

# **Queen Elizabeth High School Reading Policy**

**September 2024**

## Reading at Queen Elizabeth High School

At Queen Elizabeth High School, we aim to build on the work done in our main partner middle schools to promote and celebrate reading. In committing to a three-year key stage 3, we seek to maintain the focus on reading and literacy across the curriculum. We know that the number of students reading for pleasure falls as they progress through high school, but we aim to maintain and promote a love of reading. In Y9 we focus on supporting the weakest readers to help secure progression into key stage 4 by improving reading confidence and comprehension. Thereafter we will continue to promote reading and support any readers who still require intervention to access the curriculum.

Our aims are:

- To identify and support the weakest readers and provide appropriate targeted intervention.
- To promote a culture that celebrates reading and enables students to access a range of appropriate books and reading materials.
- To ensure that all teachers are able to support reading so that all learners can access the curriculum.

Leaders have built their thinking around the recently published Department for Education's Reading Framework, their guidance on supporting weak readers in secondary schools (October 2022) and the Education Endowment Foundation's [Secondary Schools research](#).

In line with our partner middle schools our ambition is to ensure that all learners, regardless of their starting point, understand the value of reading and the opportunities it brings. We want our students to love visiting the library and to love reading both with their peers in lessons, with family members or independently. We understand the importance of reading for future success and have a thorough approach to supporting struggling readers to develop their skills and confidence.

### Part 1: Reading intervention and supporting struggling readers

#### Year 9

In Y9 students arrive in the high school from varied starting points. To ensure that we can effectively target support we baseline test all students on entry to high school. We use GL Exact to assess reading, spelling, handwriting and typing speed, with further assessments for phonological processing as required.

The information gathered is used (alongside middle school data) to identify the weakest readers who will receive additional literacy support. These students follow an augmented English curriculum where they receive targeted reading intervention through Reading Plus. The students follow the English curriculum for Y9 but are given the additional support required to develop their literacy skills. There is an HLTA overseeing reading intervention and coordinates support for the students in history, geography and science. Paired reading and library visits also encourage the students to develop a love of reading.

For learners not in the literacy group but requiring additional support with reading, the HLTA coordinates intervention in form time, working with identified students to provide reading support but also to inspire a love of reading through paired peer reading with sixth formers and LSAs.

#### Assessment of reading (Y9)

- 1) Use reading age data from middle schools and share with all teachers.
- 2) Baseline assessment in September to establish single word reading accuracy, reading comprehension accuracy, and reading speed. This means that targeted intervention can be put in place for readers who require support. The GL Exact assessment will provide data on reading accuracy, fluency, and comprehension. The assessment will also enable the SEND team to target any students who require further assessment.

- 3) Monitor reading accuracy through miscue analysis and fluency tracking, with target reading strategies to support reading development.

#### Targeted interventions for weaker readers

Aim: To enable decoding, word recognition, automaticity which support comprehension and reading fluency, where appropriate, the teaching of phonics. By the end of Y9 the goal is that students will understand select extracts and read for meaning.

- 1) One to one reading with LSAs or peer mentors in registration.
- 2) Group reading during form time with LSAs, English teachers and sixth form reading mentors.
- 3) Reading programme intervention for the weakest readers.
- 4) Individual reading interventions for students in the literacy group.

#### Reading intervention in key stage 4

Certain students who are pathwayed to a partial EBacc curriculum and 8 GCSE qualifications based on reading assessments, Y9 data and middle school information will receive additional support in English. Part of their curriculum will focus on building skills of reading comprehension and fluency that will enable the students to access their other subjects and read for learning.

Students access the curriculum in standard mixed ability classes with additional supplemented learning timetabled for five hours a fortnight. These additional lessons are with other students receiving support. The work undertaken in these support classes is adaptive – responding to misconceptions, gaps in knowledge, pre-learning and repetition - and underpins the curriculum in English. Supplementary time enables students to redress any misconceptions arising from lessons and reinforce more complex knowledge and skills ahead of reading, writing and spoken language. Disciplinary knowledge is reinforced and exemplified further, with students having the opportunity to pre-learn disciplinary vocabulary/terminology/subject knowledge ahead of their standard lessons. In addition, students in the support classes are provided with additional reading experiences in order to gain confidence in approaching unfamiliar texts.

#### Part Two: Reading for Learning

It is the role of all teaching staff to develop students' reading skills across the curriculum. As such, we plan opportunities for students to engage with and read high-quality texts across subjects. This is extremely important so that students in all year groups develop their repertoire of texts, ensuring that they read a wide range of styles, genres and vocabulary (including subject-specific vocabulary). We ask teachers in all subjects to incorporate academic texts into the curriculum. We know that some students may find this challenging, therefore teachers ensure that this is low-stakes so that all students feel empowered to get involved, and that the relevant scaffolding is provided.

