



Overview

All students at the academy will have an enriched experience of reading across the curriculum. The academy will ensure that all students, regardless of background, ability, and needs will make sufficient progress through prioritising reading intervention from the beginning of Year 7. As well as developing the reading skills necessary to succeed academically, students will be immersed in opportunities to read for pleasure.

SCHA READING STRATEGY

Reading for pleasure

Programme	Aims	Implementation	Outcome
Form Time Guided Reading Year 7-10	Students engage in a shared reading experience within a PSHE environment to improve fluency of reading, comprehension, build character, embrace diversity, support wellbeing and close the vocabulary gap amongst groups of students.	Students in Y7-10 will read a variety of short texts during form time ranging from Non-Fiction articles to poems. These texts will be linked to the Hatton Character Quality of the term, as well as the Thought of The Week. Pre and post reading activities will focus on questions relating to reading domains and tier two vocabulary.	Informed discussion of texts read.
Class Reader: English	Students engage in a shared reading experience, which relates to key parts of the main English curriculum through thematic links.	Students will read a book for the first three weeks of each English unit. At the beginning of each lesson, students will complete knowledge retrieval questions and a relevant DART activity throughout to support the learning intention of the lesson.	
Hatton Canon/HBacc			



SCHA READING STRATEGY

<p>Millionaire Reward Club</p>	<p>Students read age-related texts during an academic year, which relate to character and diversity from a carefully chosen list of books.</p>	<p>To progress towards their HBacc awards, students will need to read the following: Bronze- 3 books Silver- 5 books Gold- 10 books</p>	<p>Accelerated Reader Quiz passed. Review published on the school's library page. HBacc certificate received</p>
	<p>Students read a book of their choice in their own time and during DEAR across the school. Books are updated twice per term.</p>	<p>Students complete one or two Accelerated reader quizzes each term. Students' word count earns them access to the Millionaire Rewards club.</p>	<p>A score above 80% on an Accelerated Reader quiz. Increase in STAR test NRSS. Increase in reading comprehension section of GL assessment Communication with parents when students enter the Millionaire club.</p>



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"> 1. Phonic proficiency- decoding and blending phonemes to read words 2. Word proficiency- reading and understanding common vocabulary accurately including common exception words, and vocabulary relevant to learning in other curriculum subjects/areas 3. Grammar proficiency- recognising and using grammar to support fluent reading and comprehension 4. Comprehension proficiency- demonstrating oral comprehension of texts that have been read to them. 5. Enjoyment of reading- listening to and engaging with a wide range of texts. 	<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 four days a week, for 30 minutes. 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"> • Title of the book • A phonics target for the next session. • RAG assessment of reading domains: <p>Making connections Predicting Questioning Monitoring Visualising 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 12 week course. The test is taken again at the end of 12 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 STRATEGY

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"> 1. Retrieval- finding specific information from a text in response to a specific question. 2. Making inferences- using the clues from the text to make an informed judgement on the information given. 3. Language in context- beginning to use the language employed by the author, including their known vocabulary, to support them to understand the context of the text. 4. Author's choice of language- beginning to recognise an author's intent based on the use of language and grammar. 5. Responding to text- beginning to look at patterns within different genres, used by authors across a range of texts to support them in expressing an opinion about the effectiveness or likeability of the text. 	<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 into a nurture stream in which they will be in a reduced class size.</p> <p>Students will continue to study the core curriculum, with activities being adapted to support the needs of the student and promote progress.</p> <p>Students will study a range of text types, genres, and authors. This includes:</p> <p>Year 7:</p> <ul style="list-style-type: none"> • <i>I Am Malala</i> • <i>Oliver Twist</i> • <i>A Midsummer Night's Dream</i> • <i>My Sister Lives on The Mantelpiece</i> • <i>Time and Place Poetry</i> <p>Year 8:</p> <ul style="list-style-type: none"> • <i>Emil and The Detectives</i> • <i>Sherlock Holmes (Scandal in Bohemia and The Speckled Band)</i> • <i>Touching the Void</i> • <i>The Tempest</i> • <i>Now is The Time for Running</i> • <i>Animal Farm</i> 	<p>FMW checkpoints three times per year.</p> <p>Assessments will be against the reading skills.</p>	<p>Termly STAR tests GL assessments</p>	<p>Raise student confidence in reading.</p> <p>Students will progress to an NRSS score of 100.</p>



SCHA READING STRATEGY

The classroom reading experience of all students including those at the expected level or above:

Expected (95-110)

Pathway	What intervention will students receive?	Assessment	Outcome
NA	<p>Schemes of learning include the following:</p> <ul style="list-style-type: none">• Student Learning Journey• Explicit instruction for tier three vocabulary.• Purposeful DART activities <p>All abilities, including the bottom 20% will be differentiated for through DART activities and questioning.</p>	<p>Lesson drop ins Book reviews STAR and GL data.</p>	<p>Students will access ambitious reading material as part of their learning experience across the academy.</p>



SCHA READING STRATEGY

Above expectations (>110)

Pathway	What intervention will students receive?	Assessment	Outcome
NA	<p>Students will be placed in a higher ability set for English and Humanities subjects.</p> <p>Reading material provided in lessons will reflect students reading age to build on comprehension and vocabulary at a higher level.</p>	STAR and GL data.	Students will sustain a high reading age and GL score throughout KS3.

