



READS

Reading and Literacy Policy

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Rationale

At Sybil Andrews Academy reading and literacy is an integral part of our curriculum. We want our students to have confidence in their reading and literacy ability and develop good reading and literacy habits to support their academic success.

We want students at Sybil Andrews to take meaning from what they have read, to comprehend, to write successfully. So, it is important that we that we understand the journey of learning to read, write and articulate.

Aims

- Students to be at their chronological reading age
- All teachers will model expert prosody by reading aloud to students within the curriculum
- All teachers will support students with the development of their vocabulary and basic literacy skills.
- We actively encourage students to improve their own levels of literacy by raising its profile around school and via social media and encouraging reading for pleasure

Definition of reading and literacy at SAA

Sybil Andrews Academy encourages reading for pleasure and endeavours to actively promote this as reading is one of the key literacy building blocks in academic success.

It is imperative that all subject areas are aware of the importance of reading and contribute to its successful teaching.

Effective reading and literacy at Sybil Andrews Academy

1) Quality First Teaching

Using the SAA Lesson (common pedagogy) teachers will provide students in every lesson with the opportunity to:

- Read for extended periods of time when it fits the curriculum sequence
- Practise vocabulary (Tier 2 and Tier 3)
- Develop their understanding of different contextual ideas through comprehension
- Articulate their ideas confidently both to teachers and peers

- Write with greater confidence using appropriate and challenging vocabulary

2) All staff to support and promote reading across the school by:

- Departments create and display reading lists for their subjects
- Knowledge organisers built around Tier 2 and Tier 3 vocabulary
- All staff display on their classroom door which book they are currently reading
- Encourage students to use the word of the week.
- Tutor Time Guided Reading rolled out November 2021

3) The Library

Books in library will be reorganised to support students with making informed decisions around

Accelerated Reader	GL Reading Comprehension Stanine	Reading Age	Labelled
1.0 - 2.5	1	5-6	Hard A
2.6 – 3.3	2	7-8	Hard B
3.4 – 4.0	3	8-9	Hard C
4.1 – 5.0	4	9-10	Harder A
5.1 - 5.7	5	10-11	Harder B
5.8 - 6.5	6	11-12	Harder C
6.6 – 8.0	7	12 – 14	Hardest A
8.1 - 10	8	14-16	Hardest B
10.1 - 12	9	17-18	Hardest C

To acknowledge that reading is hard the books have been categorised in this way. All books are labelled and students in key stage 3 will know which colour they will need to collect. This has been mapped using Accelerated Reader codes and GL assessment reading comprehension stanines to give approximate reading ages.

4) Tutor Programme that supports reading (Years 7, 8 and 9)

In years 7 and 8 tutors will help develop the fluency of students.

Each tutor group will read one book a term conducted through guided reading and complete a reading log to support their comprehension and vocabulary development. Reading aloud will take place once a week with the other day dedicated to completing the reading log.

This will roll out from November 2021 - onwards

5) Supporting parents and carers with strategies they can use at home

Parents and Carers of students in year 7 and year 8 who are below the chronological reading age will be invited in to give practical strategies about how to support at home.

The promotion of reading and strategies along with the word of the week to support reading and vocabulary development at home will go out in the weekly community newsletter.

6) High Quality Intervention.

To support students in KS3 who are below the chronological reading age we will use the following interventions:

Rapid Plus – This will be used for any students who have a reading age of lower than 10 years of age. Rapid Plus is age-appropriate content, with real life topics, to inspire a love of reading at KS3 and will be completed on a computer.

Hearts for Learning Project - This will be delivered by trained staff to groups of students who are just below their chronological reading age which aims to accelerate achievement in reading fluency and comprehension. The trained staff are Michael Moore, Kim Robertson and Amy Ashton

Measuring impact

Students in year 7 and 8 will be assessed using the GL Group Reading Test. Students that were below their chronological reading age will be assessed twice a year to see if they have made improvements in their reading.

Year 9 will complete the GL English assessment at the end of the year to see if any improvements have been made in the reading comprehension stanine.

