



North East Derbyshire
AP Academy

NORTH EAST DERBYSHIRE AP ACADEMY
READING STRATEGY

Reading Strategy

2021-22

Overview

This strategy document sets out the school's approach to establishing a reading culture within school and inspiring all pupils to develop a love of reading. Reading is a life skill and within the school's curriculum it is the most fundamental transferable skill, as it makes learning accessible to all pupils. We encourage and develop young people's reading:

- By embedding reading across the curriculum, at all stages
- Through a formal programme of identification and intervention for pupils who are not meeting age-expected standards in reading and spelling
- With a graduated response to meet the needs of pupils, including a dedicated phonics programme for older pupils who have yet to establish their reading skills

The school's curriculum intent is built upon the principle that young people at the school will be fully prepared for the next stage of transition, whether that be a return to mainstream school, or moving on to a new destination. In all cases pupils are required to have secured the literacy (and numeracy) skills to successfully transition to the next phase, including that of adult life.

Levels of Intervention

Owing to the transient nature of our pupils, and to the way they come onto our school roll, the reading and spelling ages of pupils vary widely on entry. Pupils will have experienced different approaches to reading, again to varying degrees of quality and with differing levels of impact. Some pupils will have experienced significant turbulence in their education and are likely to have knowledge and skill gaps. In particular, some pupils will be out of the habit of reading regularly.

Therefore, our strategy comprises of three levels of intervention:

Level 1 *Reading across the curriculum*

- The school plans reading into its curriculum for all pupils. In all subjects, reading is planned into the long-term plan, with varying opportunities to read, write and access different reading materials
- In the KS3 curriculum, pupils study a novel during each 'mission', where the content of the novel links directly the themes and issues of the mission. For example, in 'From the Ground Up', a mission which predominantly looks at mining in the local area, pupils study *A Kestrel for a Knave*
- All pupils have a dedicated reading period every week

Level 2 *Intervention available to all pupils*

- All pupils undertake the New Group Reading Test (NGRT) and the New Group Spelling Test (NGST) three times a year. The tests provide progress against reading and spelling ages, and identify trends in reading skills, with an individual plan for each child
- All pupils have a dedicated SPAG lesson, to support literacy development
- The Century platform provides all pupils with a bespoke literacy development programme. From benchmark tests, the platform uses AI to create an individualised pathway of activities to support skill progression and identify knowledge gaps. Pupils have dedicated sessions on Century every week

Level 3 *Bespoke and individualised intervention for identified pupils*

- Pupils identified as needing a more forensic level of reading intervention, on entry, through benchmarking and from the outcomes of the level 2 interventions, will access a more bespoke level of intervention
- Identified pupils will follow the Read Write Ink: Fresh Start programme of phonics for older pupils
- Where pupils are unable to access a phonics approach, a sight-reading intervention may be used

