



Inspire Education Trust

Together we achieve, individually we grow

Reading Protocol

Blue Coat CE Secondary School

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Document History

Version	Status		Date	Author	Summary Changes
V1			June 2022	G. Hathaway / E. Sidwell	Protocol introduced.

At Blue Coat Church of England School, our vision is “Living life in all its fullness”. We exist to equip our students to ‘live life in all its fullness’ by providing excellent education, which is distinctively Christian and inclusive of all. At the heart of this education are the values of Care, Hard Work, Respect, Integrity and Servanthood, working Together for the good of all individuals, the school and wider communities. The conviction that we are created and sustained by God for living together in families and communities is at the root of our dedication to educating for life together.

The importance of cross curricular reading and developing a reading environment

1. Rationale

1.1 What is the purpose of this document?

Reading is the most crucial skill for cross-curricular success in secondary school. Subject curricula are dominated by the written word – both in text and on screen – and it is essential that students are able to speak, decode and understand the language that they come into contact with. Every subject is unique, students will use disciplinary literacy skills (the variation of vocabulary, language and question phrasing within subject areas) differently within each one, but there is one common thread that runs throughout the school curriculum: **the recognition that being able to read well is imperative if our students are to thrive academically and personally.**

1.2. Aims and objectives

We are all teachers of reading. Outstanding schools take the ‘business’ of reading seriously, seeking to develop students’ skills in tandem with engendering a love of reading for pleasure. There should be three aspects, therefore, to a whole school reading policy:

- a) The creation of a whole school reading culture and community (utilising our school CHRIST values) where the physical reading environment is paramount, and the modelling and celebration of reading is encouraged.
- b) The teaching of a reading curriculum through the development of word-reading (phonics and sounds as well as the quick recognition of less common vocabulary) and comprehension skills within the classroom.
- c) Support for students who struggle with reading.

This iteration of the policy outlines how we intend to begin the process of addressing this.

Within each strand of the policy lie the following objectives:

- To promote and encourage a lifelong love of reading.
- To encourage students to become attentive listeners and reflective, independent readers.
- To enable students to access, understand and manage information.
- To develop reading strategies to decode and contextualise new vocabulary and key skills such as accuracy and fluency in reading.

2. Promoting a love of reading: the reading environment

2.1 What do we already do?

Students complete Key Stage 2 with the expectation that they will be able to read 'well'. They will have studied a range of fiction and literary non-fiction and will have spent considerable time engaged with stories and reading for pleasure. The following initiatives already take place at Blue Coat:

- All students in Years 7 and 8 take part in the Accelerated Reading Programme. Their reading age is tested at the beginning of each term and their progress tracked. One lesson a fortnight in the English curriculum is spent in the Library where students read and are heard reading either by their English teacher, AR Lead Patricia Davis or volunteer Sixth Form students.
- The Register for Reading programme facilitates the reading of and engagement with a whole class reader during form time.
- The English Department run a Book Club open to all year groups.
- The Library is a popular destination for students with events taking place throughout the year.

3. Teaching of a reading curriculum

3.1 Why is this important?

Teachers have a responsibility to help students to become confident, skilled, critical and reflective readers of all kinds of texts. Students can be reluctant to read out loud within lessons but this is often the only way of building a culture of reading resilience.

3.2. Strategies to use within the classroom

The following are ways in which reading proficiency dovetails with best SEND practise and our '4 for All' strategy.

- Pre read the selected text to spot problems that students might encounter. Is it suitable for all students in terms of their reading ages (level of vocabulary, layout, density of text etc.)? Will new terms need to be carefully glossed prior to reading?
- Create a context - introduce and practise the idea that whenever we read a new text, we use prior knowledge of what we have already read and from the world around us to help us make sense of new material.
- Model reading – teachers read with students and students are encouraged to read aloud – both individually, in pairs and in groups – within lessons. This can be as simple a reading task as a student reading the instructions from a PowerPoint slide or could be shared out around the classroom with a paragraph assigned each to students from longer texts.
- Share the reading strategies you are using – model how you make sense of unfamiliar vocabulary or a new phrase – and use reading prompts: sounding out words; finding smaller words within larger ones; using the rest of a sentence to help with difficult vocabulary; using other clues on the page (i.e. graphics or pictures).
- Build reading resilience and stamina – students should be able to read extended pieces of text aloud; normalise getting the pronunciation of a word 'wrong' and use it as an opportunity to build self-esteem.

- All subject teachers to adopt in the first instance a simple, three-step approach to the modelling of reading fluency and the correction of errors in lessons.

Step 1: Teacher to **model fluency** of reading aloud (could be paragraphs on a lesson PPT; question etc.)

Step 2: 'Jump in': students asked to pick up or continue reading.

Step 3: **Three second rule** – students allowed to help correct or help with words that the reader is struggling to read.

- Students should be encouraged to re-read passages and parts of text – the first time for new language or technical vocabulary and again to ensure that the meaning of the text has been understood. This could be a 'double' or 'triple' lock subject departmental policy where questions or passages are skimmed or read for data and key words initially and then a second or even a third time for meaning and understanding.

For instance, in Maths this might look like:

Step 1: Read a question to clarify numbers or equations.

Step 2: Re-read to clarify what the student is being asked to do with them – including unfamiliar words and to check understanding Mathematical process.

Step 3: Final reading to double check understanding of question.

- Build explicit vocabulary teaching into lessons. This can be done as a do now activity at the beginning of a lesson and could introduce the etymology of a word, the pronunciation of it, definitions and synonyms.

See this example from a Year 7 English lesson:

Vocabulary

Learning New Vocabulary
 Say it aloud
 Write a definition
 Add to the definition
 Feedback

Antithesis

alary



Antithesis:

A person or thing that is the direct opposite of something or someone else.

Lesson Journey: Do Now > **Vocabulary** > Etymology > Greek Mythology > Ancient Greek Society > Knowledge Check

4. Student support and intervention

4.1.

- Use AR cohort data to track students with a reading age below their chronological age.
- Use Lexonik programme to plan intensive periods of intervention.
- Share reading ages with classroom teachers through the class charts facility
- School reading mentors for peer support