



Reading Strategy
Coal Clough Academy

Reading Strategy

At Coal Clough Academy, our approach to reading is to meet our pupils where they are and to help them to reach for two goals:

1. Functional literacy and
2. A love of reading

Many of our students have had negative experiences around reading and others have barriers to success, both diagnosed and undiagnosed. Our primary mission is to find the barriers, remove them, and then help our pupils to grow as readers. To this end, we test all students on entry using the New Group Reading Test from GL Assessment.

Students who are identified as being significantly behind their peers are then further tested to determine whether their barrier is with fluency, comprehension, gaps in phonics learning, speed, or any undiagnosed additional need. We can then tailor interventions to the child's specific needs, and students' names go on a Reading Risk Register, which every member of staff has. Students are then re-tested termly, so that we are keenly aware of the progress they are making and can act on the data rapidly.

Our approach to reading is based on the Education Endowment Foundation's Report, Improving Literacy in Secondary Schools, and the seven recommendations found therein.

We prioritise disciplinary literacy across the curriculum, with access to subject-specialist texts so that students can learn to read like an expert in that subject. Students are taught vocabulary that supports them in understanding what they read. We support these efforts in lessons by using form-time for non-fiction reading as a class. During these activities students: learn about the wider world; learn additional vocabulary; have their comprehension supported using oracy approaches and reciprocal reading roles; make text-to-self, text-to-text and text-to-world connections by discussing how the articles related to British values, SMSC and PSHE.

Pupils are encouraged to read fiction for enjoyment as well, as an extension of English lessons. Students have regular library visits, and we spotlight a different author every half-term so that students grow more conversant with both modern and classic literature.

Going forward, we intend to start using whole-class reads during form time, as evidence supports the idea that reading whole texts, at pace, has a significant impact on students' reading. We are developing a school YouTube channel, which will support communication with parents and pupils alike, and can be used to reinforce learning of

academic vocabulary or to give prominence to a wider variety of books. We are also widening our scope of interventions, coupled with additional staff training, in order to cater to the wide spectrum of needs in our setting.

As part of our commitment to reading, we have set out a number of priorities across all levels of staff. These are supported by an action plan outlining 7 focus areas to help us develop our Reading Strategy at Coal Clough Academy:

School Priority
To embed a reading culture throughout the school

Every classroom teacher should have the following three priorities that will be at the centre of embedding reading in the academic year 2021/22.

3 Key Reading priorities
1. To understand what makes an expert reader in my subject
2. To teach reading in my lessons and understand how to support students who may be struggling
3. To plan opportunities for students to read in lessons

Every Middle Leader should have the following three priorities that will be at the centre of embedding reading in the academic year 2021/22.

Key Middle Leadership reading priorities
1. To understand what makes an expert reader in my subject
2. To understand how to use reading data and how to access interventions for students who may need it
3. To ensure that opportunities for reading are added to schemes of work

Every Senior Leader should have the following three priorities that will be at the centre of embedding reading in the academic year 2021/22.

Key Senior Leadership priorities
1. To support classroom teachers and middle leaders by providing CPD on reading
2. To use data to ensure that resources are allocated in such a way as to help close the reading gap
3. To raise the profile of reading across the school

Reading Assessment

In order to gain a picture of a students' reading levels and abilities, Reading Assessments are carried out at least 2 times a year. These are carried out in English Groups / lessons as well as on the induction of students for the school to gain a baseline. Some may also be completed on a 1:1 basis with members of the SEND Team or 1:1 staff.

Following this a decision is made by the SEND / Reading and English Teams as to which students may require further diagnostic reading assessment. In some cases these are carried out by the Reading Lead and/or Mary Hayward, Specialist Teacher. The results are analysed closely in terms of how the young person performed in the process, such as poor listening comprehension, lack of focus/concentration, difficulties with phonics, as well what the assessment suggests in terms of key areas to focus on for the further development of that student such as phonics intervention vocabulary work. The assessment does allow us to gain an early insight into which students may require Access Arrangements for exams if we have not currently considered it. In some cases, we may feel that some students require Educational Psychologist Assessments which may look at further diagnostic assessment to gain a further insight into their potential cognitive and learning needs.