Action Planning

Strategy	Target(s)	Intervention Level	Resources	Intended Impact
KS3 Curriculum Planning	<ul style="list-style-type: none"> To design thematic missions with novels of an appropriate level of challenge and so that all pupils in KS3 study 6 different texts within the year, to include poetry and non-fiction texts. 	Level 1	Cost of new texts or materials.	<ul style="list-style-type: none"> Reading is appreciated as a transferrable skill and pupils understand how reading can improve their academic performance. Pupil exposure to a wider range of texts inspires them to read more frequently and across a broader range.
Curriculum Planning	<ul style="list-style-type: none"> Long-term planning and schemes of work will identify the key terminology that pupils will be expected to learn by the end of a given topic/unit of study. The learning environment will be rich with key words and terminology. Long-term planning and schemes of work will identify opportunities for reading, the texts and/or extracts that pupils will access, chosen from a broad range of materials and types of literature (beyond novels and textbooks – utilising extracts from newspapers, websites, comics and magazines as an example), and the relevance to the learning. Schemes of work will identify reading materials with specific SMSC links, and links to MBV, and the wider personal development programme. To encourage reading aloud and with fluency, as well as comprehension regularly. To ensure that all pupils read every week, with variation of activity so that they read privately, in groups, and to an adult. Pupils listen to adults read. Where appropriate, teachers regularly signpost to reading materials and literature in their teaching, promoting transferable knowledge and skills. Pupils will have timetabled sessions on topical issues and current affairs that make use of The Day resource. The Day will provide additional access to reading materials in a familiar format, in addition to creating links to current events, the global community and SMSC topics. Dedicated Reflection and Improvement Time (DIRT) assessment activities, promote the need for reading and reflection based upon understanding. 	Level 1 Level 1	Support staff time to assist in preparing learning environment and terms. Cost of new texts or materials. The Day, online resource for news and current affairs/topical debates.	<ul style="list-style-type: none"> Reading is appreciated as a transferrable skill and pupils understand how reading can improve their academic performance. Pupil exposure to a wider range of texts inspires them to read more frequently and across a broader range. Reading is valued and prioritised. Dedicated time for reading facilitates exposure to more texts and focuses pupils on reading at a given time every week, with the further aim that they will add to this time outside of school Activities around reading cement comprehension, spelling and writing skills.
Intervention for Impact	<ul style="list-style-type: none"> All pupils undertake a benchmark in both Reading and spelling with 2 further tests (using NGRT and NGST) during the school year, to demonstrate the progress that pupils make in the school and to identify those in need of intervention. Where tests indicate that pupils are performing below age-expected expectations, further interventions will be triggered, dependent on the gap and reading/spelling age confidence score. The use of online tests will provide more robust data and save time compared to paper-based methods. All pupils have a timetabled Century session every week to aid in the development of key literacy and numeracy skills. Every pupil benefits from a bespoke pathway of study that is planned by Century following benchmark diagnostics, that addresses gaps in the individual's literacy skills. Pupils will have a weekly literacy catch-up and/or SPAG session, delivered by a dedicated HLTA. 	Level 2 Level 2/3 Level 2/3	NGRT and NGST credits for all pupils in KS3 and 4 – 3 times per year. Century Tech learning platform, currently provided for three years under the catch-up premium. PPA time.	<ul style="list-style-type: none"> The school identifies skill and knowledge gaps early and provides intervention to support skill development. Pupil reading and spelling ages improve rapidly, supporting the development of writing. Pupils make progress in relation to their age, and have the reading and writing skills required for the next phase of education or for adult life.

	<ul style="list-style-type: none"> • Reading mentors support other pupils to read. • Where pupils have not met age-related expectations in KS3 and KS4, they would be open to further intervention, dependent on age confidence score. Intervention would consist of either: <ul style="list-style-type: none"> ○ Additional literacy catch-up sessions <i>OR</i> ○ Additional reading sessions <i>OR</i> ○ Access to the Read Write Inc, Fresh Start phonics programme for older pupils. 	Level 2/3 Level 3	Investment into Read Write Inc. Fresh Start phonics programme, comprising resources and training. Dedicated time for training and support.	
The Learning Environment	<ul style="list-style-type: none"> • In addition to key terminology, the learning environment will be rich with other language that supports reading and writing, such as sentence starters, conjunctions and other connectives. • The school will develop its library spaces, ensuring they are stocked with a variety of texts and choice. Spaces will be made available for reading to be undertaken. 	Level 1 Level 1	Support staff time. Cost of new texts.	<ul style="list-style-type: none"> • Key terminology aids pupil development and supports subject-specific language acquisition. Subject-specific writing improves as a direct result. • Pupils make positive choices about reading and read freely without fear of stigma and without being asked.
Promoting Reading	<ul style="list-style-type: none"> • School sites will display 'our reading journey 2021-22', a timeline of the texts accessed by pupils in different year groups, highlighting links to other curriculum areas, to SMSC and the personal development curriculum. • School sites will display 'get caught reading' and 'BookFlix' posters, depicting teachers and pupils reading. Teachers will regularly refer to the books they are currently reading and will not use any derogatory language regarding reading, their own experience of reading (including referring to a lack of reading) 	Level 1 Level 1	Support staff time. Support staff time.	<ul style="list-style-type: none"> • Pupils appreciate that reading is part of their life and essential to their studies and their future. Reading, and books in particular are the 'norm' and surround them every day. • Conversations about reading and texts are frequent; reading is not seen or referred to in a negative light.
Enrichment	<ul style="list-style-type: none"> • The school holds a reading week, devoted to reading and writing, around a topical theme. During reading week, pupils produce a media campaign which includes a newspaper, a website and is complemented by audio (in the form of podcasts and/or radio productions). • All pupils produce a short story for the Big Write competition. Working from a list of titles as inspiration, pupils write a story in the style of their choosing. The work of pupils is compiled into a published book and all pupils are provided with a copy. 	Level 1 Level 1	CPD time dedicated to collaborative planning and preparation. Cost of producing finished book.	<ul style="list-style-type: none"> • Pupils take ownership of reading and writing, through new techniques (web and audio development). • Reluctant readers (reading aloud), use radio as a means to overcome barriers and develop confidence. • Pupils have pride in a piece of written work that they can own and read at home, and with family.