

Red Rose School

Reading & Phonics Strategy:

2025 - 2026

INTENT

Red Rose School's intention is to develop a holistic approach to reading across the curriculum, to create an environment to capture pupil's curiosity, fostering a love of reading which will stay with them throughout their lives. We will support early and struggling readers to improve their phonics understanding and encourage pupils to read for pleasure, build confidence in their reading ability and fluency and promote literacy across the curriculum. We recognise that literacy skills are both general and subject specific, so have implemented a strategy which will encourage wider reading around each of the subjects we offer.

A whole school approach to reading in a language rich environment, provides all learners with the opportunity to read books, which are appropriate for their age and ensure that early year's readers are supported to close any gaps in phonetic knowledge.

IMPLEMENTATION

All learners will be assessed, as they transition into school, to establish each pupil's reading age, using the GL Assessments Programme to provide an accurate baseline.

All learners, who have assessment results of 2 (or more) years below their chronological age, will then complete a phonics assessment. No pupil will be precluded from completing a phonics assessment should they want or we feel they should be assessed. Low-level readers will be supported through 'Phonics' and 'Reading' interventions which will take place on a 1:1 basis.

At Red Rose School, we use the 'Bedrock' Literacy Programme. Pupils who require additional support through phonics or reading recovery will have access to the Ruth Miskin Read Write Inc Fresh Start Intervention Programme.

Bedrock Learning

At Red Rose School we encourage all pupils to read for pleasure both in and out of school. The programme supports GL Assessment and provides an accurate picture of pupil ability.

Bedrock Learning allows pupils to access their portal when the pupils are away from school. This enables us to work closely with parents/carers to support pupil engagement and facilitate progress. Once assessed, the Bedrock Learning Programme assigns pupils to an appropriate

learning block for their reading age/stage and throughout the intervention their knowledge is reviewed and progressed mapped.

Bedrock Learning provides an extensive library of engaging informational and literacy texts,

books are selected/based on National Curriculum, current affairs or personal growth and development and are differentiated to support all reading levels and abilities. Teachers will support learners to access books at the appropriate level of support and challenge.

Current affairs books and texts support learners to broaden their knowledge and interest in events of political or social relevance and importance.

Personal growth and development books support learners in building knowledge of new skills, attitudes, actions, or reactions that can have a positive impact on their life and increase overall well-being; these books and texts within this genre may also support learners to process previous trauma in a positive way or create a safe space where they can open up and reflect on their own experiences; in the context of the characters of the book rather than themselves.

All books are vetted through school and in conjunction with the Senior Leadership team. Readers are provided with individual tailored support for their needs, for example: coloured paper and overlays, enlarged and modified texts to support their reading and writing.

At Red Rose School we have introduced a Reading Reward initiative, incentivising pupil engagement to support reading, for pleasure, both in school and reading at home. Pupils will earn rewards to be used to purchase books.

Read, Write, Inc - Fresh Start (Ruth Miskin)

Read Write Inc. Fresh Start is a catch-up and intervention programme with proven results. The programme offers a simple but powerful solution to accelerate reading progress, teaching pupils at their challenge point, developing accuracy and fluency. The programme develops comprehension, spelling and punctuation skills through targeted activities.

Resources are age-appropriate, matched to pupils' increasing knowledge of phonics, and finely levelled to accelerate progress.

Fresh Start is a systematic, synthetic phonics programme for struggling readers in secondary schools, it is for pupils who:

- did not meet national expectations at the end of Key Stage 2
- have missed schooling or are late arrivals into school
- are new to the UK education system
- are learning English as an additional language.

Fresh Start accelerates pupils' reading accuracy, fluency and stamina in just 30 minutes a day. Testimonies suggest that pupils make as much as two years' progress in only two months.



The quick diagnostic assessment ensures you start pupils at their highest point on the programme for speedy progress, whether this is for accurate decoding or for reading fluency – or both.

Daily phonics lessons allow pupils to progress quickly because they learn and review letter-sounds and words at their level.

New motivating age-appropriate Modules reflect pupils' everyday experiences and backgrounds. Older readers enjoy applying their new phonic knowledge to engaging matched decodable stories and non-fiction texts. For example, in PE lessons books are provided for learners based on sports, celebrities, autobiographies, in RSE books on culture and relationships and humanities provides books on geography, cultures and history.

Many learners arrive at school with low reading levels and as a school we will ensure we understand individual gaps and support learners to embark on their journey in bringing reading alive. In Red Rose School we have a designated room for the learners to sit and read in a peaceful and calm and comfy environment. The National Literacy Trust states that “If we want to be skilful in helping other people, especially children, become willing, avid, and – most important of all – thoughtful readers, we need to know how to create a reading environment that enables them.”

We recognise that successful readers master the mechanics of reading and have the ability to decode and infer meaning through comprehension.

Figure 1 -



At Red Rose School, we have drawn on the recommendations of the Education Endowment Foundation recommendations in their “Improving Literacy in Secondary Schools” document, first published 6th July 2018 ([Improving Literacy in Secondary Schools | EEF](https://www.educationendowmentfoundation.org.uk) ([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk)))

1. Prioritise “disciplinary literacy” across the curriculum



Disciplinary literacy is an approach to improving literacy across the curriculum, recognising that literacy skills are both general and subject specific. Disciplinary literacy emphasises the value of supporting teachers in every subject to teach pupils how to read, write and communicate effectively in their individual subject areas.

Key words specific to each subject are displayed in every classroom to ensure maximum exposure to the vocabulary conventions of each subject.

