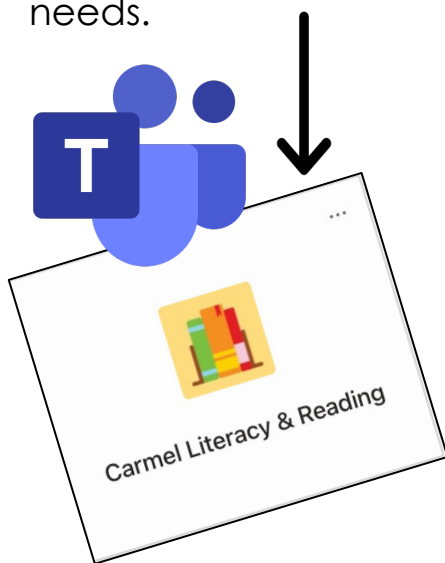
Reading

*"One book, one pen, one child, and one teacher can change the world."
Malala Yousafzai*

Word conscious students can more easily access the breadth of the curriculum at secondary school, as well as finding ways to understand unfamiliar content. Teachers use strategies to explicitly teach students key vocabulary to develop their word consciousness in every subject.

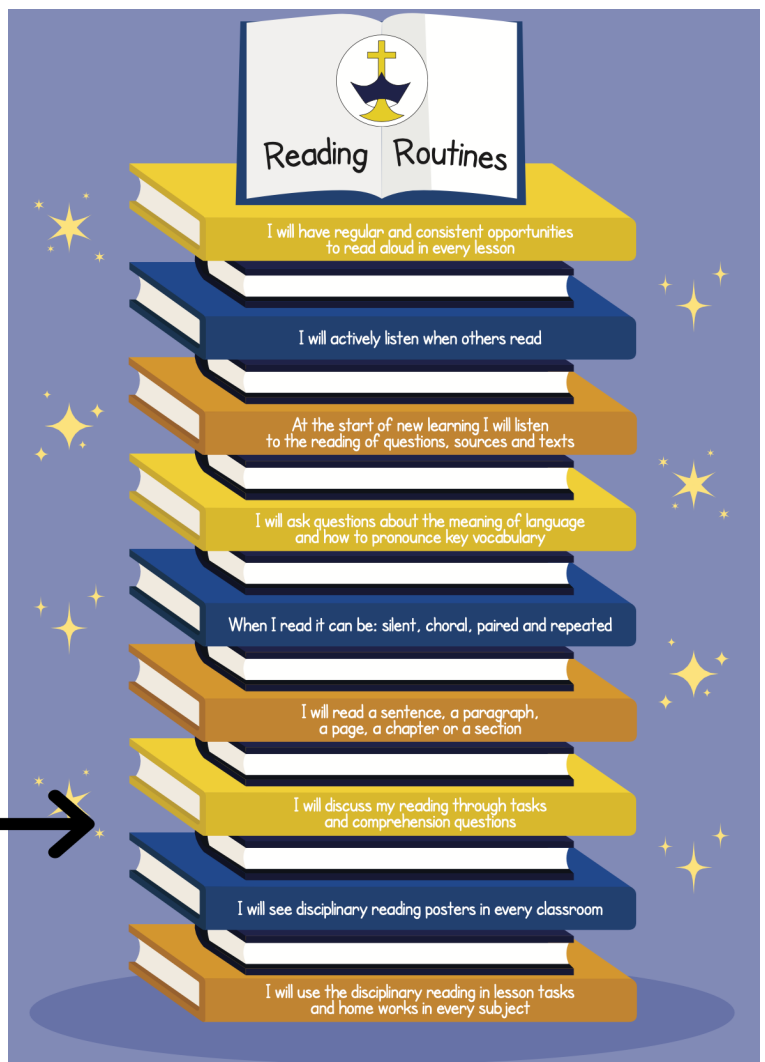
Teachers develop students' ability to read complex academic texts by developing reading strategies, such as activating prior knowledge, modelling, and prediction and questioning.