Reading Intervention

When reading levels are gained, a number of in class, 1:1 and small group interventions are put in place to improve reading across the school, as outlined in the reading plan. These include form time interventions, phonics interventions. For example an English Intervention Pathway is offered to KS3 pupils who join our school community but have not yet met expected KS2 levels. These pupils follow a bespoke Secondary phonics programme (Abigail Steele KS3 Phonics) within their English lessons which is delivered by a trained TA. Pupils also complete Literacy Progress units (created as a DFE national strategy) to address gaps in reading and writing knowledge.

Further Reading Opportunities for pupils

Staff are encouraged to visit and access the library with their students, in any subject to complete research and subject related tasks that incorporate reading. In English lessons for example, students visit the library once per half term. This time is devoted to reading the work from a selected author who features as the department's Author of the Half Term. Pupils also use their time in the library to peruse the books on offer and sign out books to read at home, if they so choose.

Form Time Interventions

Each week, a "picture of the week" activity is completed during form time. This is introduced and pupils are given the opportunity to predict what the news article is about. Pupils are then asked to read the article associated with the picture. Each week, we visit a new country that enables students to be on a journey around the world as part of culture capital. Each location is marked off with a flag sticker so throughout the terms students can reflect on where they have been and what news articles were linked with which places. It promotes reading for pleasure, SMSC, British values and current events. The articles support the learners by having varied reading age materials available about the same topic. We allow gaps in knowledge to be addressed through the scaffolding support form tutors provide. Form tutors have accessed reading CPD to enhance their responsibility to teach a love of reading in school.

SEND Library

Coal Clough Academy has developed a staff/SEND library. This contains information about key areas of teaching and education and SEND. Staff are encouraged to use the library for their own further development in terms of extending their understanding of key areas to support our children including areas of reading and vocabulary. For example, the SEND team has worked as a department in the library researching areas such as pathological demand avoidance (PDA) and fragile X and then fed back information to staff through Person Centred Meetings, where key children are discussed in terms of what their needs are and the strategies we may use to teach and support them.

National Literacy Trust

The English Department also offers National Literacy Trust reading programmes to Year 9 pupils. In previous years, Game Changers has been delivered and this academic the Represent programme is being undertaken with Year 9 girls and boys. The programme is designed to use engaging texts that develop communication skills, resilience and well-being.

Phonics Support at KS3/4

Coal Clough Academy's approach to Phonics is through a Phonics Programme offered to us by Abigail Steel. This programme is specifically aimed at KS3/KS4 students to help fill in any gaps in KS1/KS2 Phonics understanding. The programme is split into three booklets, with each booklet containing different areas of Phonics that students may need to recap or learn.

Students are identified for this intervention initially through reading assessments carried out throughout school which then helps us highlight the bottom 20% in each year group. We follow this up with a diagnostic assessment for those identified students. The diagnostic assessment helps identify the unmet need, whether that be

comprehension, phonics understanding, not being able to decode words ect. The Diagnostic assessment also identifies what level/booklet the student should be starting on. Diagnostic assessments are done every half termly for those identified as needing phonics interventions. This is to track progress.

Access Arrangements

At Coal Clough Academy, many students with Special Educational Needs and/or Disabilities are provided with Access Arrangements for examinations, with the main aim being to allow these students to access the examinations without changing the demands of the assessment.

Students are highlighted by class teachers through classwork and mock exams, this information is then passed onto the SEND department. Using this evidence and previous medical/SEND information, the SEND team will then make a judgement on which learners they feel require specific arrangements. For those requiring a scribe, reader or extra time, students are assessed by an external Specialist Assessor. Data is obtained from these results and a Form 8 is completed which explains the need for the arrangements, along with evidence of a normal way of working. Detailed file notes are completed instead for students only needing rest breaks, a separate room or learners with an EHCP. Official applications for Arrangements are made online and need to be accepted before use in examinations. Finally, individual folders are created for each student with all the evidence needed to show that the student requires these arrangements ready to show an inspector upon arrival.