

'Reading Recovery' Strategy 3 Year Plan 2019-22

Reading Recovery Strategy Intent

Kingsbury Green Academy will close the gap between the chronological and actual reading ages of all students whilst simultaneously ensuring that all students, whatever their reading ability, have access to a wide range of challenging and engaging books and other reading materials in order to cultivate a culture where reading for pleasure becomes a habit that will last a lifetime and they will develop into successful, literate citizens in society.

Reading Recovery Strategy Aims

- Embed reading at the heart of the curriculum in all departments
- Foster a love of reading through celebrating reading across the school
- Close the gap between students' reading age and chronological age
- Engender a passion for reading, starting in Y7 and building as the years progress

Reading Profile 2019-2022

2019-20 T1 (T4 and T6 were not able to be added due to Covid-19 Lockdown – in subsequent years, data to be collected T1/T3/T6)

	9.6 and below	10 and below	11 and below	12 and below	13 and below	14 and below
Year 7 (146)	31 (21%)	36 (25%)	64 (44%)	95 (65%)		
Year 8 (141)	18 (13%)	23 (16%)	46 (33%)	75 (53%)	96 (73%)	
Year 9 (127)	11 (9%)	15 (12%)	27 (21%)	47 (37%)	67 (53%)	90 (71%)



2019 - 2020

Teaching & Learning (In lessons)

English

- Ensure 10 minutes reading at the start of each lesson for all KS3 classes
- Continue fortnightly reading lessons for all KS3 classes
- Include interleaved reading skills in Schemes of Learning to increase focus on this area
- Review curriculum sequence to ensure reading is embedded and developed

SEND (in bespoke lessons)

- Continue using paired reading with KS3 groups in order to support weaker students' reading

2020 - 2021

In addition to 2019-20:

Introduce guided reading at the start of English lessons

Improve library lessons to focus on guided reading

Incorporate more full texts into KS3 English curriculum (*Frankenstein* play script in Year 8, *Maggot Moon* in Year 9)

Introduce SRA corrective reading programme – targetting the weakest readers (RA below 9)
Teaching assistants will be deployed to deliver this alongside the mainstream English lessons

Develop CPD for staff to teach reading skills

2021 - 2022

Overarching aim:

- Embed reading at the heart of the curriculum in all departments
- Foster a love of reading through celebrating reading across the school
- 'Positioning reading at the core, rather than marginal activity of the classroom increased the amount of reading practice that all students experienced on a weekly basis' (Westbrook et al, 2019)

	<p>confidently within their subject areas</p> <p>Devise reading lists to offer greater challenge during reading time</p> <p>Evaluate success of reviewed curriculum and make changes, if appropriate</p> <p>Share best practice around reading strategies across the RWBA Trust</p>	
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2019 - 2020

Outcomes & Groups (Intervention)

Provide a range of provision to ensure the gap between students' reading age and chronological age narrows

Tutor time (small group with Literacy TA/ TA)

Mon/Weds/Fri

- RA 10 yrs and below - Nesy catch-up (Y7) in L06/T07 (computer rooms)

Tues/Thurs

- RA 10 years and below – Lexia Power Up (Y8) in L06 (computer room)
- RA 10 years and below – Lexia Power Up (Y9) in T07 (computer rooms)

Library (Tues)

- RA above 10 years but below chronological age - Reading mentors (Y12 supporting Y8)

Library (fortnightly reading lessons)

- TAs target 1:1 reading with students whose RA is between 9.6 and 10.5 (Y7-9)

SEND

Nurture Groups (Sept – Dec Y7)

NSR+ work with Literacy TA in small nurture group to mirror mainstream learning but personalise curriculum with a focus on additional phonics to support lower reading age, targeted reading comprehension etc.

Nurture Groups (Y8 - February)

2020 - 2021

In addition to 2019-20:

- Review entry requirements for intervention
- Access the new NGRT assessments to improve identification and tracking of reading progress
- Develop the nurture group provision at KS3 to provide bespoke provision for high needs SEND students and the weakest readers
- Introduce a bespoke programme of corrective reading recovery for the weakest readers (RA below 9) Delivery to target Year 8/9 students from Sept 2, rolling out to Year 7 in Oct 20. Six week rolling programmes to be delivered during English lessons by trained TAs and and

2021 - 2022

Overarching aim:

- Close the gap between students' reading age and chronological age
- Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.
- 'The gift of reading is particularly important to young people from disadvantaged backgrounds. Our results found that young people who receive FSM were less likely to report access to books e.g. 27% had never been given a book as a present compared with 17% of non-FSM and 17% had never been into a bookshop compared to 10% non-FSM'.

Delivery of bespoke programme by SENCO mirroring the mainstream provision and targeting weakest readers in Y8 (5 students)

Precision teaching (TA – AW)

Focus on phonics and high frequency words for high need SEND students

Toe-by-Toe for SPLD students (bespoke timetable)

Pupil Premium

Focus on narrowing the reading gap that will have widened for key students during Covid-19 school shutdown.

over seen by the SENCO.