Teachers use data on students' reading abilities through our teams file, in order to make informed choices about appropriate texts and to plan support for students, so that they can successfully access texts. Teachers identify the weakest readers in their class passports and adapt texts/instructions and learning to suit student needs.



We have created our own 'Reading Routines' which were created collectively by our staff and students.

They are on display in every classroom and have been shared with all students through assemblies. All staff and students follow these in lessons.



Reading

Improving the literacy skills of all our students requires a determined, collective effort. It follows, then, that all of us working at Carmel College has a responsibility for helping our students become confident and independent readers. To support our students all of us will promote reading strategies and initiatives across college. We will model the enjoyment of reading across the whole school and promote reading to students as a lifelong skill. Our LRC tracks the books read and taken out through our new Accessit system.

Through all of these initiatives we aim to:

- Provide our students with the skills and strategies necessary to develop into competent and fluent readers, including the explicit instruction of vocabulary;
- Encourage the enjoyment of books and reading so that the students develop a life-long enjoyment of text;
- Develop a critical appreciation of what they read;
- Develop research and study skills, using library and class texts, in conjunction with the Internet and other electronic means.
- To develop a critical appreciation of the writing of others to emulate these skills in their writing;
- Encourage care and ownership of books;
- Support 'Reading at home' where parents and carers listen to reading for 15 minutes two to three times a week;
- Involve our students in buddy reading during transition and visits to feeder Primary schools;
- Continue with our culture of celebration and joy of reading through rewards and class charts.

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Top 5 tips for developing reading skills

(Developing Literacy Skills Summary)

1. Pre-read any text you plan to use with students. This will help you to spot any potential issues re: vocabulary, layout etc.
2. Model the reading of any new or challenging text. Discuss the reading strategies you are using, any difficult vocabulary and any specific features of the text that students need to be aware of.
3. Ensure any reading activities have a clear purpose. Why are students reading? (To make notes, answer questions, for understanding etc.).
4. Regularly remind students about the reading strategies they can use to access texts, e.g. skimming, scanning, and close reading.
5. Use DARTS activities (directed activities related to text) to encourage active reading, e.g. sequencing, reconstruction of a text.

Writing

"I can shake off everything as I write; my sorrows disappear, my courage is reborn."
Anne Frank

Our whole school aim is for every student to produce writing to be proud of. The Literacy Lead works closely with Subject Leaders and departments to develop effective strategies for the teaching of the written text types used in their subject. Subjects are expected to have a clear idea of a 'gold standard' of writing. Subject-specific guidance documents are to be found in the Literacy folder on sites.

At Carmel we believe that every student deserves to be 'word rich'. Many of our students enter our school with sound levels of literacy. Others come to us with these skills still emerging. The 'word rich' self-regulate as a matter of course; they use their existing knowledge to absorb more; they are resilient writers who have gained resilience through having strategies to overcome their obstacles to literacy. They are more likely to be playful with language and to manipulate for effect. Every student has the right to be 'word rich', to become confident, independent writers who reflect upon and edit their writing. We believe we can help them achieve this through consistent, simple reminders to help them to develop good habits when writing and through effective modelling and explicit teaching of writing skills.

Our school-wide aims are to:

- Promote and champion the importance of checking work thoroughly;
- Teach our students to be self-correctors, editing during the writing process;
- Encourage pride in writing;
- Celebrate great writing and great progress in writing;
- Prepare our students for the increased challenges associated with curriculum and examination changes.

Top 5 tips for developing writing skills

(Developing Literacy Skills Summary)

