

Reading Strategy

Whole School Reading

To ensure all pupils become more confident, skilled readers, reading is part of their daily routine, with designated areas in classes and around school to encourage reading for pleasure.

There are opportunities for students to experience reading individually and as a group and we encourage a love of reading through points linked to our whole-school rewards system.

Key vocabulary is displayed in every classroom and reading is rewarded in every subject, not just in English lessons.

Pupils will also have access to Bedrock to further enhance their reading skills.

Within English lessons, texts are chosen to stimulate students' interests, taking in to account both their ability and age.

Reading Intervention

All pupils in KS2/3 have a baseline in English reading including phonics and comprehension skills. Personalised targets are set based on these.

Reading baselines identify any gaps in knowledge and provide opportunities in learning to address specific areas linking to the whole school English Curriculum plans.

Bedrock Learning intervention provides pupils with regular digital learning opportunities encompassing Tier 2 & Tier 3 vocabulary, grammar and disciplinary literacy to support pupil transformation of communication and comprehension skills across the curriculum.

As well as the range of reading interventions, more specific interventions are provided around dyslexia, speech and language, gaps in language due to EAL and narrowing the gaps between reading accuracy and comprehension if there is a specific learning need.

Early Readers

All students in KS2/3 have a baseline in our 'Sounds – Write phonics programme.

For students who are identified as requiring intervention based on their baseline scores phonics intervention is made available, to boost students' confidence and reading fluency.

Phonics intervention takes place in the classroom based on gaps in reading particular words using the Sounds – Write resources.

Staff are trained to support with decoding of new language and 'Sounds Write' resources ensure that staff have an universal approach to teaching these skills.