Monitoring and Evaluation

Senior Leadership Team

- To implement the GL assessments at Key Stage 3
- Share the reading data across the school via GO4Schools to support lesson planning for all teachers.
- To monitor reading across the curriculum via the pupil book study and class visits to ensure the strategies outlined in this policy are being used

- Intensive tracking and monitoring for those under their chronological reading age will take place in order that success can be celebrated, and issues can be addressed early
- Parent and student voice including surveys
- Report to Governors

Reading Lead

- To promote the profile of reading across the school
- Share reading and data to all tutors to ensure students know which books they should be reading from the library
- To promote the library and ensure that this resource is used regularly by most pupils in KS3.
- To oversee the Herts for Fluency project
- To ensure that all departments are promoting reading in their subjects.
- To oversee the Sybil READS aloud tutor time programme
- To develop new ideas to support those students that are below their chronological reading age
- To monitor reading across the curriculum via the pupil book study to ensure the strategies outlined in this policy are being used

SENDCO

- To implement the GL reading assessments at KS3.
- To identify and implement tailored intervention (Rapid Plus) where students are significantly below their chronological reading age.
- Track and Monitor students who are significantly below their chronological reading age and respond accordingly.

Head of Subject

- To monitor reading across in their curriculum area via the pupil book study and lesson observations to ensure the strategies outlined in this policy are being used.
- To ensure the promotion of reading across their curriculum area
- To ensure that there is the explicit teaching of vocabulary.

This policy is designed in conjunction with the whole school action plan with specific reference to:

<p>Reading and Literacy across SAA</p> <ol style="list-style-type: none"> Literacy is a visible priority across SAA Catch-up funding has a tangible impact on literacy Vocabulary is explicitly taught Interventions in place for reading 	<p>HRU/ JMA</p>	<ol style="list-style-type: none"> Oct21 Termly review Jan22 Jan22 	<p>Posters and displays focus on literacy Deployment of funding Curriculum documentation/ knowledge organisers/ tutor time package Intervention records</p>	<ol style="list-style-type: none"> Student reading ages improve., rapidly for those most behind their peers Literacy is clearly visible across SAA Staff can articulate importance of reading across SAA Catch-up funding correlates to improvement in student reading levels, particularly lowest 20% Vocabulary is an integral part of all teaching Interventions close the gap
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The SAA Way: The Five Key Strategies for Reading and Literacy development

Below are a range of strategies that can be implemented immediately in all subjects using the SAA lesson to have a powerful impact. These will be rolled out gradually across the academic year to supplement and support the SAA Lesson.

1) Reading fluency

What do we mean by reading fluency?

- Automaticity (rapid word reading without conscious decoding)
- Accuracy (words read accurately, typically measured as a percentage)
- Prosody (expressive, phrased reading)

Practical strategies

1) Teacher-led whole-class reading

The teacher reads to the class with the appropriate degree of fluency (pace, expression, emphasis). Students must use a ruler to follow the text as they are read to.

2) Echo reading

Teacher models a short passage of reading to offer the students expert exemplification. The student then 'echoes' by reading the same passage back.

3) Paired reading

Students are arranged into pairs and read to each another. This can be sentence by sentence, paragraph by paragraph or page by page.

2) Vocabulary Instruction

What do we mean by systematic vocabulary instruction?

- a) Which words we intend to teach
- b) How we will teach them
- c) What we will do with them

Practical strategies

1) Talk, try, test.

This strategy will allow students to have multiple exposure to key vocabulary to help secure reading comprehension

Exposure 1: Teacher/students talk about the word.


Exposure 2: Return to the word getting students to try and use it in their talk/writing.

Exposure 3: Test their knowledge on the word.


2) Give students accurate definitions to a couple of key words at the start of the lesson to help unlock the content.

oppression
prolonged cruel or unjust
treatment

**oprimere (Latin): pressing
down**



stalks
(verb)
Pursue or approach stealthily
OR
Stride in a proud, angry or stiff
manner



3) Vocabulary instruction.

This strategy deepens students understanding of word meaning, giving them a greater chance of remembering new words and use them effectively. It relies on 5 important steps.