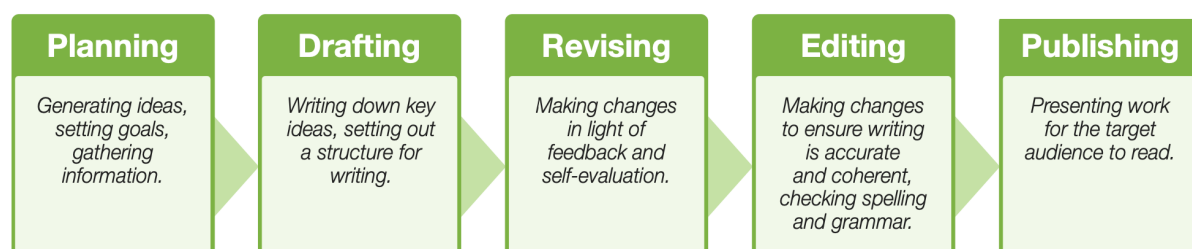
1. Use the teaching sequence for writing to structure the writing process for your students, particularly when the text type is unfamiliar.
2. Model the writing process for your students. What type of text is it? What are the key features of the text?
3. Provide examples of the texts the students are going to produce. Annotated examples of texts from a previous year group are particularly useful as students can see how and why texts are successful and what they need to do to reach a particular level/grade.
4. Ensure any writing task has a clear audience and purpose. Why are students writing? Who is the writing for? Try to provide 'real' audiences for writing.
5. Encourage students to plan their writing and provide time for them to check their ideas through (and make changes where appropriate).

Writing

Teachers are to break down complex writing tasks and provide explicit instruction and a variety of tools can be used to support student progress, such as modelling, targeted support, collaborative and paired writing.

Teachers will combine writing instruction with reading in every subject. Reading helps to gain knowledge and deepen understanding. Students will be taught to recognise features, aims and conventions of good writing in each subject.

Figure 11: The writing process



Every Subject Area will:

- Have subject-specific strategies that teachers will use to improve the writing skills of students in their subject;
- Have an awareness of the different types of writing expected of students in their subject, and how to model and scaffold accordingly;
- Use dedicated improvement and reflection time to develop their literacy skills.

All subject teachers will:

- Mark using the School's Literacy Codes, highlighting but not necessarily repairing errors;
- Feedback to students areas in which they can make improvements, outlining the strategies needed;
- Provide timely reminders to students, encouraging them to check their work through and act upon feedback given;
- Draw attention to the act of writing, encouraging an awareness that will create good habits;
- Encourage a high standard of presentation in their subjects, encouraging students to strive for 'Pride in Presentation' instilling a sense of pride in their writing and presentation.
- Use the class passports to plan, structure and facilitate learning.

Writing

The school's Feedback Policy ensures that teachers' marking of writing reinforces correct English punctuation, grammar and spelling. Work will be marked for literacy using the symbols below.

Teachers will use each symbol when needed allowing for flexibility when marking across the curriculum. As mentioned earlier in the policy, 'sp' is the key correction used by all staff following guidelines. Other symbols are used as and when needed.

Symbol	What does it mean?	How do I correct it?
Sp	It is a spelling mistake	Can you identify the mistake? Use a dictionary to find the right spelling and correct it.
//	A new paragraph should start	A new paragraph should start when you change: Time, Person, Topic or Place
P	It is a punctuation error	Does it need to show a pause? Are you asking a question? Does the word need an apostrophe?

Correcting grammar and punctuation

- Punctuation and grammar errors should be indicated in the margin with a 'P' code, when appropriate, and the phrase underlined.
- It is recognised that it may not always be appropriate for every punctuation or grammar error in a piece of writing to be corrected. Corrections may be limited to subject-specific and examples it is felt students 'ought' to know. Correcting of spelling errors should be limited to three per page.
- Teaching staff should remain sensitively aware when correcting the work of students with a Specific Learning Disability, in line with the guidelines in their IEPs.
- Departments should devise their own follow-up strategies for improving punctuation and grammar. An example might be including a literacy comment and/or objective when marking pieces of work or whole class intervention targeting Literacy needs which are common to large groups of students.

