

Reading strategy

At St Mary Redcliffe and Temple School, we have a clear reading intervention and whole school literacy strategy incorporating a number of approaches. We use LUCID testing data, Accelerated Reader star testing and English reading skills assessments in KS3 to identify the students who would benefit from reading intervention. Student progress is checked through LUCID data, Accelerated Reader star testing and GCSE English assessments at different stages throughout the year.

SEN literacy support - PWH and SEND team

- Students receive two waves of Literacy interventions within SEN, Core literacy and Next steps literacy.
- Core literacy focuses on basic literacy skills, including phonics if required.
- Next steps focuses on more complex skills, such as inference, complex sentences and spelling patterns.
- Each group receives an individualised package based on their initial assessments.
- Progress is tracked and measured using Salford Reading and Vernon spelling tests. Interventions are carried out by Michelle Parsons and Morag Pirie.
- LEXIA is used in tutor time sessions to further support SEN students with literacy.

Targeted reading intervention – PBO and support teachers – JGA, ADY and CST

- KS3 students complete LUCID literacy assessments in English lessons over 1 lesson as the test takes between 30 minutes to an hour depending on student ability. Students with a deficit of 10 or more standardised points between word recognition and reading comprehension are given targeted reading intervention with English teachers. These interventions consist of 12 – 1 hour sessions spanning two terms across the school year. The sessions focus on reading skills such as reading for meaning, inference and implied meaning. Impact is measured through work produced in booklets and the testing mentioned earlier.

Accelerated Reader – JGA and PBO

- All Year 7 and 8 students use Accelerated Reader to support and promote reading. They complete this in library lessons once a fortnight and in tutor time. Students complete quizzes on the books they have read and compete for prizes each term. Progress is checked by completing Star Reader tests at four stages throughout the year.
- This approach to reading is supported by a well-stocked and diverse library and our eBooks platform.

Reading and oracy support – PBO with JGA

- Year 7 students work with 6th form students in 1:1 paired reading sessions that take place once a week during Term 2-5. In these sessions, students are paired with a regular 6th form partner where they read their book out loud for 10 minutes, they then discuss their book with their 6th form partner. Year 7 students then write up what they have done in reading logs, with their 6th form partners finally checking what they have written for any SPAG errors.
- These students are identified by LUCID, Accelerated Reader and English teacher referral. Their progress is also tracked by Star Reader tests. All 6th form reading partners are trained by Mr Boswell and Mrs Garmston.

Promoting a joy of reading – PBO, JGA and GWH

- Whole school literacy and reading is promoted through silent reading of tutor time reading books once a week. Each year group reads three books over the course of the year, these sessions consist of 20 minutes reading and 5 minutes of oracy tasks based on the class reader
- KS3 classes also read for 15 minutes at the start of each English lesson.
- We also have an oracy session once a week for 25 minutes in tutor time which focuses on discussion skills.
- We have a number of celebration events where poets and writers come in for workshops.
- Participation in the Bristol Teen Book Awards and the Year 7 Book fair in Term 1, student librarians and a suggestion box – so students are choosing their own reading for pleasure books – all books bought unless too expensive or inappropriate.
- Themed book displays, magazine subscriptions (6 titles) are available in the library to support lessons and for fun
- We have termly poetry competitions based on a theme where students read out their poems in the library and are rewarded with vouchers and books as prizes.
- In addition to this we have a stem word of the week, poem of the fortnight, books of the month for KS3 and KS4, reading assemblies and a Spelling Bee competition in Term 6.
- Year 10 students read silently for 30 minutes with discussion afterwards once a fortnight in English lessons.

Teaching reading across the curriculum - PBO

- I am the Facilitator for the NPQ Leading Literacy course in the South West, this means I train primary and secondary literacy leads across the region. This use of up-to-date research and education theory informs all my practice as Literacy Co-ordinator at the school.
- A series of whole staff INSETs covering the teaching of reading skills have taken place over the past five years
- A range of resources for staff are available on the Literacy Moodle page and Staff Shared Drive – this includes a fortnightly reading tip aimed at staff to support reading in lessons.

- Staff have access to reading ages for their classes and parents are given student reading ages in reports. A reading approaches document is available for all staff to support students with reading in their lessons.

FOCUS AREAS FOR THIS YEAR - PBO

- Tighter use of data to track progress of literacy intervention students – need to consider streamlining data programmes – use of LUCID needs to be reviewed, AR covers Year 7 and 8. This will also include the sharing of reading ages for KS3 and 4.
- More staff training regarding reading skills – lesson observations across subjects to check literacy and reading approaches across the school to incorporate more focus on disciplinary literacy