

# Literacy: reading

2022-23

# Why does reading matter?

HMCI: "Reading is the gateway to almost all learning. Without reading, there is little science, no history, no geography. So we should champion reading as a vital life skill - reading to learn, reading to expand horizons, reading for pleasure..."

## How will we champion reading as a vital life skill?

- Reading for Pleasure
- Consistent approach to reading across the curriculum
- Reading intervention



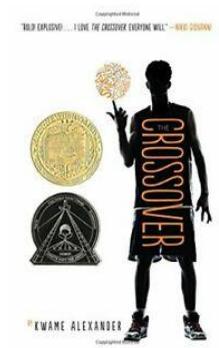
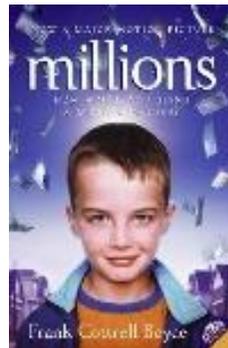
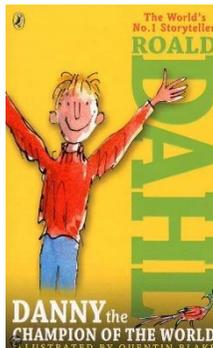
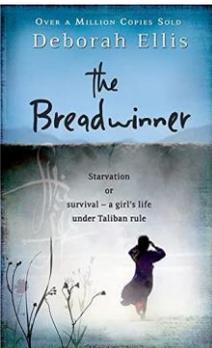
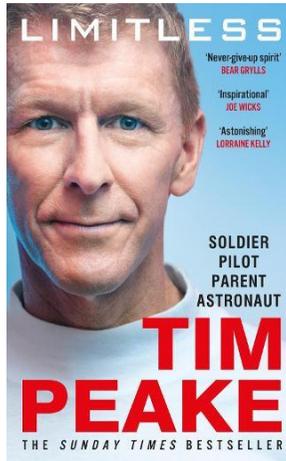
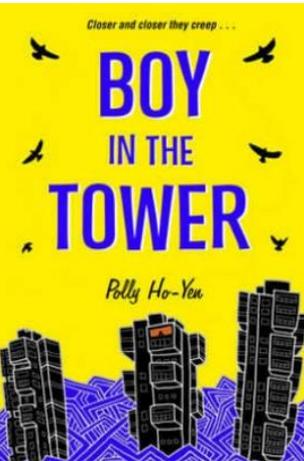
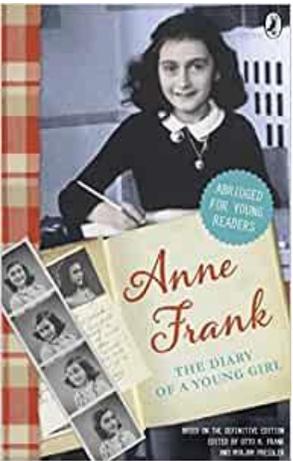
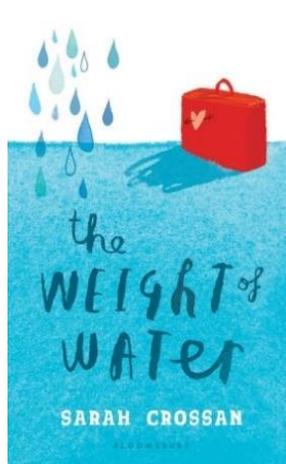
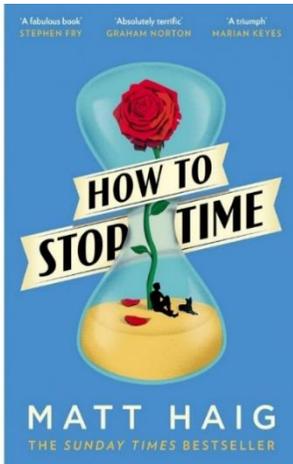
READING  
FOR  
PLEASURE

# Reading for Pleasure: Form Time Guided Reading

Our academy values the importance of reading and the positive impact it has on young people's lives. UNESCO (The **United Nations Educational, Scientific and Cultural Organization**) states 'the "multiplier effect" of literacy empowers people, enables them to participate fully in society and contributes to improve livelihoods'. Our form time reading programme embraces these principles through developing core reading skills which will be built upon across the curriculum.