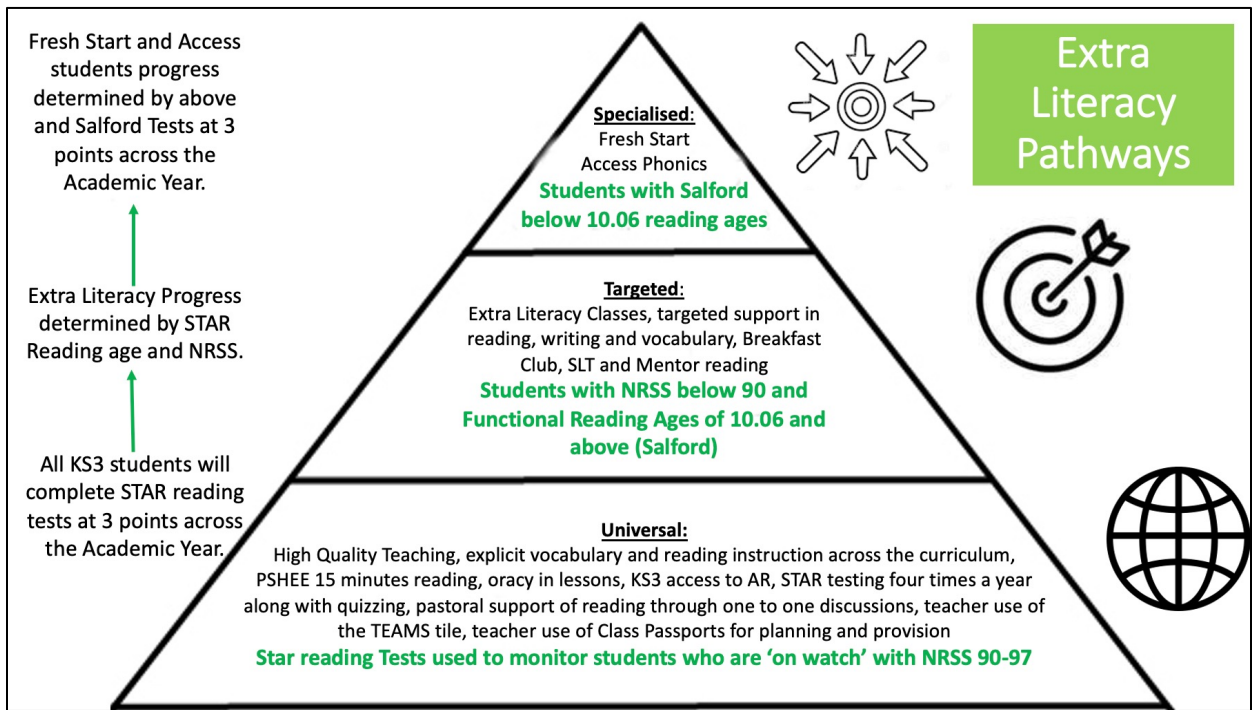
Correcting spelling errors

- Spelling errors should be indicated in the margin with an Sp code (when appropriate).
- The teacher will allow time, either in a lesson or as part of homework, for students to correct spelling errors. The teacher should give the correct spelling in red in the margin or on the page. However, in subjects where students are learning to write in a foreign language, it may be more appropriate for teachers to correct spelling errors.
- It may not always be appropriate for every spelling error in a piece of writing to be corrected. Corrections may be limited to subject-specific keywords and words it is felt students 'ought' to know - limited to 3 per page.
- Teaching staff should remain sensitively aware when correcting the work of students with a Specific Learning Disability, in line with the guidelines in their IEPs.
- Departments should devise their own spelling correction strategies. E.g. students correct spellings in the margin or neatly on the page, three times in green pen using the 'look, say, cover, write, check' approach. The word could then be added to their spelling list at the back of their exercise book.

Literacy Interventions

“Today a reader, tomorrow a leader.”
Margaret Fuller

Targeted literacy interventions take place to support students. Interventions will be organised by the Lead teacher of Literacy. Students with lower SATs literacy scores, or low reading ages as indicated by STAR Reading age assessments will receive further testing using a SALFORD assessment. They could then be selected to take part in one or more of the school literacy interventions. The interventions usually target KS3 students, but bespoke programmes are delivered to KS4 students.