2. Provide targeted vocabulary instruction in every subject

Lessons focus on key words. Staff encourage pupils to think about unfamiliar words and what they look like so that they might be able to decode the meaning of them. Subject specific knowledge organisers are also used to support the learning of unfamiliar vocabulary.

Staff look for opportunities, wherever possible, to highlight word etymology and morphology to help pupils remember the meanings of new words and to make connections with the words they already know e.g. in science, the prefix photo- means light therefore photosynthesis is concerned with light.

3. Develop pupils' ability to read complex academic texts

Across the curriculum, pupils are given the opportunity to read complex texts relevant to the subject they are studying, either as a reading comprehension or analysis. For example, in maths, we use extended written questions where pupils need to read and pick out key pieces of information in order to answer the question.

4. Break down complex writing tasks

Where pupils are expected to create extended pieces of writing, teachers use a combination of planning, monitoring, evaluation and modelling to support pupils to structure their text appropriately and to a high academic standard. We also provide targeted support for those who need it through the use of (templates) scaffolded structures, acronyms, sentence starters and keyword mats as appropriate.

5. Combine writing instruction with reading in every subject

Aims and objectives are given at the start of each lesson to support learners with written instruction that all pupils can follow, and also supports pupils who may struggle with verbal instructions in the classroom, acting as a prompt. We encourage pupils to recognise key features and conventions of good writing within each subject through the use of model answers and structural analysis. SPaG is marked in every subject across the school, with opportunities for pupils to correct and improve during lesson time.

6. Provide opportunities for structured talk

Pupils at our school can be reluctant writers so our verbal discussions form an integral part of our learning journeys. Staff encourage high quality talk through excellent questioning techniques, by modelling examples of high-quality talk and by encouraging pupils to use key words from lessons in their responses in order to ensure that discussions are including high level vocabulary.

7. Provide high-quality literacy interventions for struggling pupils

All pupils receive targeted literacy intervention appropriate to their level and their needs This is in addition to the SPaG marking across all subjects, dedicated reading



time and emphasis on academic reading texts across all subject areas. Our literacy interventions are based upon the Reading Framework published by DfE July 2021.

Learners with SEN or disabilities will be assessed termly and staff will provide support, whilst reviewing and evaluating the support so that it can be adjusted where necessary

[The reading framework - teaching the foundations of literacy \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

IMPACT

The implementation of our strategy aims to foster a love of reading in all of our pupils. Reading confidence will allow pupils to access their education, across the curriculum with greater consistency. Pupils will be able to access a range of texts across a broad variety of genres, tackle written material in school, build transferable employability skills and develop literacy skills for life.

QUESTIONS FOR STAFF

1. What is unique about your subject discipline in terms of reading, writing, speaking and listening? What is common with other subject areas?
2. How do you use language on a daily basis?
3. Are there any literacy misconceptions held by pupils, for example, how to write an effective science report?
4. Are there words and phrases used typically, or uniquely, in your subject?
5. How can we move beyond static word lists to support pupils to develop a deeper understanding of the meaning and applications of words?
6. How can we ensure that subject specific vocabulary becomes memorable and that pupils can use new words in writing and talk?
7. How can we best teach pupils to read academic texts?
8. Which reading strategies improve the accessibility of subject specific texts and genres?
9. How can we support pupils to become effective independent learners?
10. How do we break down complex reading tasks?
11. How can we support pupils to become independent writers?
12. How can we motivate pupils to persist with challenging writing tasks?
13. Where should writing tasks sit within lessons and lesson sequences?
14. How can we integrate reading and writing tasks in different subject areas?
15. How can we support pupils to improve their spelling, punctuation and grammar?
16. How can we structure speaking and listening activities to support learning?
17. Where should discussion activities sit within lessons and lesson sequences?
18. What types of interventions are most likely to have an impact?
19. Who should provide targeted support?
20. How will the impact of the intervention be monitored?

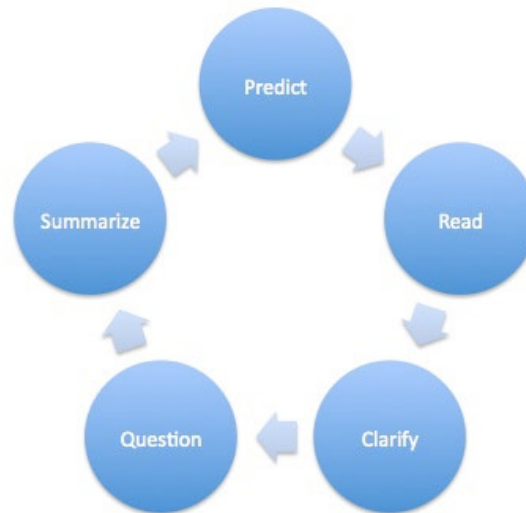
ACTIONS

- Evaluate the quality and complexity of existing reading materials in the school
- Ensure that the development of disciplinary literacy is coherently aligned with curriculum development



- Identify 15 – 20 words of academic vocabulary needed for each topic and SoW, teach these explicitly.
- Find tasks in which you can use the Reciprocal Reading Approach to aid pupils with reading academic texts:

The Reciprocal Teaching Cycle



- For extended writing opportunities, break down writing tasks by providing word level, sentence level and whole text level instruction; explicitly teach pupils planning strategies; help pupils monitor and review their writing.
- Look in your SoW to find opportunities for structured talk and make explicit either on task cards or in SoW.
- Word of the Week
- Use of board games
- Write intervention programme for all pupils