

# Chapter 3: Secondary Reading

## Intent

In the Secondary phase at The Priory Witham Academy, we continue to prioritise Reading. We build on the pupils' prior learning from the Primary phase, working closely with our Primary colleagues and feeder schools to ensure an effective transition. We take a subject disciplinary approach where 'all teachers are teachers of Reading' and have a clear ambition for the Witham Reader. This ensures that teachers understand the importance of their role and responsibility for promoting high standards of literacy, irrespective of their specialism.

By the time pupils leave us, they are able to read across a broad range of genres and contexts, to read critically, analytically, and independently. Our aim is to foster a lifelong love of Reading. To support this, our readers are equipped with the tools to tackle unfamiliar vocabulary, to interpret and explore meaning, and the resilience to read whole texts, seminal literature, and diverse texts.

We encourage our pupils to see themselves as readers for both pleasure and purpose so that they can enjoy reading but also to allow them to function and engage with the world around them.

One of our principle aims of teaching reading is to develop independent readers, who can deal with sophisticated texts and are able to make informed reading choices for both academic and personal reading. To achieve this, pupils experience a Reading curriculum that extends beyond the National Curriculum to broaden the opportunity for all; delivered both as part of the English curriculum and the wider curriculum.

Leaders are clear about the Reading policy as set out by Ofsted and the DFE. We are informed by educational research and cascade this knowledge to our leaders and teachers. Teachers are supported through CPD, clear expectations and frameworks, such as the Language for Learning framework. This allows them to choose high-quality, appropriate texts and ensures that they know and understand the strategies needed to support them to deliver effective Reading instruction. For example, we employ a 'relentless routine for reading' in all classrooms that follows three key steps; provide background knowledge, model fluent reading, and practice echo reading.

## Relentless Routine for Reading at Witham



Give background knowledge - explore cultural references.

Use frayer models to explore **key** vocabulary.

Provide definitions for other vocabulary



Fluent reading of a text is modelled by an adult.



Echo Reading - read a new word - ask students to echo it back.

Read and repeat **key** vocabulary up to 3 times.

Improve clarity and feedback through discussion.

Because we believe teaching every child to read is so important, we have Reading Leaders who drive the reading programme in our school. These people are highly skilled at teaching reading, and they monitor and support our reading team, so every teacher is an excellent teacher of reading.

### Reading Leaders:

- Sinead Hanson – Associate Assistant Headteacher with responsibility for Strategic Reading
- Chris Brown – Head of English
- Holly Cowley – Academy Reading Lead
- Jessica McFarlane – Fresh Start Expert (phonics)

### Implementation

#### Curriculum:

- We have identified Reading Leaders across the Academy.
- We have carefully planned the ambition for the Witham Reader for the Academy.
- We have carefully mapped the Reading Journey from EYFS through to KS5.

- The rigor of the English curriculum ensures that Reading is a priority through the entitlement and enrichment offer.
- Curriculum at KS3 has been adapted fully to diversify text choices and increase cultural capital as a result of prior gaps reading assessments.
- The Reading curriculum is carefully planned to build on prior knowledge and cultural capital. This is evident in the design and delivery of the curriculum, the long-term planning, and the topic overviews.
- Through our KS3 Personal Development curriculum, reading continues to play a central role in developing our students' cultural capital. Form Tutors guide their class through a selection of age-appropriate, cross-genre texts supported by pre and post reading comprehension questions.

### Teaching:

- Agreed Expectations for Reading support all teachers to understand their responsibility as teachers of Reading. This is monitored through the Witham Reading Routine: Frayer model for new vocabulary, Teacher reads as expert and Echo reading for new vocabulary.
- Common Strategies are in place to support reading for meaning through to critical analysis.
- Common strategies are in place to support vocabulary instruction.
- Reading to - pupils are read to by an expert reader to ensure that texts are challenging and accessible.
- Cold Reads of all texts studied
- Class readers chosen to broaden student cultural capital and offer understanding of diverse experiences; this empowers students to go beyond their own expectations of themselves.
- Reading with – pupils will have a range of opportunities to read with an adult as part of the textual study, with their teachers and PSA staff.
- Reading by – opportunities for reading for pleasure are built into the curriculum offer
- Reading by - wider reading lists mapped across the curriculum to support content delivery.