- Provide small group intervention for PP students as part of the KS3 catch up lesson programme
- Provide 1:1 and small group guided reading sessions for Pupil Premium Students
- Facilitate guided DIRT time for PP students via Student Champion
- Introduce a HPA PP 'book club' for Year 11 students to broaden their exposure to literature and build contextual knowledge

2019 - 2020

Culture & Aspiration

- Bronze/silver/gold bookmarks (independent reading)
- Reading booklets (Y7)
- Tutor time reading activities – £1120 funding secured from Calne Lions to introduce whole text reading in tutor time
- Year Group reader (reading aloud to students/ students reading aloud) 'Children are most likely to read at home if they are able to read fluently. If you're are not a fluent reader, it's highly unlikely that you'd choose to do it for fun. This is the main reason I recommend reading aloud.' (Didau)
- Book Club (AJA)
- Ensure all students are able to access a free book via the World Book Day initiative (there are no book shops in Calne)
- Shadowing the Carnegie award (Literacy Champion)
- Year 6 Reading Transition project sent out to primary schools
- KS3 Summer reading challenge

2020 - 2021

In addition to 2019-20:

- Introduction of *Reading for Pleasure and Progress strategy*. Staff and students to use the "High Five" icon to structure discussions around texts
- Tutor time reading programme introduced. Year 7 reading short stories, Year 8 and 9 reading *Ghost Boys*, Year 10 reading *THUG* and Year 11 focusing on articles.
- Reading training for all staff completed on INSET day
- Increased setting of reading homeworks across the school

2021 - 2022

Overarching aim:

- Engender a passion for reading, starting in Y7 and building as the years progress
- Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.

	<ul style="list-style-type: none">• Reading lists for all departments to encourage wider reading across all subjects• Provide pre reading material for PP students prior to lessons to build cultural capital and help narrow the disadvantage gap• 16 before 16 challenge• Develop CPD so that staff can utilise a variety of skills to facilitate reading e.g. phonics, intonation, questioning etc.• Teachers outside of English to share their favourite books/what they are currently reading (could be on classroom doors?) to show all staff as readers• OHA to facilitate assemblies (when possible due to Covid 19 restrictions) based	
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	<p>around key authors/texts</p> <ul style="list-style-type: none"> • Encourage a culture of 'a book in every bag' where all students and staff can discuss what they are currently reading e.g on break duty • Book Club for year 7 students (RJW) 	
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Research	
'Reading for Change: Performance and engagement across countries" (OECD, 2002)	Reading for pleasure is 'the most important indicator of the future success of a child'
'The Gift of Reading' (National Literacy Trust, 2011)	'The gift of reading is particularly important to young people from disadvantaged backgrounds. Our results found that young people who receive FSM were less likely to report access to books e.g. 27% had never been given a book as a present compared with 17% of non-FSM and 17% had never been into a bookshop compared to 10% non-FSM'
'Reading reconsidered: A practical guide to rigorous Literacy' (Lemov, 2016)	<p>Three key reading approaches: Independent reading Students reading aloud Reading aloud to students https://www.tes.com/news/doug-lemov-three-fresh-approaches-teaching-reading (abridged)</p> <p>'If you teach, no matter the subject, you have the opportunity and obligation to ensure that your students read more (and better)'</p>

'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms. Jo Westbrook, Julia Sutherland, Jane Oakhill and Susan Sullivan.

'In listening to and following a text read aloud by a more capable reader, who provides scaffolding, a less fluent reader can experience autonomy and fluency and bypass frustrating sticking points at phonemic, semantic or word level to focus on comprehension' (Kuhn et al, 2010)

'Additionally, reading a text aloud creates a community of readers, who produce their own situated reading practices in the classroom over time. (Sutherland, 2015)

'What text is read matters: Mcgeown et al., 2016 found that involvement in a text and text challenge are both significant predictors of reading fiction rather than non-narrative texts.'

'(students whose reading age was 12 months or more behind their chronological age) made an average of 16 months progress in the standardized test compared to the average and readers in both groups who progressed at the average of 9 months.'

'Positioning reading at the core, rather than marginal activity of the classroom increased the amount of reading practice that all students experienced on a weekly basis'

'Texts read slowly become distant, distended and disrupted, and reading is experienced as an indigestible product. By contrast, in a faster read, the text becomes coherent, reading experienced as a collaboratively constructed, active and engaged process.'

David Didau blog: <https://learningspy.co.uk/reading/ga-five-things-every-teacher-needs-to-know-about-reading/>

'I'm not sure that dedicating one lesson per week to reading is necessarily the best approach. There's good reason to think 20 minutes of daily reading is particularly beneficial...That said, if all I had was one lesson per week I would use that time to select some books that students would be likely to enjoy but unlikely to read independently and read aloud to them.'

'One of the points to make is that although expending lesson time of improving students' reading fluency may not seem like the best use of time for an individual teacher, students being fluent readers benefits *everyone in the system*. The issue here is often one of misaligned accountability; if teachers are only held to account for exam results then clearly, they are likely to only focus on exams. If we shifted accountability to consider how all teachers were contributing to students' reading fluency then I'd suggest not only are students more likely to make more progress with reading, it'll probably have a positive effect on results too.'

'Children are most likely to read at home if they are able to read fluently. If you're are not a fluent reader, it's highly unlikely that you'd choose to do it for fun. This is the main reason I recommend reading aloud.'

	<p>'I think children should be encouraged to independently read books that are within their comfort zone; the easier they find it to read, the more likely they are to enjoy the experience and the more likely they are to persist. But for instructional purposes...I think that by deliberately choosing texts with challenging vocabulary we provide a mediated opportunity for students to acquire that vocabulary.'</p>
<p>https://www.tes.com/news/reading-novels-quickly-brings-weak-readers-speed</p>	
<p>Guided reading</p>	<p>'In listening to and following a text read aloud by a more capable reader, who provides scaffolding, a less fluent reader can experience autonomy and fluency and bypass frustrating sticking points at phonemic, semantic or word level to focus on comprehension' (Kuhn et al, 2010)</p>
<p>https://readingagency.org.uk/</p>	<p>By the final year of compulsory schooling in England, the reading skills of children from disadvantaged backgrounds are on average almost three years behind those from the most affluent homes.</p> <p>Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.</p> <p>16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life.</p> <p>Around 5.8 million people (16% of adults) in England and Northern Ireland score at the lowest level of proficiency in literacy (at or below Level 1)</p>