

Penwortham Priory Academy

Reading Strategy

Based on research...

1. EEF Improving literacy in secondary schools: [Improving Literacy in Secondary Schools | EEF](https://www.educationendowmentfoundation.org.uk/Improving-Literacy-in-Secondary-Schools)
([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk))

Currently concentrating on strands 1,2 & 3 →

2. DfE 'The Reading Framework': [The reading framework - GOV.UK](https://www.gov.uk/government/publications/the-reading-framework) (www.gov.uk)

3. DfE 'Now the whole school is reading': [‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK](https://www.gov.uk/government/publications/now-the-whole-school-is-reading) (www.gov.uk)



1
Prioritise 'disciplinary literacy' across the curriculum



- 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.

2
Provide targeted vocabulary instruction in every subject



- 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.

3
Develop students' ability to read complex academic texts



- 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 modeling and group work, before support is gradually removed to promote independence.

Implementation

- Leaders prioritise reading at Penwortham Priory Academy.

Whole school snapshot

- **CPD** is focused on reading strategies and Disciplinary Literacy so that all staff know the part they play in developing the ability of readers and developing a reading culture.
- **Learning for Life lessons** Everybody Reading initiative - (afternoon prep) called 'Everybody Reading' twice a week when tutors read age appropriate, fiction aloud to their form group using reciprocal reading strategies. The books for these sessions have a theme per year group e.g., 'self', are accompanied by a scheme of learning, and go beyond the content of the English Curriculum. Breadth is added to these reading sessions with non-fiction texts that are related to the book being read.
- **Library** – we have a growing library used at break and lunch. We have pupil librarians. English have a timetabled lesson in there once a week with each KS3 class.
- **Individual Reading Strategies** for pupils are accessible for staff to see on Synergy.
- **Newsletters** - We promote the importance of reading and offer reading strategies to parents in newsletters so that they might better support children at home.
- **Bookbuzz** - on an annual basis, Yr. 7 take part in Bookbuzz to ensure they have access to a book that they can call their own.
- **Chilli challenge** – weekly competition encouraging pupils to engage with 30 English and 30 Maths words that are commonly misspelt or misused.

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Across subjects – what you'll see in lessons

- **Reading Plus lessons** – pupils at KS3 have a reading lesson every week where they use the Reading Plus package to enhance their reading skills. Reading plus offers bespoke reading tasks according to each pupil's area of reading need or challenge.
- **Subject specific reading** where all subjects promote
 - a) reading in class where appropriate
 - b) reading homework tasks
 - c) offers of additional materials to add breadth to topics.
- **Disciplinary literacy** is embedded. Each department has a disciplinary literacy champion and approaches.
- **"Read Like A..."** - All subjects teach the skills necessary to access their curriculum e.g. "Read like a Scientist/Geographer/Musician"
- **Staff use ARC** – an approach where we **A**ctivate prior knowledge and access to new vocabulary, **R**ead actively, **C**onsolidate learning
- We use **Freyer** and **PiXL Unlock** in lessons to help pupils explore vocabulary
- Pupils complete **Bedrock** vocabulary homework in English.
- We use a **'V' code** when marking to denote where a child needs to use a different tier 2 or 3 word.
- We share the **etymology** of words, prefixes and suffixes in our lessons.