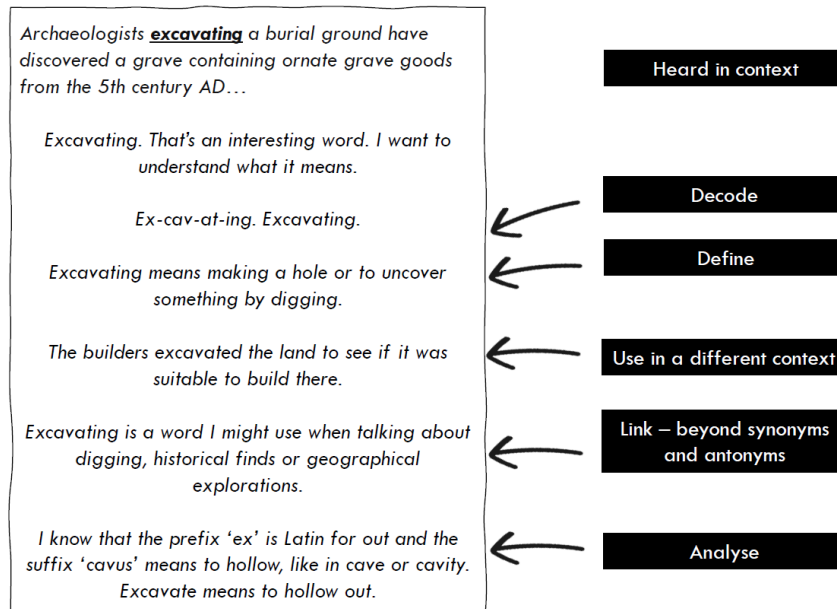
Decode - Can students work out what it says on the page?

Define – Can students give you a broad sense of meaning?

Apply – Can they use this word correctly in context and identify when it has been used incorrectly?

Connect - Can students connect this word to other words?

Analyse – Can they strip the word apart to work out which parts may be useful in the future to understand other unfamiliar words?



Useful support for this strategy:

Greek and Latin Roots PDF

www.etymonline.com

<https://www.learnthat.org/pages/view/roots.html>

4) The Frayer model

The Frayer model graphic organiser is a simple but effective model to help students to organise their understanding of a new academic term or complex vocabulary choice.

<p>Definition</p> <p>someone / something that directly opposes someone / something else.</p> <p>Anti - opposite / opposing.</p>	<p>How could his word link to features of the novella?</p> <p>Dr Lanyon vs Dr Jekyll</p> <p>Dr Jekyll vs Mr Hyde</p> <p>Mr Utterson vs Mr Hyde</p> <p>Mr Hyde vs Sir Danvers Carew</p>
<p>Antithesis</p>	
<p>Synonyms + example sentence</p> <p>Juxtaposition Mr Hyde is the</p> <p>Contrast antithesis of Dr</p> <p>Conflicting Jekyll and social</p> <p>expectations of gentlemen through his inner primitive nature and violent desires.</p>	<p>Antonyms + example sentence</p> <p>Harmony</p> <p>Conforming</p> <p>Similar</p>

<p>Definition</p> <p>• Violent windy storm</p>	<p>Key characteristics</p> <ul style="list-style-type: none"> • Rain • Wind • Waves • black clouds
<p>Tempest</p>	
<p>Example</p> <ul style="list-style-type: none"> • Hurricane • typhoon • tornado 	<p>non example</p> <ul style="list-style-type: none"> • Sunny • Earthquake • Volcano • Spring

5) Precision questioning

What do we mean by precision questioning?

This will allow us to ensure students have taken meaning from what they have read allowing them to make inferences.

It requires:

- a) Framing questions mindfully

Language of text – Might need to be manipulated to increase challenge or decrease challenge.

Language of the question – Which command words do we want to use to increase or decrease challenge?

Direction to the answer – Where do students need to look in the text to find the answer?

- b) Considering the way you expect students to respond. (Multiple choice, matching, sequencing, multiple part answer, extended response.)

How they are expected to handle the information – Can they retrieve the answer straight from the text or do they have to do something with it?

To what degree of accuracy, they are expected to respond - Can they paraphrase the answer, or do they need a direct quotation?

How much work is required to present their response – Can it be as simple as ticking an answer in a box or does it need to be more complex such as giving an extended response.