Interventions include:

- Reading Support and Comprehension: once or twice per week during timetabled lessons or before the College day.
- Breakfast Club: 3 times a week identified students will meet before school to take part in paired reading with teachers and sixth formers.
- In addition to this all Year 7 and 8 students receive a literacy through virtues lesson once a week where they will specifically look at developing reading and writing skills through texts which support our College virtues.
- In Key Stage 3 all students will receive one English lesson per week with a specific focus on Literacy. These lessons will always begin with some form of reading, either independent or guided reading as a group.
- All students across Key Stage Three and Key Stage 4 will begin every PSHE lesson with independent reading. As outlined above this will be tracked and monitored by Form Tutors.

Literacy Interventions

Read Write Inc. Fresh Start is a catch-up and intervention programme for anyone who finds the decoding processes of reading challenging. It offers a simple but powerful solution to accelerate reading progress in short 20–30-minute sessions.

Developed by Ruth Miskin, Fresh Start teaches students at their own unique challenge point, so they learn to read accurately and fluently. They develop good comprehension, spelling and punctuation skills through targeted activities.

What have you noticed?

Complex Speed Sounds

Consonant sounds													
f	l	m	n	r	s	v	z	sh	th	ng			
ff	ll	mm	nn	rr	ss	ve	zz	ti					
ph	le	mb	kn	wr	se		se	ci					nk
					ce								

b	c	d	g	h	j	p	qu	t	w	x	y	ch	
bb	k	dd	gg		g	pp		tt	wh				
	ck				ge								
	ch				dge								

Vowel sounds													
a	e	i	o	u	ay	ee	igh	ow					
	ea				ā-ē	y	i-e	ō-e					
					ai	ea	i	oa					
						e	y	o					
							i						
							y						

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure			
ū-ē			oor	are	ur	ow	oi						
ue			ore	er									
ew			aw	au									

Basic

Competency

Reading age, decoding and comprehension increases

We teach the sounds first – in a specific order. We then teach your children to blend those sounds together in order to read words.

The students read words in the matched Modules. Each Module is carefully matched to the sounds and words they can already read - setting them up for success.

After the modules, they will be able to independently read 'real' books

What *Fresh Start* does is simple - we teach sounds students practise reading and spelling words containing these sounds then we give students decodable modules containing sounds and words they can read.

They read each module multiple times at school and students receive an anthology with additional reading material to support their progress.

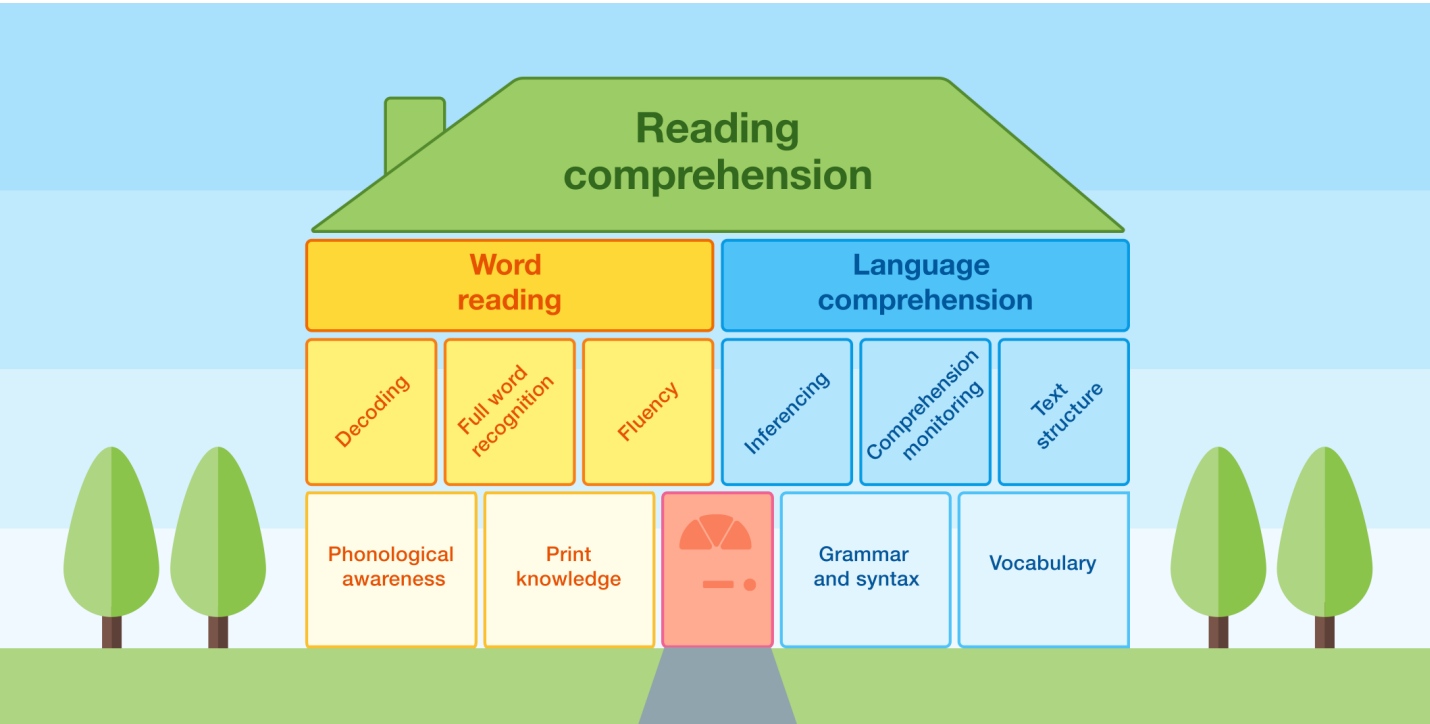
On each reading, student's fluency increases and the more they can focus on what the story is about.