### Intervention

- All pupils are assessed using the NGRT assessments to determine their reading age. This allows us to identify universal and targeted needs.
- Teachers address universal need through Quality First Teaching, drawing upon the Agreed Expectations and with the support of the Academy Reading Lead.
- Targeted intervention is broken down into three main strands:
  - Tier one: Little Wandles Rapid Catch Up or Fresh Start for readers who are identified as requiring Urgent Intervention through NGRT. Phonics diagnostics

are used followed by Fluency assessments for those readers who are phonetically sound. We have trained staff in both Little Wandles and Fresh Start and we select the appropriate intervention dependent on the ability-level present in that year group

- Tier two: Herts for Learning intervention for students who have previously required reading intervention, but their Reading Age is now above 9yrs. This programme has a fluency and comprehension focus. The repeated reading sessions that are required for this tier are supported by Sixth Form reading buddies.
- Tier three: Paired reading and group reading for students who don't qualify for the phonics-based interventions and need support with comprehension. Classroom teachers and Pupil Support Assistants are all briefed on which students fall under this category so they can offer in-lesson support.
- Regular communication will take place between the teacher and the expert delivering the intervention to ensure pupils make progress and independently apply to their reading.

#### Quality Assurance:

- Every teacher in our school is trained to be an expert teacher of reading. As a result, pitch and expectation is clear which enables good progress. We all use the same language, routines, and resources to teach pupils to read so that we lower pupils' cognitive load.
- Agreed Expectations ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leaders and SLT regularly monitor and observe teaching; they use the summative data to identify pupils who need additional support and gaps in learning.

#### Ensuring reading for pleasure

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)  
*'The will influences the skill and vice versa.'* (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to pupils every day. We recognise that reading aloud is probably the most important thing that teachers can do, therefore we ensure it is a frequent and regular part of each school day, happening for at least 10 minutes. By reading well-chosen books aloud, teachers ensure classes become communities of readers. The purpose of this is for children to experience and enjoy stories that they might not otherwise meet, including those from other cultures. They have access to rich and challenging texts (often ones that pupils will not have heard of).

- Pupils across the school have regular opportunities to engage with a wide range of Reading for Purpose events (book fairs, author visits and workshops, national events etc).
- Throughout the Academy, high-quality texts are promoted in various ways to create an ethos and an environment that excites, enthuses, inspires and values reading (displays, book displays, library, posters, discussions with adults etc.)
- Social media is used as a platform to promote our love for reading at the academy. This involves the wider community to celebrate reading for pleasure. We make book recommendations and share good practice, promote reading competitions, and celebrate reading events such as World Book Day.

## Impact

### Assessment

Assessments are used to monitor progress and to identify any child needing additional support. Assessment informs teaching and curriculum. It is timely, purposeful, and carefully planned to ensure that GAPS and misconceptions are addressed promptly.

- [Assessment for learning](#) is used:
  - daily within class to identify pupils needing keep-up support
- [Summative assessment](#) is used:
  - by the class teacher and SLT through the NGRT test, which take place two times a year, to identify gaps in children's knowledge and understanding in order to narrow attainment gaps between different groups of pupils and so that any additional support for teachers can be put into place.
  - By the class teacher as part of formal assessments mapped against the Curriculum.

### Statutory assessment

- Pupils in Year 11 sit their GCSE
- Step Up to English – pre-GCSE qualification for selected KS4 students
- A-level – English Literature

### Ongoing assessment for Intervention

- Pupils in KS3 are assessed through their teacher's ongoing formative assessment as well as through the summative assessments of the Little Wandles, Fresh Start or Herts for Learning programmes.