

Supporting Reading in Secondary

This document sets out our approach to the teaching of reading for older pupils in our AP Academies.

Identifying gaps

All pupils are screened on entry to our AP Academies*. In Secondary, where the reading entry test (New Group Reading Test -GL Assessment) highlights need, a further diagnostic screening is used. (Fresh Start) This is done on a one-to-one basis with a trained teacher or teaching assistant. Depending on the specific needs identified, pupils receive individual Fresh start phonics and fluency catch up teaching on a one-to-one basis beyond English lessons, and careful thought and attention is given about how to sensitively manage this so that pupils get the support they need without this need being highlighted to others.

Where fluency and extra practise is an identified need beyond the taught curriculum, again, a bespoke package might be appropriate. Our screening tools above enable us to determine the most effective support. The importance of our well planned and taught KS3 and 4 curriculum, with focus on developing language, oracy, comprehension in our very small teaching groups is also key. All teachers are trained in supporting reading, but also specific strategies for each pupil. We rescreen in order to understand the impact and effectiveness of our interventions termly, and more regularly for pupils on the specific Phonics programme. This is summarised in Figure 1 below.

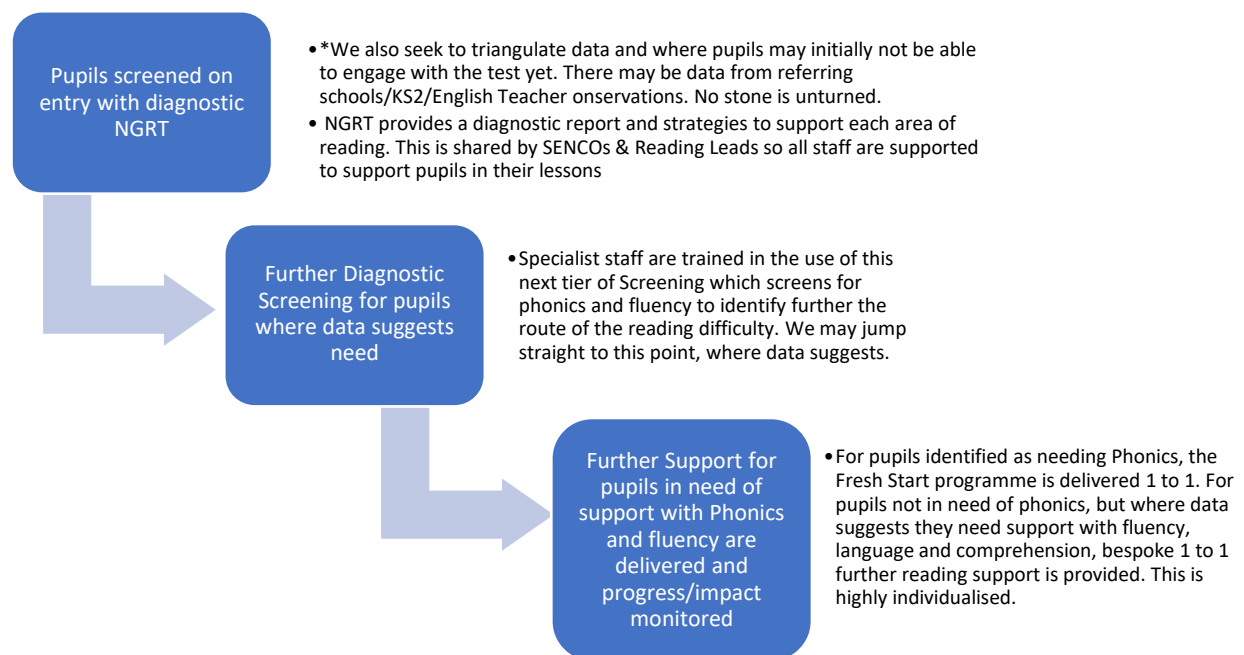


Figure 1-Wave Model for Reading Screening and Support

In Alternative Provision, at times we have pupils who are struggling to engage with the above planned model of support and so we may need to develop some further creative timetabling and staffing solutions to reach the point of engagement in being taught to read. Here we build on Phase 1 outcomes around engaging and attending. We never stop. Leaders in Academies will have individual education plans around each pupil which are kept regularly under review so that no pupil is ever left behind. There is no one size fits all in implementing our resolute intent that all pupils will be supported to learn to read.

