

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.

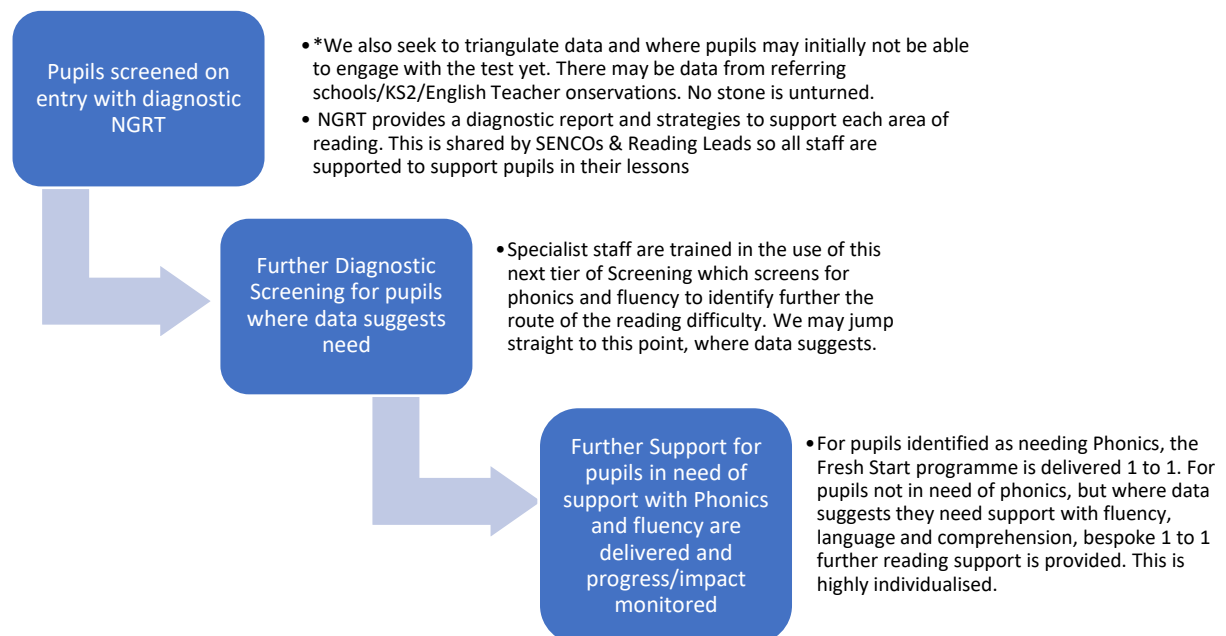


Figure 1-Wave Model for Reading Screening and Support

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.



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. 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.

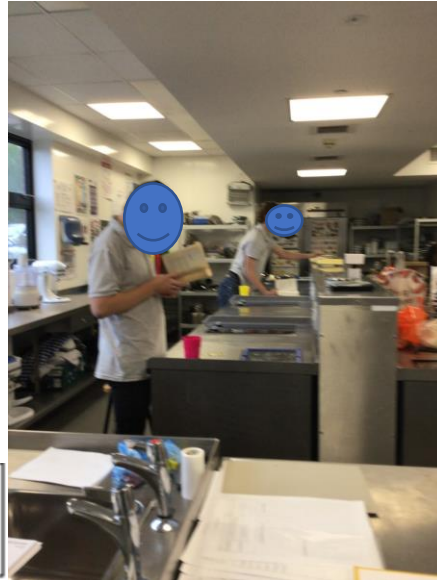
Reading Interventions and Approaches for Secondary Pupils at Shoreline Academy

Reading is celebrated Shoreline and all students are all encouraged to read as much as possible both for pleasure and during lessons. Reading at Shoreline is led by Tamsin Bryan, very closely supported by Caroline Maher and Debbie Toms. All staff at Shoreline are trained in Read Write Inc Fresh Start and Phonics and have regular CPD on how to deliver reading and literacy within their subjects and as a discrete subject. Fresh Start delivers

phonics, but also in the latter stages of the programme, supports pupils build fluency through repeated reading as we build vocabulary, stamina and automaticity.



Reading in DT
and Catering



On arrival and subsequently every term, students' reading is assessed using NGRT and those who need individual targeted support have that support/ intervention timetabled during our daily oracy sessions with a dedicated member of staff. During this time, other students either read independently or in small groups, or engage in disciplinary literacy / oracy sessions within subjects. We use repeated oral reading, echo reading and choral reading as well as teachers reading stories out loud to expose students to different types of literature and texts to help all students become fluent and improve comprehension.



LOTG - reading in the real world

Reading Interventions take place in our dedicated Reading Room, which is a comfortable, safe space, stocked with a wide range of reading materials. All Students are actively encouraged to visit the Reading Room to choose reading material they find interesting.

Many students ask to use the Reading Room when they are overwhelmed as a safe, quiet space where they can use reading as a reset.



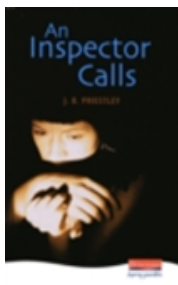
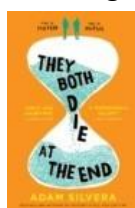
Reading Intervention

The reading culture is growing at Shoreline, with reading increasingly being seen by students in a positive light. Some of our secondary students now enjoy reading to our primary students, whilst other students choose to read to our school dog, Sandy (who particularly likes the large bean bag in the Reading Room!)



Reading to others

Within our Secondary Reading Curriculum, just as we adopt a book based approach in Primary, we build on this in Secondary. Our selection of books are carefully chosen, enabling pupils to experience other worlds through the eyes of different individuals. We have thoughtfully chosen books to teach that inspire, celebrate diverse voices and identity whilst also providing the building blocks for GCSE learning. There is a carefully woven thread of themes from KS3 through to KS4.



We also have a range of books that have been selected following consultation with our students in order to foster engagement and the desire to read.

