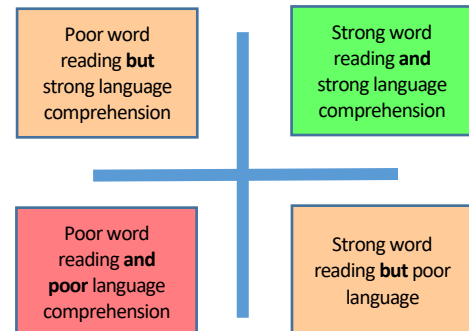


## 1. Aim of the strategy

At The Orme Academy, we recognise the importance of reading:

- Building vocabulary by pronouncing unfamiliar words
- Improving comprehension and active listening skills
- Reducing stress by making the learner feel more appreciated
- Strengthening fluency and accuracy
- Improving the working memory



Developing reading skills and opportunities across the curriculum by:



- Promoting **reading for pleasure through the use of SPARX / whole class focused reading** which runs x 55 minutes fortnightly with follow up tasks set for homework. We aim for students to be able to access both non-fiction and fiction texts throughout their time at The Orme Academy.
- Enrolling all students at KS3 on the **Accelerated Reader Programme (AR)** and setting PREP tasks at which students start seeing substantial positive gains in reading achievement. The **AR STAR** test provides students with an **individual ZPD** (Zone of Proximal Development) which they can use to inform their book choices so they're not choosing books that are too easy or too hard. Once students have finished reading their book, they take an on-line quiz and gain immediate feedback on their comprehension skills.
- All students at KS3 / KS4 enrolled on SR – to identify and monitor reading ages.
- The teaching of **MASTERY at KS3** – with a focus on reading short extracts from key texts. All lessons are structured to include vocabulary, inference and comprehension tasks.
- Consistently introduce in every subject across the curriculum, a structured approach to teaching **reading and vocabulary strategies**. Question stems will support teaching staff to deliver these in all subjects.
- Subscribing all year 7 students to **BookBuzz** to promote reading for pleasure. PREP and discussion tasks set by the form tutor using the whole school inference placemat.
- Consistently providing opportunities for **high quality talk** in the classroom during **tutor time** with short, **concise reading tasks each week for all year groups**.
- Introduce in every subject across the curriculum, a range of teaching strategies that support explicit **vocabulary instruction**, and challenge students to use **'upgraded' vocabulary** so they talk and write like experts.
- The Orme Academy promotes a **reading out loud culture** and is evident across the school – students who confidently read aloud across several subject areas are congratulated and rewarded.
- Use of **OSCAR** – Our School Cares About Reading to promote the love of reading at The Orme Academy.
- **Form time reading groups** take place regularly to promote a love of reading and oracy in The Orme Academy Library. Reading buddies take place during form time to promote a love of reading.
- **Lexia Power Up** is used as a classroom intervention for low ability groups who are at risk of not meeting college / career ready expectations. Using a **targeted approach to allow each student to make literacy gains quickly** and to develop critical thinking skills necessary to meet the demands of a secondary curriculum.
- **Relevant CPD training** delivered to all staff on whole school reading strategies, reading and phonics interventions.



Targeting intervention and support by:

- Assessing and monitoring reading ages of all students to identify those who require **intervention / urgent intervention strategies**.
- Assessing and monitoring reading ages of all students to identify those who are **'on watch.'**
- Provide opportunities and challenge for **HAP** to improve their reading ability further.
- Using **instructional coaching reports** to identify three key areas to improve for each identified student. Information shared with parents / teaching staff and other stakeholders.
- Students who are deemed as requiring urgent intervention attend **25 minutes of one-to-one reading intervention per day x 3 times per week** to support students in making rapid progress with **reading, spelling, vocabulary, and comprehension**.
- Students requiring group reading intervention **attend 2 x 25-minute sessions per week** with SEND team to improve fluency and accuracy.
- **Progress reviewed half termly** and **students re-tested using SR / RWI Benchmark Test** to identify any improvements / further targets.
- All students to engage in a **systematic and synthetic** programme using a phonics-based approach – **Fresh Start - Read / Write / Ink**.

Implementation of a phonics programme:

a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	ai
ar	ch	ck	ee	er	ff	ll	qu	ng
oa	oi	oo	or	ow	sh	ss	th	ur
air	ear	zz	nk	ay	igh	ure		

- Identifying students through SR / RWI that are either **non-readers or early-stage readers**.
- Use of **instructional coaching reports from AR** to inform next steps of those identified.
- Students who are identified as non-readers / early-stage readers to engage in the **Read, Write, Ink programme** for 25 minutes per day. This will be delivered during **designated reading sessions with a reading mentor and the SEND department**. The targeted students will focus on the development of sounds, the letters that represent them and how to form the letters when writing.
- **Progress will be reviewed weekly / re-groupings half-termly** and reported back to the students, teaching staff and parents / carers.

Parental Communication



- **Extending support and guidance to parents / carers** to help them support their child with reading.
- **Share reading ages and ZPD** with home following each SR test.
- **Parental communication** to celebrate reading out loud in lessons.
- **Recommended reading lists** that complement and enrich the curriculum.
- Ensure that the school website informs parents / carers about reading at The Orme Academy.