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Specific to subjects

- **English** – Step by step at KS3 (mirrors Arc)/Active reading KS4/Bedrock homework/Class readers/Library lessons/Glossaries/Frayer models/Magic IO for each topic/Wider reading (non-fiction) for literature texts
- **Maths** - Once a half term short comprehension about a Maths/STEM based area, mixed in with Historical aspects. Introduce the morphology of the words within lessons to promote the conversions between units and make links across the subject e.g. Centimetre and what Cent means in other areas.
- **Science** – Reviewed to build up literacy from Yr7 to Yr 11/Booklets have reading tasks/currently developing keyword list/Yr 10 reading task fortnightly on ‘science in the news’ looks at key words in curriculum in context (science capital)/KS3 assessments require extended response
- **French** – Use of phonics to decode/Pair work reading strategies/ Last word/Sentence chaos/Short prepared texts/Familiar vocab/Exam papers/Text exploitation, KS3 poems.
- **Humanities** – Key word in PLC – homework spelling tests/Bible access/Humanities library/Reading homework
- **Computing** – Key word glossaries at back of KS3 booklets and KS4 files/Reading homeworks set on Microsoft Teams/Computing news articles in booklets (read in class, whole class activities)/Spelling, definition tests for each topic/Lesson ppt slides include key words
- **Arts – Music** explores reading and writing of music notation, signs and symbols. Exploration of song lyrics shows they are spaced out with hyphens to match rhythm of songs and layered according to verses and choruses. Pupils learn to interpret gesture, cue and the dictation of pitch and rhythm. **Drama** has a Word Wall, uses news articles, opinion pieces and performances to read like a performer. **Art** explores the use of language to describe works of art in critical studies.
- **Technology** – they provide glossaries, reading based homework, spellings are visited in low stakes tests, wider reading recommendations are given, and there are specific lessons where we teach how to ‘read like a cook / designer’, etc.
- **PE** – Word wall, Tier 2/3 words/News articles/Command words, subject specific terminology/PE library, biographies/Analysing & comparing persuasive text/Reading homework, questions per activity. Developing background knowledge to improve comprehension from multiple sources – news articles, opinion pieces, analysis, current sporting events to develop cultural capital.
- **Childcare** – Word wall in Hex3 (key words/command words definition e.g. describe, evaluate etc/Increased use of relevant articles from NHS, agencies/Use of forms, questionnaires for key words quiz/Referencing in assignments

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Intervention

- Analytical assessments screen all pupils on entry in Yr 7, and if a pupil joins the school later in their journey.
- The Learning Manager who conducts the initial screening is a trained teacher specialising in dyslexia.
- TAs who support intervention are phonics trained and Reading Plus (RP) trained and the RP programmes comes with consultant support.
- All those Y7's who did not score 100 in Reading SATs are tested using the INSIGHT assessment in Reading Plus (RP). This diagnostic assessment data highlights which pupils need comprehension, vocabulary and/or silent reading rate development support. Based on the RP Insight assessment data, Reading Plus customises intervention/instruction for every pupil by placing them at their just-right level. There is a 'real-time' activity tab that allows us to monitor each pupil's engagement. We can identify pupils needing additional support and in what particular reading skill. Reading Plus provides reading development intervention materials (PDFs, worksheets and lesson plans), as well as videos for these individual pupils. There is a 'progress' tab, where individual pupil progress is shown; this can be printed for individual pupils or whole classes/year groups.
- Those pupils who are assessed as 'not ready' for the RP reading tasks complete vocabulary tasks within RP, before progressing to reading tasks. They complete an additional reading assessment (NRA) as well as being added to IDL (phonics).
- A paper attendance register is kept, as well as RP recording the number and outcome of sessions a pupil has engaged in/ completed.
- Y11 Peer Readers work with Y8 pupils in LfL every Friday. The y11 pupils have been excellent, building up positive relationships with the y8 pupils and they have attended regularly. A TA (SD) oversees these sessions.

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Reading for Pleasure

- The main school library is accessible to all pupils at break and lunch
- We are developing subject specific libraries across the school
- Staff make recommendations of books to add breadth to pupils' studies
- We celebrate reading culture in the weekly newsletters through Cool Readers club, Random Reader and recommended reads by teachers. Additionally, we promote library events here too.
- We promote a Readathon
- Parents receive newsletters with reading advice and guidance
- We host 'Meet the Author' events
- We engage in BookBuzz for Year 7 pupils
- We hold a scholastic book fayre
- We celebrate World Book Day