## VISION and AIMS

- Increase fluency, engagement and enjoyment of reading.
- Improve reading comprehension.
- Build character amongst our students.
- Embrace diversity through empathising with characters.
- Support the wellbeing of our students through a shared reading journey.
- Close the vocabulary gap between students of all backgrounds.
- Empower our staff to be reading role models.



## What is Form Time Guided Reading?

It is a programme which shares the experience of reading between form tutors and students to develop reading comprehension and vocabulary.

Each form will complete guided reading for 10 minutes during three sessions per week.

Books will be read over the course of two terms in Y7 & 8 and three terms in Y9 & 10 on rotation.

# Reading for Pleasure: Form Time Guided Reading.

| Time      | Form Tutor:  | Students:   |
|-----------|--|---|
| 1 minute  | <p>Ask students to summarise the pages read during the previous session.</p> <p>Ask students to share responses with a partner before choosing 2 or 3 students to share with the rest of the class.</p>  | <p>Recall main points from the chapters read in the previous session.</p> <p>Share their summary with a partner/ whole class.</p>   |
| 8 minutes | <ul style="list-style-type: none"> <li>• Model reading the first paragraph aloud to students.</li> <li>• Choose students to read aloud.</li> <li>• Listen for the mispronunciation of words.</li> <li>• Clarify any potential misunderstandings.</li> <li>• Direct students to the definition of tier two vocabulary (refer to the PowerPoint slides)</li> </ul> | <p>Follow the lines being read <b><u>with a ruler.</u></b></p> <p>Carefully listen to the story in order to make a prediction at the end of the session.</p> <p>Read aloud if selected.</p> |
| 1 minute  | <p>Ask students to predict what will happen next. The Form Tutor may choose to model an example prediction or give clues regarding characters or plot.</p>   | <p>Share prediction with a partner.</p> <p>Share prediction with whole class if selected.</p>   |

# Reading for Pleasure: Form Time Guided Reading

## Tier Two vocabulary

Each book will have a Vocabulary PowerPoint.

Vocabulary will be organised into chapters.

Please display the relevant slides as you read and discuss the vocabulary e.g.,  
Did students already know the word?  
What words have a similar definition?

### FORM TIME READING: MILLIONS

#### Chapter thirteen



|                     |   |
|---------------------|---|
| <b>hernia</b>       | noun rupture in smooth muscle tissue through which a bodily structure protrudes |
| <b>appetising</b>   | adj. appealing to or stimulating the appetite especially in appearance or aroma |
| <b>surveillance</b> | noun close observation of a person or group (usually by the police)             |

