

At Cambian Hereford School, we recognise the importance of reading, and as such, share a whole school approach to improving reading outcomes of our pupils.

'Now the whole school is reading: supporting struggling readers in secondary school' Ofsted 2022, states:

'There are lifelong consequences for adults who struggle with reading. According to the Organisation for Economic Cooperation and Development (OECD), around 16% of adults in England have very poor literacy. At this level, they will struggle to understand price labels, read instructions on medicines, make sense of a train timetable or fill in a job application. Adults with low literacy are more likely to have fewer job opportunities and a lower income. The most recent data published by the Ministry of Justice shows that 57% of adult prisoners taking initial assessments had literacy levels below those expected of an 11-year-old. A quarter of young offenders in the UK have a reading age below that of the average 7-year-old.'

At Cambian Hereford School, many of our pupils have often had periods of missed education and, we recognise that pupils might come to us as struggling readers and in turn reluctant readers. In addition, we also consider 'that learning loss as a result of school closures during the COVID-19 pandemic is making reading a greater issue in secondary schools.' Ofsted 2022.

Our reading approach can be categorised into the following three areas:

- Reading for learning
- Reading progression
- Reading for pleasure

Using the recommendations from the Education Endowment Foundation, 'Improving Literacy in Secondary Schools Guidance Report', we aim to embed these three areas of reading within fabric of the school in order to achieve the school's overarching vision: Engage, Achieve, Grow.

The primary aims are:

- To ensure all pupils can read accurately, fluently and with understanding
- To support students with reading ages below chronological ages to improve their reading
- To promote enjoyment, enthusiasm and independence when approaching texts.

Reading for learning: Disciplinary literacy

'Disciplinary literacy is an approach to improve literacy across the curriculum.' It is a means of recognising that each subject will be approached differently due to the context of reading presented in each subject, and 'there is a growing need to ensure that students are trained to access academic language and conventions of each subject.' EEF Improving Literacy in Secondary Schools.

Strategy: Teachers will use texts which are appropriate to that subject and provide opportunities for pupils to engage in a range of texts with the same principles and conventions, for example, historical accounts or scientific reports. Texts should increase in challenge as the pupil progresses. Teachers will be checking understanding through a subject specific lens and approaching these texts in an academic context appropriate to their subject. Teachers might strengthen the pupils'

understanding of the conventions of these texts by getting pupils to write with the same principles and conventions.

Reading for learning: Building vocabulary

Subject specific vocabulary to be planned for within each curriculum will help pupils to understand and read tier 3 vocabulary. Pre-teaching vocabulary including tier 2 and 3 words provides further opportunities to teach the etymology and morphology of words. Undertaking regular low-stakes assessments in which tier 2 and 3 words are used form part of exposing pupils to this vocabulary.

Reading Progression

Improving reading is a shared responsibility within Cambian Hereford School. We recognise that pupils need to read regularly to improve fluency and comprehension. Providing students with structured opportunities to read in the classroom allows teachers to support students with fluency and comprehension. However, we also recognise that having opportunities to read a variety of texts alone does not allow for reading comprehension to be achieved.

Strategy: On entry, pupils complete a WRAT 5 reading, spelling and comprehension assessment. This provides a standardised score and informs whether they are at, below or above age-related reading and spelling abilities. The result of this assessment will then give an indication on where to go next with the pupil: pupils showing below average standardised scores in reading and spelling will have a phonics diagnostic test. This diagnostic will allow deeper understanding the pupil's areas of difficulty within reading. Struggling readers or spellers may have targeted intervention sessions. Literacy targets are also shared amongst staff, and pupils will work to achieve their literacy target each term.

Teachers are informed of the outcome of the reading and spelling assessment. Teachers are also informed of any difficulties pupils might have with reading and will be sent strategies for supporting these pupils. Teachers can assess the difficulty of texts in terms of the background knowledge required to understand texts, the range and complexity of vocabulary, the use of abstract imagery and metaphorical language, sentence length and syntax, whole-text structures and text length. Teachers will use the following strategies to support pupils with their reading progression:

- Skimming (reading rapidly for a general overview)
- Scanning (reading rapidly to find specific information)
- Slowing down
- Re-reading
- Reading back through the text
- Checking the index, glossary or scaffolds
- Summarising
- Reading related texts
- Questioning
- Modelling reading and reading aloud to help with decoding, fluency and comprehension
- Using dictionaries and thesauruses for definitions, synonyms and spellings

- Using word banks
- Displaying tier 2 and 3 words
- Activating prior knowledge, prediction, questioning, clarifying and summarising- these might be roles undertaken by pupils in the classroom while reading and removed as independence progresses.

Reading for pleasure

As a school, we encourage reading aloud and prioritise and reward these opportunities. The following activities form part of the whole school approach to encouraging a love and enthusiasm and confidence in reading:

- Timetabled weekly reading sessions. Books are selected for reluctant readers which aim to engage and interest
- Pupil to give presentations and read best work aloud
- Reading Challenge is a cross-curricular reading initiative in which pupils are provided additional merits for reading aloud in other classrooms
- Whole school reading events such as reading scripts for the panto, tea and news, tea and text, murder mystery days, World Book Day activities etc.