

**Central Lancaster
High School**

Reading Strategy 2022-2023

Central Lancaster High School

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**THE BAY
LEARNING TRUST**

Reading Strategy 2022-2023

Vision

At Central Lancaster High School, we place significant value on the importance of reading and believe it plays a pivotal role in enabling our pupils to be able to access their curriculum whilst in school and when seeking further and higher educational opportunities.

We believe reading is the key driver that enables our pupils to reach their potential. Being able to read successfully and competently removes barriers to most challenges our young people face throughout their lifetime: both in school, society and the wider world of work. We endeavour to promote and secure a life-long love of reading so that when our pupils become parents they instil the importance of reading to their children.

“Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance.”

EEF: Improving Literacy in Secondary Schools

Aims:

- Staff at Central Lancaster High School will have a clear understanding of the 'reading' needs of our learners through the reading baseline assessment
- For those pupils with below expected reading ages, targeted support is implemented which leads to rapid progress in increasing their ability to read accurately, fluently and for meaning
- For the school to develop and embed a positive reading culture across the whole school which will allow all readers to flourish for life
- Staff at Central Lancaster High School to support parents and guardians in supporting their child's reading habits

How this will be achieved:

- We assess each pupil's starting point and additional diagnostic assessments to be undertaken for those with below expected reading ages / below age related expectations
- The SEND team will implement targeted interventions for those pupils identified
- Throughout the academic year, regular assessments to be undertaken at timely milestones to monitor and measure impact of the interventions
- We will develop a positive reading culture across the curriculum by raising the profile of reading both inside and outside the classroom
- We will implement the Bay Learning Trust Literary Canon across all year groups
- Working with Heads of Departments, we will develop curriculum reading within subject areas
- Working with parents and carers, we will increase parental engagement.

Diagnostic assessments

CATs, SATs, GL assessments will be used to provide baseline data. This will be used to inform class teachers of respective reading ages to better meet pupils' needs within the classroom. From this, class teachers will be able to adapt their curriculum implementation accordingly.

Additional assessments using WRAT5 tests and FreshStart assessments will be undertaken for those pupils with a reading age below their chronological age in order to put in place a targeted, bespoke support package.

Interventions

We do not wish to narrow the breadth of our curriculum offer for pupils and, as such, we will deliver the relevant intervention creatively within and outside of the timetabled curriculum.

Our SEND department run the following interventions:

- **FreshStart phonics programme:** This offers a systematic synthetic phonics programme for older readers who are struggling. It teaches them to read unfamiliar words accurately and therefore read texts with understanding.
- **Lexia:** The programme focuses on six aspects of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, and structural analysis.
- **Reading partners:** This is a research-based strategy used for readers who lack fluency. In this intervention, Year 7 pupils are paired with a Year 10 pupil who listen to them read. This programme encourages cooperation and supports peer-assisted learning.
- **English:** To develop English/literacy skills in preparation for English lessons-for pupils with EHCPs.

Monitoring interventions to ensure pupil progress

At key points in the academic year, pupils who are on the above interventions will have their progress reviewed. This assessment / review point will be delivered and assessed by the SEND team. With the relevant accurate data provided, the SEND team will review the intervention in place and determine next steps.

Embedding a Reading Culture

In order to encourage **all** readers to flourish, it's essential that Central Lancaster High School develops a positive reading culture. This is taken very seriously and curriculum time every week is devoted to reading.