## Deliberate vocabulary development (p72-73)



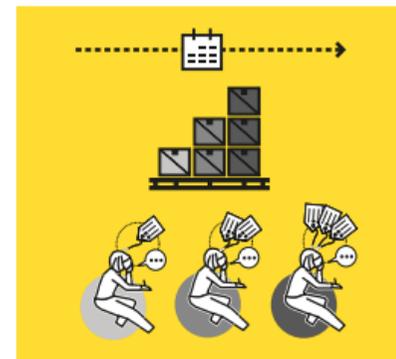
**SPECIFY AND DEFINE  
THE WORDS**



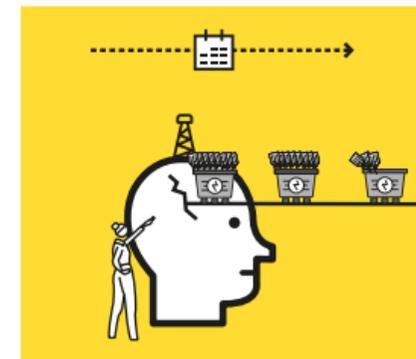
**SAY THE WORDS**



**READ WORDS IN CONTEXT**



**PRACTISE USING THE  
WORDS VERBALLY AND IN  
WRITING**



**ENGAGE IN WORD-BASED  
RETRIEVAL PRACTICE**

# Reading for Pleasure: Form Time Guided Reading

## GUIDED READING: FORM TIME



### ROTA Y7 & 8

|          | Autumn (terms 1 and 2)  | Winter (terms 3 and 4)  | Summer (terms 5 and 6)  |
|----------|-------------------------|-------------------------|-------------------------|
| <b>7</b> | <b>Book</b>             | <b>Book</b>             | <b>Book</b>             |
| R1-2     | Danny Champion          | Wonder                  | The Breadwinner         |
| R3-4     | Boy in the Tower        | Danny                   | Wonder                  |
| R5-6     | The Breadwinner         | Boy                     | Danny                   |
| R7-8     | Wonder                  | The Breadwinner         | Boy                     |
| <b>8</b> | <b>Book</b>             | <b>Book</b>             | <b>Book</b>             |
| R1-2     | Weight of Water         | The Diary of Anne Frank | The Crossover           |
| R3-4     | Millions                | The Crossover           | The Diary of Anne Frank |
| R5-6     | The Diary of Anne frank | Weight of Water         | Millions                |
| R7-8     | The Crossover           | Millions                | Weight of Water         |

# Reading for Pleasure: Form Time Guided Reading

GUIDED READING: FORM TIME



## ROTA YEAR 9 & 10

|           | Terms 1-3            | Terms 4-6            |
|-----------|----------------------|----------------------|
| <b>9</b>  | <b>Book</b>          | <b>Book</b>          |
| R1-8      | Tim Peake: Limitless | How To Stop Time     |
| <b>10</b> | <b>Book</b>          | <b>Book</b>          |
| R1-8      | How to Stop Time     | Tim Peake: Limitless |

# Reading for Pleasure: Form Time Guided Reading

## Administration

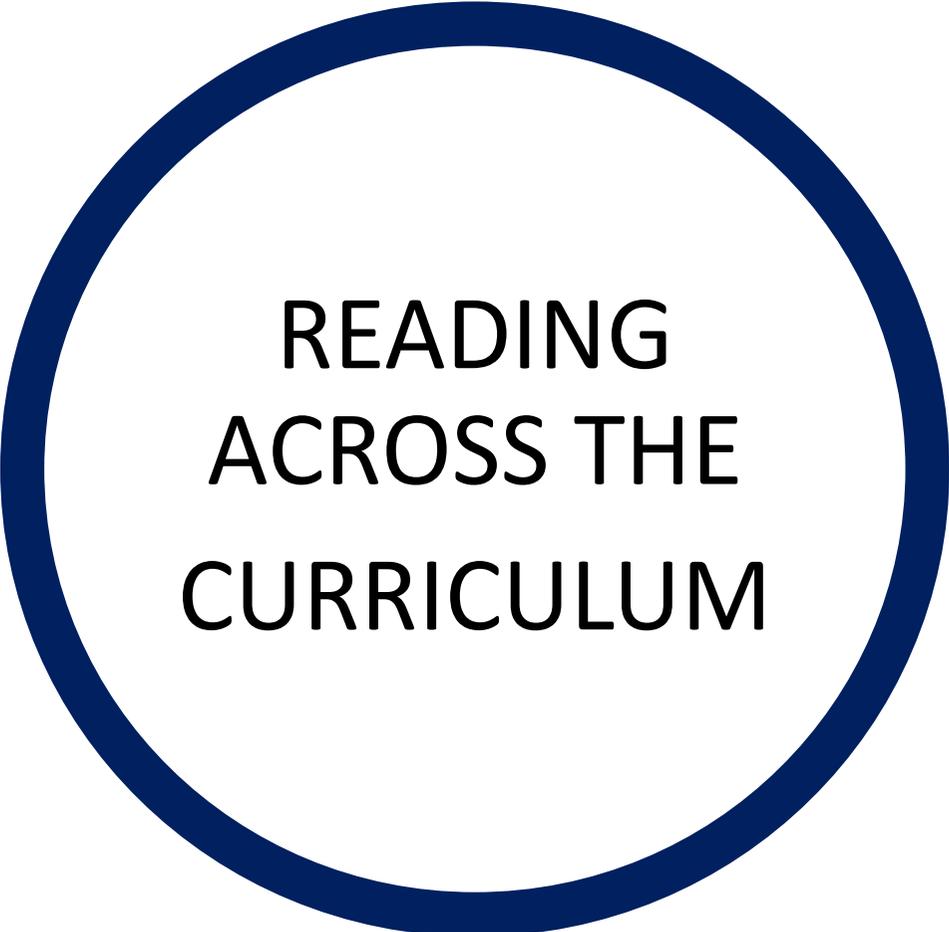
Hand out the books at the beginning of form time- please do not let the students take the books home.