How we support reading and language development and comprehension across the curriculum in Secondary?

We are mindful of the EEF guidance on ‘disciplinary literacy’ below. Reading Lead/English Lead and SENCOs regularly cascade information from the diagnostic screenings above and suggest strategies that will support individual pupils at the specific and identified points of difficulty, whether this be decoding, language, comprehension and fluency. Leaders in our school ensure that all staff understand how pupils learn to read, and can be supported. Leaders direct staff to DfE English Hub specialist training, such as ‘Phonics to Fluency’, where we have an ongoing strong relationship with our Hub.



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IMPROVING LITERACY IN SECONDARY SCHOOLS
Summary of recommendations

<p>1</p> <p>Prioritise ‘disciplinary literacy’ across the curriculum</p> 	<p>2</p> <p>Provide targeted vocabulary instruction in every subject</p> 	<p>3</p> <p>Develop students’ ability to read complex academic texts</p> 	<p>4</p> <p>Break down complex writing tasks</p> 	<p>5</p> <p>Combine writing instruction with reading in every subject</p> 	<p>6</p> <p>Provide opportunities for structured talk</p> 	<p>7</p> <p>Provide high quality literacy interventions for struggling students</p> 
<ul style="list-style-type: none"> Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches. 	<ul style="list-style-type: none"> Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words. Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning. 	<ul style="list-style-type: none"> Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively. To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge. Reading strategies, such as activating prior knowledge, prediction and questioning can improve students’ comprehension. Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence. 	<ul style="list-style-type: none"> Writing is challenging and students in every subject will benefit from explicit instruction in how to improve. Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step. Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality. Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write. 	<ul style="list-style-type: none"> Combining reading activities and writing instruction is likely to improve students’ skills in both, compared to a less balanced approach. Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students’ understanding of ideas. Students should be taught to recognise features, aims and conventions of good writing within each subject. Teaching spelling, grammar and punctuation explicitly can improve students’ writing, particularly when focused on meaning. 	<ul style="list-style-type: none"> Talk matters: both in its own right and because of its impact on other aspects of learning. High quality talk is typically well-structured and guided by teachers. Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific. Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection. 	<ul style="list-style-type: none"> Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7. Developing a model of tiered support, which increases in intensity in line with need is a promising approach. Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions. Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

Developing fluency and comprehension

For our older pupils in secondary sometimes language comprehension and vocabulary still remains a barrier, rather than phonics and our diagnostic

screenings support precise identification of the areas of difficulty, along with Dyslexia screenings by the SENCO. Fluency gives the reader the choice to read at a speed that allows for comprehension and can be adapted to the purpose of the reading. Beginner readers, however, do not have a choice about speed because they are still engaged in decoding the words on the page.

Through our curriculum planning, we address fluency with many opportunities to read together in class and support comprehension and Tier 2 explicit vocabulary instruction. Through screening pupils on entry, we ensure we have decodable texts matched to reading abilities for extra practise, and to move pupils progressively forward rather than casting adrift as ‘free readers’ once assessed off needing phonics. Equally, our planning at Key Stage 3 reflects ambitious and difficult texts, to prepare for demands of GCSE. Our subject specialists support pupils’ fluency. Interventions where needed can support extra practise to enable pupils to put in ‘reading miles’ again, and details of approaches to reading books and sessions to really ensure this is effective, not a tick box, are detailed below and timetabled/planned by each Academy bespoke to their pupils to ensure impact. The planned English curriculum, based on the full National Curriculum objectives; accurate assessment to identify gaps; our skilled and adaptive teaching, small teaching groups, high pupil to adult ratios, mean that pupils move forward from starting points.

How do we encourage positive attitudes to reading and/or ‘a love of reading’ for our older pupils?

Many pupils who join us have experienced reading failure, and have turned away from reading. In Alternative Provision, we understand that approaches may need to be bespoke in order to engage, whilst never deviating from our core belief that every child can and must be supported and taught to learn to read. Each Academy outlines their approaches below.