Practical strategies

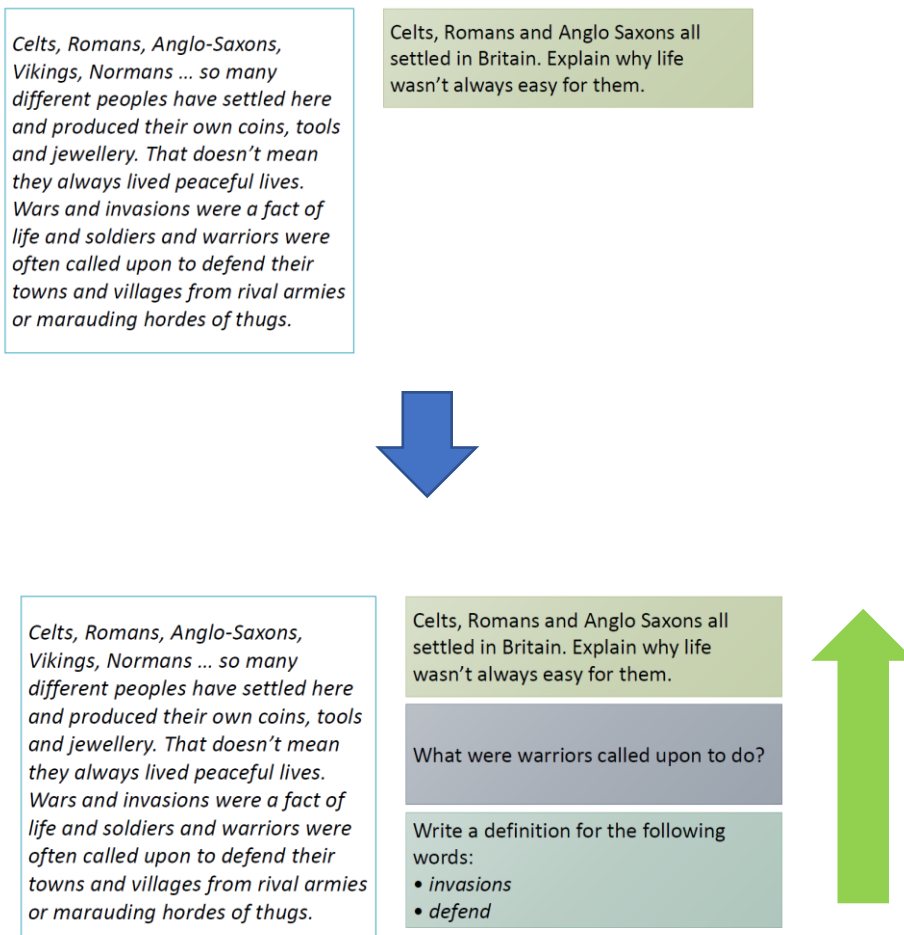
1) Questioning categorisation

What type of questions will support reading or elicit the types of inferences we want our students to make about what they read? Do we want our students to memorise the information, or do we need them to be able to evaluate?

Question type	Definition	Examples
Memory questions	Who, what, when and where? Naming and defining questions	What is gravity? Who invented the light bulb? Where was the Battle of Trafalgar fought?
Convergent thinking questions	Why, how and in what way? Questions that explain and convey relationships/ cause and effect, etc.	What are the causes of climate change? How and why do volcanoes erupt? How is apartheid related to racism in 1960s America?
Divergent thinking	Imagine, predict, if ... then ... Questions that hypothesise, predict and infer	What future predictions can you make about the impact of global temperatures? What are the reasons for Hamlet's depressed mental state? How might life in India be different if Gandhi's protest against Britain's control of salt had not happened?
Evaluative thinking	Judge, justify your position ... Questions that develop arguments and defend and justify points	Should drugs be legalised? Why do people choose to live in urban areas? How might life in England be different if Nazi Germany won World War II?

2) Example of scaffolding towards inference

- Start with identifying key vocabulary they need to understand
- Then add the detail in which students will need to answer the question.
- Then give students the inference question.



Review

This policy will be reviewed yearly, in-line with the Sybil Andrews Academy Action Plan and any further educational developments.