Please keep the books safely in the box provided- the box is only to be used to store the class readers as these will be taken to another form at the end of the rotation.

Boxes can be collected at the end of the session:

Y7,9 and 10 from the English office.

Y8 from the copier room next to the English office.



READING  
ACROSS THE  
CURRICULUM

# PLAN FOR READING

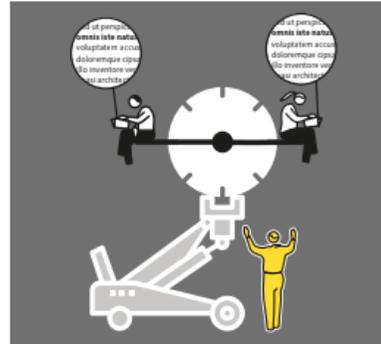
1 2 3 4 5



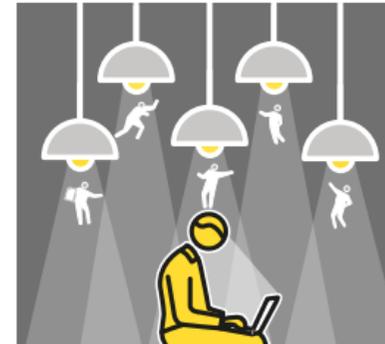
**MAKE READING CENTRAL TO YOUR PLANNING**



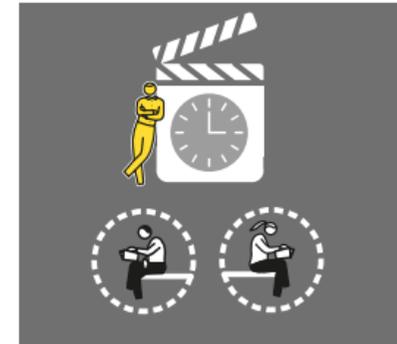
**IDENTIFY KEY VOCABULARY, PHRASES AND WRITING STEMS**