- Form time (Years 7-9). One form time period each week (20 minutes) is dedicated to Bedrock Vocabulary. This is supplemented by one home learning activity per week
- Form time reading for pleasure (Year 10-11). Pupils are encouraged to bring in a book of their choice that they will enjoy reading. Age appropriate books will also be available within each form for pupils who forget their reading material
- Bedrock Vocabulary in Key Stage 4 for pupils with SEND
- Our Reading Centre is available before and after school and during break and lunchtime for reading for pleasure
- Book recommendations in the weekly Parent Newsletter and on Progress Evenings. Fiction and non-fiction books recommended by the National Literacy Trust are advertised to parents
- Weekly 'reading corner' standing item in the parent/ guardian newsletter including Bedrock Vocabulary celebrations and rewards through shopping vouchers
- Year 6 to 7 transition reading book. All Year 6 pupils are given a reading book on their transition day. Part of the day is devoted to reading the start of the book together, then pupils are set homework for the summer holidays. When they join the school in September, all subject areas deliver lessons based on the book. This helps bring pupils together as a year group and shows pupils early on that a heavy emphasis is placed on the importance of reading
- Year 7 and Year 8 Book Buzz. Pupils in both Year 7 and Year 8 are gifted with a book through the charity BookTrust and their initiative Book Buzz. This is subsidised by the school. The purpose is to increase reading for pleasure outside of the classroom
- Author Events where appropriate and available to pupils via SilverDell books

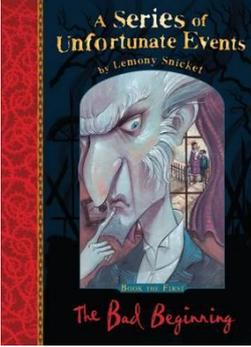
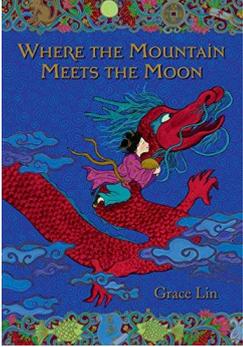
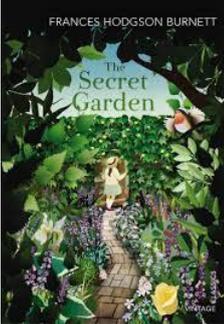
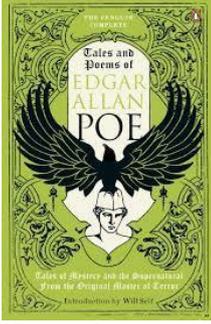
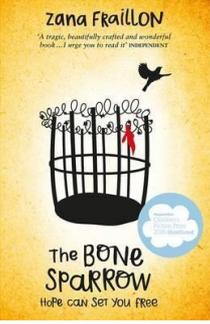
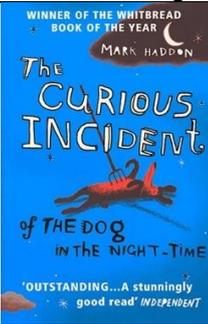
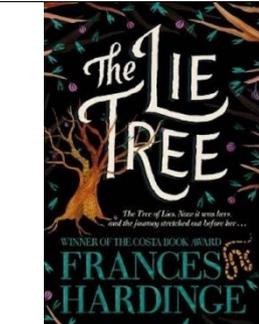
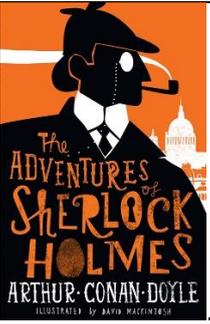
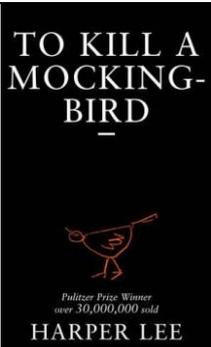
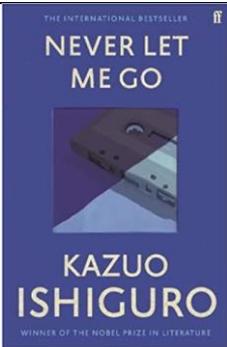
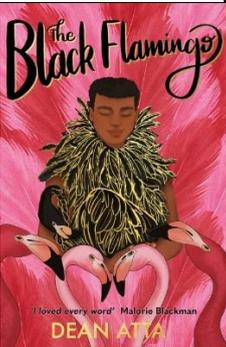
Implement the Bay Learning Trust Literary Canon

