

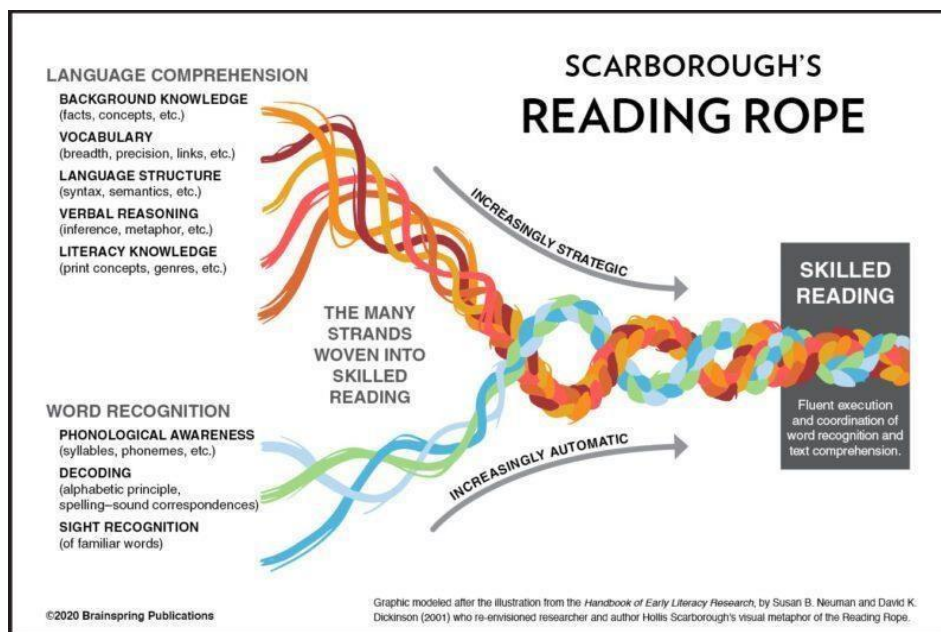


Reading and Literacy at St George's: Driving Progress

Rationale and Philosophy

At St George's Academy, we recognise that reading is not natural, but a **complex, acquired skill** encompassing a **wide range of cognitive processes**.

Scarborough's 'Reading Rope' model illustrates the complexity of reading, helping us move **beyond a monolithic understanding** of reading as just the ability to produce **grapheme-to-phoneme (G2P) conversion**:



Reading is a **strong predictor** of future **academic success**, while **poor reading** is associated with **deprivation** and the likelihood of entering the **criminal justice system**. Ensuring that all students are **pushed to improve** their reading, whether at the level of **decoding** or more complex language **comprehension**, is perhaps the single most important activity schools can engage in. At St George's, we use **technology** and **teacher specialisms** to **identify reading ability, determine** appropriate **reading interventions** and ensure all students become **fluent, skilled** readers of texts **across a range of genres** and **text types**. To achieve this goal, we have adopted a **multi-stage** and **multi-layer** approach to **reading instruction and intervention**.

Reading Plus – a rigorous, supportive approach to reading instruction

At St. George's, we have adopted the **Reading Plus programme** to drive reading **improvement** and **development**. Based on the maxim that 'if you can measure it, you can manage it', **every child across Key Stage 3** and **identified pupils in Key Stage 4** will receive **one hour** of Reading Plus lesson time. During these lessons, students will complete a series of **reading exercises**, culminating in **short comprehension assessments**. These assessments will then allow our **highly-trained staff** to deliver **bespoke intervention sessions** within lesson time to drive progress and tackle any areas for improvement. Moreover, students at St. George's are expected to complete **weekly reading assignments** as part of their **Reading Plus lessons** with **homework** dedicated to **reading for pleasure** every week using books selected from our library. As the programme runs from **primary** through to **higher education level**, we know that all readers, regardless of their starting points, will be pushed to succeed.

For a detailed introduction to Reading Plus, please watch the following 10-minute video: <https://www.youtube.com/watch?v=PJaOfCyZzeE>

Intervention – a multi-stage approach

We also recognise that there will be a **wide range of reading levels and abilities** within **Key Stage 3 and 4**. However, we cannot allow any student to be held back in their reading. With this in mind, we have adopted a **comprehensive, responsive** and **detailed** approach to **reading intervention**. Below is a table outlining the **intervention levels** and **associated responses**. As Reading Plus allows **constant assessment and understanding** of every student's **specific areas of strength and development**, movement between the levels is expected and necessary.