**PLAN READING RESOURCES**



**PLAN COMPREHENSION ACTIVITIES**



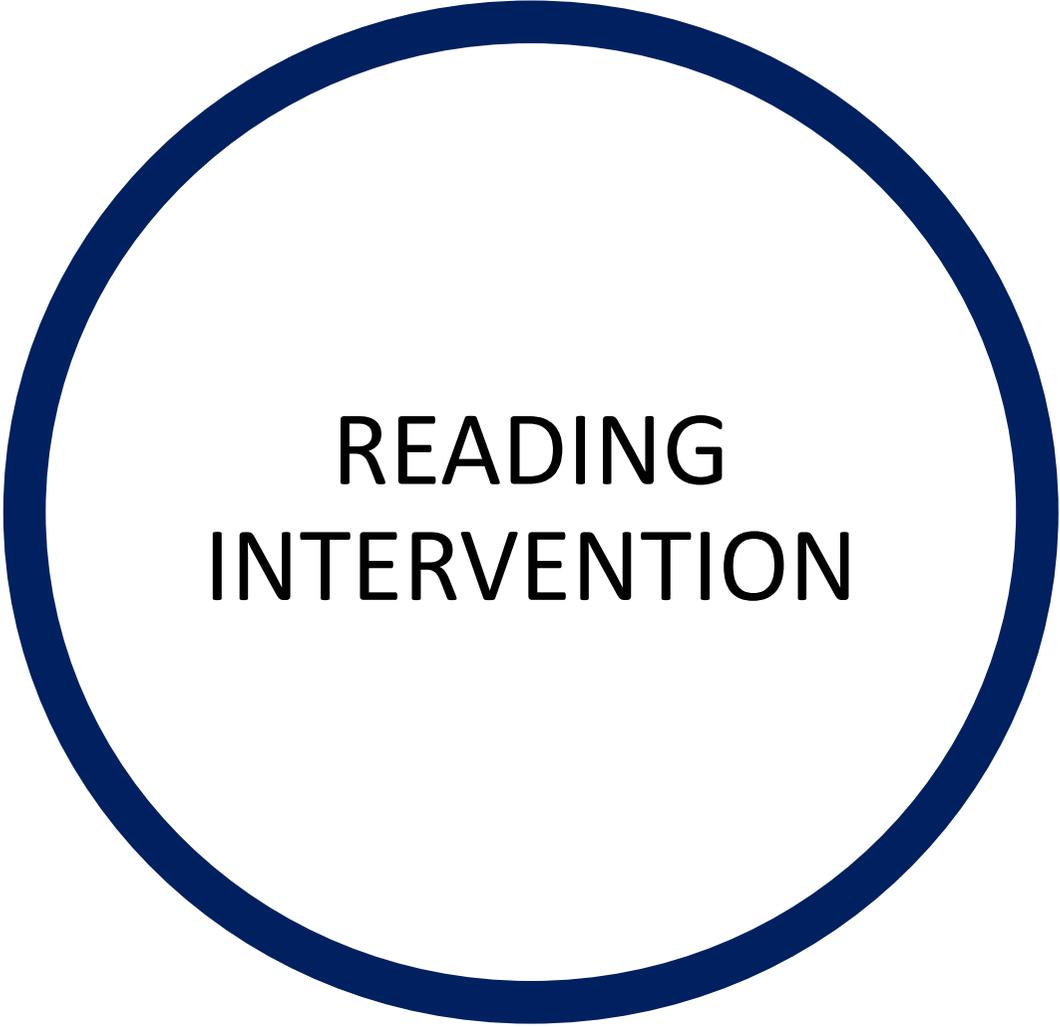
**BUILD TOWARDS INDEPENDENT READING**

All reading material is planned into the curriculum for 2022-23:

PowerPoints should not be read to students- students should have access to the content throughout the lesson.

Reading material must be appropriate for students' reading age so they can access the material and be stretched.

Reading material needs to be accompanied with a DART activity so students are able to comprehend texts whilst developing strategies to make them independent learners.



# READING INTERVENTION

Excellence

Aspiration

Achievement

Inspiration

Community



## SCHA READING STRATEGY



## SCHA READING STRATEGY



Where students are not making expected progress, they will follow one of the intervention pathways below:

### Significantly below expected level (<80 NRSS)

| Pathway/ intention  | How are students selected?   | What intervention will students receive?   | How will intervention be monitored?  | Assessment   | Outcome  |
|---|--|--|--|--|--|
| <p>Urgent intervention to develop early reading skills:</p> <ol style="list-style-type: none"> <li><b>Phonic proficiency</b> – decoding and blending phonemes to read words</li> <li><b>Word proficiency</b> – reading and understanding common vocabulary accurately including common exception words, and vocabulary relevant to learning in other curriculum subjects / areas</li> <li><b>Grammar proficiency</b> – recognising and using grammar to support fluent reading and comprehension</li> <li><b>Comprehension proficiency</b> – demonstrating oral comprehension of texts that have been read to them</li> <li><b>Enjoyment of reading</b> – Listening to and engaging with a wide range of text.</li> </ol> | <p>GL assessment data and SATs scores are cross referenced. Students scoring below 80 NRSS will complete the Salford Reading test to determine suitability/ level for taking part in intervention.</p> | <p>Students are enrolled on the Switched On programme. They will receive 1:1 tuition for 30 minutes each day. Students read a book aloud suitable for their assessed level based on the Salford Reading Tests.</p> | <p>After each session, the teacher or teaching assistant updates Teams with the following information:</p> <ul style="list-style-type: none"> <li>Title of the book read</li> <li>A phonics target for the next session</li> <li>RAG assessment of reading domains:</li> </ul> <p>Making connections<br/>Predicting<br/>Questioning<br/>Monitoring<br/>Visualising<br/>Summarising</p> | <p>Students complete the Salford Reading Test at the start of the programme to determine the book level to be read during the 10 week course. The test is taken again at the end of 10 weeks.</p> <p>In addition, students will also take a GL test to determine progress in line with the whole cohort.</p> | <p>Identify barriers to reading so that individual needs can be accommodated in class (notes to be added to class profiles).</p> <p>Promote confidence in reading aloud.</p> <p>Increase Salford Reading test score.</p> <p>STAR test above 80 NRSS.</p> <p>Increased GL score</p> |

SCHA Reading Intervention pathways for our bottom 20%.