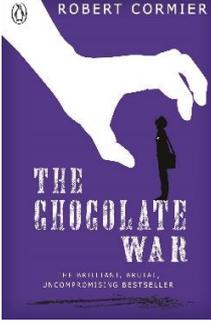
The Bay Learning Trust has invested in a Trust wide Literary Canon. Through the Bay Learning Trust Literary Canon, we aim to:

- highlight the significant value and importance of reading to our pupils, parents and staff
- develop pupils' reading abilities and strategies to further support reading for pleasure and being able to access the curriculum effectively
- provide challenging texts both in content, vocabulary and themes that will further develop pupils' reading skills, future reading habits and them holistically as individuals who can engage with the wider world and empathise with others
- develop pupils' cultural capital by offering texts which are outside of their 'known' world, allowing pupils to explore other cultures, situations and experiences
- promote a joy and love for reading to both our pupils and staff.

All pupils in Y7-Y11 will read these chosen texts throughout the academic year in dedicated hourly lessons. The texts are shown in the table below:

Year	Term 1	Term 2	Term 3
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7	 <p>'A Series of Unfortunate Events' by Lemony Snickett</p>	 <p>'Where the Mountain Meets the Moon' by Grace Lin</p>	 <p>'Where the River Runs Gold' by Sita Brahmachari</p>
8	 <p>'The Secret Garden' by Frances Hodgson Burnett</p>	 <p>'Short Stories' by Edgar Allan Poe</p>	 <p>'The Bone Sparrow' by Zana Fraillon</p>
9	 <p>'The Curious Incident of the Dog in the Night-time' by Mark Haddon</p>	 <p>'The Lie Tree' by Frances Hardinge</p>	 <p>'The Adventures of Sherlock Holmes' by Arthur Conan-Doyle</p>
10	 <p>'To Kill a Mockingbird' by Harper Lee</p>	 <p>'Never Let me Go' by Kazuo Ishiguro</p>	 <p>'The Black Flamingo' by Dean Atta</p>

11	 <p>'The Dark Lady' by Akala</p>	 <p>'The Chocolate War' by Robert Cormier</p>	
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The Bay Learning Trust Literary Canon will be delivered during a 'drop everything and read' lesson each week by pupils' house tutors. This lesson will be on a rolling programme and the time will change weekly. House tutors will read the chosen novels to pupils. Staff training and support will be given to staff about how best to read aloud. Using the PowerPoint and pupil booklet provided, house tutors will use the structure, resources and classroom discussion points for the novel.

Staff CPD

To ensure that our staff are armed with effective strategies and resources to promote and develop pupils' reading, we have dedicated a significant proportion of our CPD time to reading. Staff will have CPD on:

- The Bay Learning Trust Canon: how to use the texts during 'drop everything and read' using reciprocal reading strategies
- Reading aloud: how to read aloud effectively, using tone, voice and pitch
- Reading interventions offered at CLHS and how staff can adapt teaching to suit the 'reading ages' of pupils whilst also covering the breadth and challenge of the curriculum
- Reciprocal reading: what it is and how to use it within the classroom
- Department curriculum and reading: reading demands in subject areas and how to plan and resource effectively both in the classroom and our reading homeworks
- Adaptive teaching and reading: how we can adapt our curriculum implementation to better support those who struggle with reading

Develop curriculum reading in subject areas

Led by Heads of Department, class teachers will review their curriculum areas, exploring:

- What reading looks like in their curriculum areas and reviewing how reading is 'taught' in their curriculums
- Resourcing reading in their curriculums
- How staff can adapt their curriculums for those pupils who struggle with their reading.

Parental Engagement

A number of strategies are used to better engage parents and guardians:

- Weekly school newsletter always contains a 'Reading Corner' with tips for encouraging reluctant readers, book recommendations and literacy games to try at home
- FreshStart phonics video shared with parents
- A transition video to be placed on our website for parents of year 6 pupils to explain the importance of reading and to talk about the transition book that will be provided in the summer of 2023
- A Parents / Carers' Information Evening to be hosted to give book recommendations and suggestions for encouraging reluctant readers
- During Progress Evenings, tailored information and book recommendations to be given to year groups parents/ guardians.