Waves of Intervention	Focus
Wave 4	Highly Individualised and Intensive support through Specialised Programmes (Direct Instruction)
Wave 3b	Intensive Collaborative Support (Classroom Teacher and Drop-In/Removal Support from Expert Staff)
Wave 3a	Targeted Collaborative Support (Classroom Teacher and Drop-In Support from Expert Staff)
Wave 2b	Intensive Academic Support (Classroom Teacher)
Wave 2a	Targeted Classroom Support (Classroom Teacher)
Wave 1	Foundational Instruction (All Pupils)

Criteria for Intervention	Assigned wave of intervention	Summary of Support Provided
<p>Identified through KS2 data. Communication with feeder primary schools.</p> <p>Age-related expectations are substantially below.</p>	Wave 4	<p>Students will participate in a highly individualised and intensive support programme using specialised programs designed to meet the unique needs of the student.</p> <p>Pupils selected for this group undertake Direct Instruction in place of their English lessons.</p>
<p>Identified through initial reading plus assessment and additional reading data</p> <p>Age-related expectations are significantly below.</p>	Wave 3b	<p>In addition to in-class interventions provided by the class teacher, students will be visited and engaged with during their Reading Plus lessons by specially trained intervention staff. Supporting staff will review, prompt and support learning and engagement with the Reading Plus intervention resources, removing where necessary to provide additional support on a one-one level.</p>
<p>Age-related expectations moderately below.</p>	Wave 3a	<p>In addition to in-class interventions provided by the class teacher, students will be visited and engaged with during their Reading Plus lessons by specially trained intervention staff. Supporting staff will review, prompt and support learning and engagement with the Reading Plus intervention resources.</p>
<p>Age related expectations below.</p>	Wave 2b	<p>Students will receive timely in-class interventions delivered by their class teacher and designated reading support staff, specifically designed to target identified gaps in their reading skills as highlighted by the Reading Plus programme.</p>
<p>Equal to age related expectations</p>	Wave 2a	<p>Students will further enhance their reading proficiency by engaging in the Reading Plus programme during their reading lessons.</p> <p>Students will receive timely in-class interventions delivered by their class teacher</p>
<p>Above age related expectations</p>	Wave 1	<p>Students will further enhance their reading proficiency by engaging in the Reading Plus programme during their reading lessons</p> <p>Pupils will be given recommendations to extent their range of reading and supported to develop further independent reading strategies when reading more challenging texts.</p>

In Key Stage 4, we adapt the wave intervention system to aid key pupils identified in Key Stage 3 as still requiring support accessing curriculum content effectively.

Literacy: Rationale and Philosophy

- We understand that literacy is the **expression of pupils' understanding of ideas, concepts, facts and skills.**
- We also understand that **oracy** underpins the development of **reading and writing** as well as supporting the **strengthening of long term memory.**
- **All staff** are trained and have a responsibility to **explicitly teach new vocabulary** in their subject.
- **Bespoke CPD** is offered to departments who have been identified needing support on **reading strategies and introducing new vocabulary.** This includes support and training on the teaching of **extended written responses across the curriculum** where leaders work collaboratively with subjects to ensure the **progression and development of pupils' extended writing.**
- **Oracy** is improved and strengthened through the **building up of verbal responses** through '**quick-fire**' **questioning**, with the expectation that pupils upscale their answers, leading up to a **developed and extended verbal response. (S.H.A.P.E answer).**
- **Specialists** trained in the delivery of the **Direct Instruction Literacy Programme** teach identified cohorts of pupils who are **significantly below the expected reading age** for secondary school. This has been introduced to **support lower ability pupils to progress** with their **reading fluency and comprehension and writing** skills, thus contributing to **closing the gap** between the **disadvantaged and non-disadvantaged** cohorts so they can more easily access our **knowledge-rich curriculum**
- St George's has a growing number of colleagues who are **examination markers for the GCSE boards** in order to support **personal individual development** of the **knowledge and skills** needed within a range of curriculum areas, particularly with regards to accessing the training and models of **extended written responses.** This is **modelled** in **departmental CPD** and supports subject **curriculum development.**
- The teacher, as the expert in the room, **models the reading aloud in class** in order to demonstrate accurate **pronunciation and enunciation**, building more **fluent comprehension** for a wide range of pupils
- The **library** has its own **full time librarian** - pupils are encouraged to visit and regularly change their books; it has a **rich, varied and up-to-date** supply of texts. **All pupils in Key Stage 3 and selected pupils in Key Stage 4** also have a weekly reading lesson with the librarian where they are guided on appropriate book choices, engage very competitively in **reading competitions**, and have the opportunity to **read aloud** on a **one-one level** to improve their own **fluency**
- The **community pupil leadership team** writes for its own '**St. George's Bugle**' newspaper as part of the **elective co-curricular programme**, thus encouraging pupils to engage in the reading and writing of **local events, book reviews, interviews and Christian values.**