### Below expected level (<95 NRSS)

| Pathway/ Intention  | How are students selected?   | What intervention will students receive?  | How will intervention be monitored?  | Assessment                                  | Outcome   |
|---|--|---|--|---|---|
| <p>Intervention to develop reading skills:</p> <ol style="list-style-type: none"> <li><b>Enjoyment of reading</b> – choosing to engage with a text</li> <li><b>Fluency, meaning and punctuation</b> – identifying the structure of the text based on the punctuation used, and identifying the meaning of new and unfamiliar vocabulary.</li> <li><b>Retrieval</b> – finding specific information from a text in response to a specific question</li> <li><b>Making inferences</b> – using the clues from the text to make an informed judgement on the information given</li> <li><b>Language in Context</b> – beginning to use the language employed by the author, including their known vocabulary, to support</li> </ol> | <p>Students with a SATs score of 90 or below are cross referenced against students highlighted as below expectation for reading comprehension and English skills (GL Data)</p> | <p>Students will be enrolled in small group intervention (10 or less students per group).</p> <p><b>Year 7</b><br/>Students are issued with a reading journal to use in the sessions and to take home each week. Students will read one of the following books per term:</p> <ul style="list-style-type: none"> <li><i>Little Badman and the Invasion of the killer aunts</i></li> <li><i>Private Peaceful</i></li> <li><i>The Bone Sparrow</i></li> </ul> <p>During the sessions, students will discuss the content of the book and record a summary. In addition, students will complete activities which focus on the following reading domains:<br/>Predict, visualise, connect, question, infer, evaluate.</p> <p><b>Year 8</b><br/>Students will focus on a range of non-fiction and fiction extracts from a booklet to support reading comprehension. Activities will be modelled and discussed before students attempt to complete reading activities independently.</p> <p>At the beginning of each term, parents will be invited into the Library to discuss the reading needs of their child, how we will support their child, and strategies they can use at home to support reading.</p> | <p><b>FMW checkpoints</b> (assessment will be against the reading domains):</p> <p><b>Year 7</b><br/>Character profile<br/>Diary entry</p> <p><b>Year 8</b><br/>Non-fiction inference questions<br/>Fiction inference questions.</p> | <p>Termly STAR tests<br/>GL assessments</p> | <p>Students will be able to apply reading strategies to subjects across the curriculum.</p> <p>Students will progress to an NRSS score of 100</p> |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <p>them to understand the context of text</p> <ol style="list-style-type: none"> <li><b>Author's choice of language</b> – beginning to recognise an author's intent based on the use of language and grammar</li> <li><b>Responding to text</b> – beginning to look at patterns within different genres, used by authors across texts, and by different authors to support them in expressing an opinion about the effectiveness of the text or likeability of the text</li> </ol> |  |  |  |  |  |
|--|--|--|--|--|--|

## How you can support our bottom 20% in the classroom.

These students have been identified as requiring support with reading:

They are in the bottom 20% nationally.

They have a reading age of less than 8 years old.

They struggle with either ENGLISH SKILLS or COMPREHENSION.

Strategies to support these students are explicitly indicated on the class profile.

## How can you support our bottom 20% in the classroom?

### Notes on needs:

#### *Y7 Bottom20%. NEEDS SUPPORT WITH ENGLISH SKILLS*

*Reading: Provide extra time for reading. Printed resources need to be at least size 12 font/ century gothic. Check understanding of tier two words or provide a glossary of words within the extract which could be misunderstood by the student depending on the context.*

*Writing: Provide class notes/ instructions: students may not have retained the information given verbally. Give extra time to student to outline their ideas verbally before writing- listen for any misunderstanding (one to one conversation).*

#### *Y7 Bottom20%. NEEDS SUPPORT WITH READING COMPREHENSION.*

*Check materials are suitable for reading age. Explicitly state the purpose and intended outcome of reading material given to student. Explicitly state how it builds on previous learning (could be through 5 a day). Provide glossary of tier two vocabulary which is context dependent. Adapt DART activities to ensure student can summarise content, retrieve key information, and make inferences from the text.*