By the end of key stage 3 students should be able to:

- Comment on the relationship between text and context (understand what is meant by a 'symbiotic' relationship).
- Identify, select and retrieve apt supporting evidence to support own argument.
- Understand some of the key aspects of writers' craft and purpose.
- Understand some of the key conventions of different literary genres.
- Make links between a range of fiction and non-fiction texts.
- Comment on how meanings have been shaped.
- Comment, with increasing confidence, on how characters and themes are developed/ presented.
- Identify what political/ social points the writer might make in their work.

- Develop their own reading skills, including learning for retention and skim reading.
- Develop their oracy skills by discussing what they have read in small groups/ to their peers.
- Have greater confidence analysing and understanding unseen extracts.
- Develop inference and deduction skills.

Staff inform students of the purpose behind any reading, writing or communication task they are asked to complete and make texts in all subjects accessible to all students. Having high ambitions for all learners, including those with SEND, means we offer frameworks and extra support, as needed, to support reading tasks.

Developing reading fluency and comprehension is the responsibility of all teachers. Reading is part of curriculum planning and teachers promote reading skills by:

- Identifying age-appropriate **academic texts** in the curriculum.
- Providing vocabulary lists for **explicitly teaching subject specific vocabulary**.
- **Modelling reading fluency** with the teacher reading to the class building in echo reading and choral reading when introducing unfamiliar texts.
- Setting reading tasks as part of homework.
- Ensuring that students have the reading comprehension required to sit exams and/or complete coursework.
- Encouraging students to read for information and understanding, as well as eliciting students' existing knowledge about a topic beforehand.
- Providing a range of strategies for students to gain meaning from a text, eg: annotation, summarising, skimming and scanning.
- Encouraging students to think critically about texts which are studied across the curriculum.
- Providing a wide range of reading material relevant to the subject area which is varied, relevant and up-to-date.

### **Adaptive teaching: Reading**

Teachers use reading age information to adapt their planning so that all learners can access any texts being used to deliver the curriculum. The following strategies are recommended but this list is not exhaustive:

- Using technology to create texts that are targeted at a specific reading age.
- Providing vocabulary lists to students where this is identified on their passport.
- Adapting lesson plans to target individuals if new texts are being introduced.
- Where available, using LSAs to provide reading support to the weakest readers.
- Checking reading fluency of the weakest readers when there is whole class choral reading.
- Summarising texts before reading to support comprehension.
- Use of line numbers and double-spaced text to increase readability of longer texts.

### **Staff development**

We recognise that secondary-phase teachers require training to confidently develop reading skills. We believe that the responsibility for reading does not rest with English teachers alone, although, we also know that teachers of English can help train and support colleagues in approaches to reading.

Staff will have the opportunity to develop their confidence around reading by focusing on:

- 1) Developing confidence in using reciprocal reading.
- 2) Developing reading fluency.
- 3) Teaching disciplinary vocabulary.

The training mirrors our three cross curriculum approaches to reading:

- 1) Reading academic texts at QEHS (appendix 1).
- 2) Explicit vocabulary teaching at QEHS (appendix 2).
- 3) Reading aloud at QEHS (appendix 3).

### **Part Three: Promoting reading for pleasure**

The high school is committed to promoting reading for pleasure. The Learning Resource Centre (LRC) is a popular and well used resource in the school, and it acts as a multi-functioning space that includes being the school library. The library space is designed to accommodate study and private reading. There are also displays of books that are regularly reviewed and updated to reflect the personal development curriculum or promote subject specific reading. We also promote reading through:

- Author visits
- Book swaps
- Celebrating world book day
- Running book groups
- Staff/student recommended reads
- Reading for pleasure in English lessons
- Drop everything and read. Teachers will read to students a text related to the subject
- Promoting reading through displays in the LRC that link to our personal development curriculum (LGBT, mental health shelf help, refugees and minorities)
- Sharing recommended reads with students that link to different subject areas

Students in the literacy groups have regular access to the library and are able to access resources with support.

### **Reading in form time**

In the high school students access their personal development curriculum in form time. We also use this time to promote reading for pleasure. Research shows that students still benefit from guided reading. This can help develop reading fluency through modelling but also comprehension by reviewing the story or guessing what happens next.

Form tutors will help develop reading:

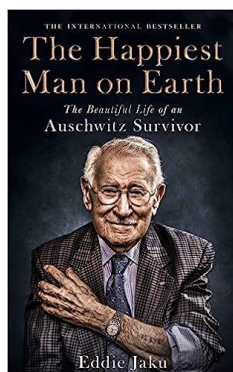
- Accuracy
  - To read new sounds and review previously taught sounds
  - To sound out the names of characters and unfamiliar words
  - To understand the meanings of new words
  - To read the story (first read)
- Fluency
  - To read the words in the story speedily
  - To track the story, 'jumping in' when the teacher hesitates
  - To read the story with increased speed (second read)
- Comprehension
  - To predict the outcome, after listening to a story introduction
  - To discuss and compare key moments in the story
  - To read the story with a storyteller's voice (third read)
  - To answer questions about the story

We aim to read three books in Y9&Y10 that link to the personal development curriculum.