Students also learn to spell the words they have been reading and develop their ideas into sentences so that they can write about the modules they read.

Our aim is for students to finish the Fresh Start programme quickly so they can start reading these books for themselves.

“I have come that they may have life, and have it to the full.”

John 10.10



Additional Resources to be drawn upon and utilized by staff from the EEF.



Teacher prompts

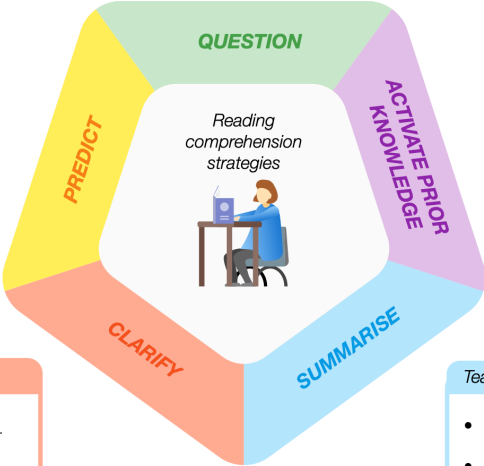
- Keep a note of the questions you have as we are reading. I'm recording mine on the whiteboard.
- Where is this story set? What do I know about that country/time?
- Why did the author choose that word? What does this word tell me about the character?
- I wonder if...

Teacher prompts

- What do the title and front cover tell me about the book and what to expect?
- Is the author leaving me hints about what might happen next?
- Can I find and use the hints and clues to make my predictions?
- Oh no, I didn't expect that to happen... can I 'squeeze' more evidence from what I've read to make new predictions?

Teacher prompts

- What do you know about the setting of this story?
- What have we learnt about this in our science/topic lesson?
- Can you make a link to other texts we've read?
- That's right, you learnt about this in Year 3. Before we start reading what do you remember?



Teacher prompts

- Keep a careful eye on what's happening. If you get lost, look for the words or phrases you're unsure of.
- It helps to go back and re-read if we're not quite sure what happened or why.
- Let's annotate any words or phrases we're unsure of in the text.

Teacher prompts

- To really enjoy this text it's important to take a summary away after each chapter.
- Your summary could be five key words.
- A summary could be a quick picture with some annotations.
- A post-it note summary can help you take our story home so you can share it with a grown up in your house.