At Caradon we have an inviting reading room which students have taken ownership: painting a mural, selecting soft furnishings and requesting specific books. There are a wide selection of fiction and non-fiction books and the option to listen to audio books. In the reading room, staff’s favourite books are on display, often provoking interesting conversations leading to recommendations for students based on their particular interests. This room is available to students at any time, including every afternoon during enrichment.

Furthermore, Key Stage 3 students visit Liskeard library once a week. This time allows them to enjoy reading in a different environment and it gives opportunity to peruse books they may not have considered before. Often in the library we have positive discussions about books, ranging from cooking recipes to discussing the Bermuda Triangle! The introduction of the weekly library visit has proved so

successful that Key Stage 4 students are now requesting to go. This opportunity will now be available to Key Stage 4 students during enrichment once a week.

Promoting reading is the responsibility of all teachers and we embrace this at Caradon. A weekly morning session is dedicated to reading where each teacher promotes reading with their tutor group. This takes on different forms including teachers reading non-fiction short stories, listening to audio books, students reading aloud, the teacher reading a novel. Not only is this time used to promote positive attitudes around reading but also for teachers to model reading with fluency and expression.

Our Secondary curriculum is rich in story, where pupils develop writing and reading skills concurrently and coherently, along with a high focus on developing oracy, language and vocabulary. 'Class readers' -whole texts- are detailed within our Reading curriculum. We adapt learning, but maintain the highest and inclusive expectations that pupils can attain GCSE qualifications. We continue to read widely and often beyond the analytical element of the GCSE within English lessons, so that pupils are able to 'stay in the story' and understand that stories are to be enjoyed, not just for transactional analysis or as a model for writing.

Reading Interventions and Approaches for Secondary Pupils at Caradon Academy

Key Stage 3 and key Stage 4

At key Stage 3 and 4 reading will expose students to the full beauty of the English language, through reading and exploring a full range of texts and mediums. We want fluent and confident readers and communicators who can adapt as necessary to their audience.

We promote a culture that celebrates a love of reading, we have additional whole school reading during tutor time weekly, have shared expectations as a staff to how we can support pupils to become confident and fluent readers, we are making use of the newly refurbished town centre Library with visits during, lesson and



enrichment time. We have also established a partnership with the Library which means our pupils will have regular access.

- In English lessons, every half term there is a class reader linked to the topic. Students are expected to read aloud to the class and participate in paired reading on a regular basis. We also use reciprocal reading as a strategy to create active readers.

- Reading for pleasure is encouraged and celebrated;

students have a range of fiction books available to them in every classroom. The option to read is always available.

- The library forms part of our enrichment programme - a library session is offered to students 4 times a week. Students can use this time to read independently, as a group or with a member of staff.
- Reading tasks using skimming, scanning, comprehension and inference are embedded across the academy. Students are familiar with these terms and expect to hear them in all lessons.
- At both Key Stage 3 and 4, students are exposed to vocabulary rich texts and various narrative perspectives and structures. The pre teaching of vocabulary is effectively used to familiarise students with words they may be exposed to for the first time.
- If the baseline reading age tests shows a student needs support to read accurately and fluently intervention is put in place using RWI Fresh Start. This is carried out on a 1 to 1 basis.

- Students are identified on entry if they require reading intervention. This is delivered via Fresh Start which is a systematic synthetic phonics programme. It teaches them to read unfamiliar words accurately and therefore read texts with understanding.

At Key Stage 3 we use a thematic approach to embed key reading skills, which allows the students to explore fiction, non-fiction and poetry through dynamic themes including crime and punishment, power and conflict, environment and expedition. Each half term students have a class reader linked to the theme, which encourages a love of reading whilst exposing them to rich vocabulary and developing their awareness of the world around them by exploring the connections between language, literacy and real life.



At Key Stage 4 Texts cover Shakespeare, Power and Conflict Poetry, 19th century novels and modern texts. Lessons encourages critical thinking by students; encourages a love of reading and encourages analytical reading to identify themes, characterisation, plot devices and use of imagery. Students are taught the necessary technical language needed to analyse texts and poems and are encouraged to learn quotations, off by heart, to demonstrate confidence and knowledge. Exposure to classic and modern writing is intended to help students to become creative in themselves.

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