

Secondary Reading at Oakwood School

Oakwood is committed to raising standards of literacy in all its students, through a co-ordinated approach. **Every teacher is a teacher of reading.**

The benefits of reading are well documented:

Reading...

1. exercises your brain.
2. provides knowledge and information about the wider world.
3. reduces stress and puts you in a better mood.
4. improves concentration and focus.
5. helps to develop creativity.
6. enriches your language and vocabulary – both spoken and written.
7. increases your ability to empathise with others.
8. helps you to reflect.
9. improves your memory.
10. is free entertainment.

Good Readers will deploy several strategies:

- Read with fluency (be able to recognise words at a glance).
- Read with expression.
- Activate prior knowledge of the world.
- Draw on their knowledge of how language works.
- Predict.
- Question.
- Clarify.
- Summarise

Our aim is for all students to leave us as **confident readers**, who are either at, or above their chronological age. An overview of our strategies for improving reading across the Academy is shown below:

Implementation:

At Oakwood **we know how well our students can read** from the outset. On arrival into the Oakwood, we use the New Group Reading Test (**NGRT**) to assess students' level of reading in vocabulary and comprehension. This data allows us to create a bespoke **intervention program** for those who fall below age-related expectations. Our team of trained staff identify gaps quickly, and plan and deliver a range of interventions based on need.

Students are provided with reading opportunities in every curriculum lesson. All teachers have received CPD on how to incorporate reading into their lessons, and how to promote reading skills to students, in particular, **reciprocal teaching strategies** (predict, question, clarify, summarize). Staff are also equipped to deliver **explicit vocabulary instruction** through a wide range of activities. This increases students' exposure to a wide variety of texts, further improving their reading fluency and comprehension.

Further QA takes place during regular work scrutiny, where vocabulary and literacy are explicitly monitored through book looks and pupil voice.

Teachers plan a vocabulary curriculum that is mapped with their subject curriculum. Key words are explicitly taught from the vocabulary curriculum with opportunities for retrieval practice in subsequent lessons.

Teachers model good practice by reading aloud in class which fosters a culture of reading around school and sees every teacher as a teacher of reading, whatever their subject discipline. Books have been carefully mapped against the curriculum to support student development in areas such as empathy, discrimination, bereavement, justice, relationships and motivation. This year our students are reading:

- Macbeth
- Inspector Calls
- Sherlock Holmes
- Our Day Out

Students have regular opportunities to read- either in discrete reading sessions or in lessons across the curriculum. Students are also encouraged to read at home. All reading to be recorded on whole school reading tracker.

We use **Nessy Writing Beach** which rapidly improves literacy skills by developing vocabulary, academic language, comprehension skills, spelling and confidence. **Nessy Spelling and Reading** is used to resolve any phonics gaps for students who find literacy particularly challenging.

Fresh Start is an intervention used with students who have difficulty with decoding and phonics. It involves short one-minute tasks whereby students practice reading high frequency words. Progress is tracked and monitored closely, and changes are made to ensure the child is learning as fast as they can until they are fluent in reading.

The school library supports students and faculties by providing relevant resources to support the curriculum with a challenging and supportive environment to inspire, maintain and develop an enquiring mind and an enjoyment in reading. There are calendared events throughout the year to promote reading for pleasure, and these are delivered through the library.

Impact

The impact of the reading strategies used are measured in various ways. All students complete the **NGRT** at the end of the year to measure progress from the previous year. However, within interventions we use smaller measures such as the **Nessy** assessment to gain a more detailed results on certain individual students.

Within lessons, teachers use a variety of methods to measure progress which include spelling tests, low stakes quizzes, guided reading sheets and extended writing.