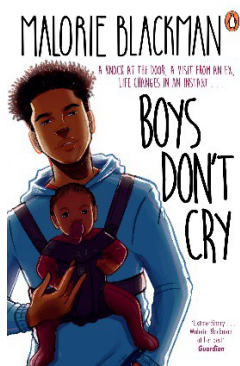
## Neurodiversity



## Resilience

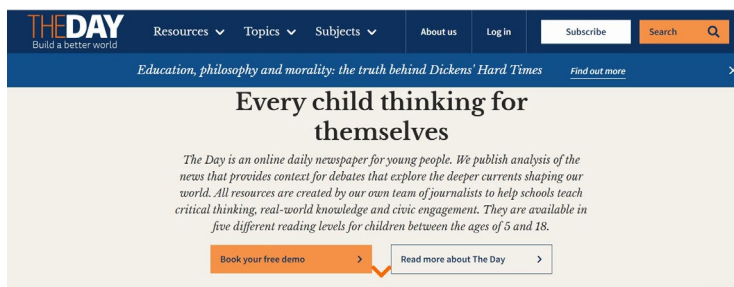


## Celebrating diversity in literature



Reading to raise awareness of contemporary issues:

The form tutors also use The Day to teach students about current events. This will be read to the students and analysis of the content will develop reading comprehension. The articles that tutors are directed to read to their classes will be linked to the personal development curriculum being delivered in form time and at year group assemblies.



## **Part 4: Monitoring and assessing the impact**

### Supporting weaker readers:

- Students will be assessed at the beginning and end of Y9 to assess progress in reading if they are identified as readers requiring intervention in Y9.
- Students receiving additional reading intervention will be tracked and monitored by the HLTA with responsibility for reading using provision map.
- The use of Reading Plus enables us to track reading progress in the Y9 literacy group and assess the effectiveness of the intervention.
- At key stage 4, there will be regular assessment of the groups in English to assess their ability to access the GCSE curriculum and texts.

### Reading across the curriculum:

- Curriculum leaders will ensure that reading is embedded in the medium- and short-term planning in their subject.
- Students and teachers will be confident in identifying and explaining the subject specific vocabulary.
- Teachers will be able to evidence adaptations that have been made to ensure that identified weaker readers can access texts.
- The Quality of Education process will provide evidence that the three areas (reading academic texts, explicit vocabulary teaching and reading aloud are evident in lessons, student panels and book scrutinies).

### Reading for pleasure:

- Visual evidence throughout the school that celebrates books and reading.
- A calendar of events that celebrate reading.
- Higher borrowing of books and use of the LRC for reading for pleasure.
- The student survey asks about how the school promotes a love of reading. We would expect to see higher numbers of students responding positively to this question.



# Queen Elizabeth High School

*spes durat avorum*

## Reading Academic Texts at Queen Elizabeth High School

*"Make it a goal to create a classroom culture and curriculum diet where reading is prominent and significant"*  
**Tom Sherrington**



**Present information via text rather than PPT**



**Use textbooks or prepare anthologies of reading texts**



**Develop oral reading routines where teacher modelling is followed by students reading aloud**



**Build understanding by using questions, skim and scan, summarise, predict, pick out words you do not now**



**Set homework which includes reading activities**





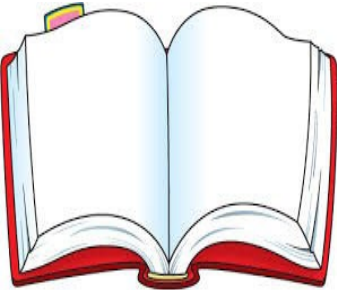
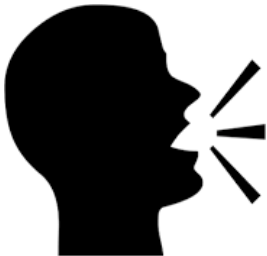



# Queen Elizabeth High School

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## Explicit Vocabulary Teaching at Queen Elizabeth High School

*"In order for students to become fluent in the use of complex subject-specific terminology and more general vocabulary, the process of learning new words needs to be considered deliberately and explicitly as part of teacher instruction"*

**Tom Sherrington**

				
<b>Read It</b> Read the word slowly whilst pointing to it	<b>Say It</b> Say it with the class – choral repetition	<b>Understand it</b> Explore the meaning using definitions and etymology	<b>Use it</b> See it in a text and use it in their own work	<b>Recall It</b> Retrieval tasks built around recall of words



# Queen Elizabeth High School

*spes durat avorum*

## Reading Aloud at Queen Elizabeth High School

*“An important goal for whole class reading should be to optimise opportunities for all students to practise their reading fluency because this supports students’ reading comprehension. Developing reading aloud programmes offer opportunities to model expert fluent reading to students”*

EEF



### Modelling

The teacher reads with the appropriate degree of fluency (pace, expression, stress and intonation).

Typically, explanations and questions are interspersed during reading, alongside checking vocabulary and monitoring understanding.



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### Repeated Reading

The teacher will get students to read and re-read the same text over and over again. This could be a secure piece of live substantive knowledge.



### Assisted Reading

With an appropriate passage from a text, the teacher and students read in unison. The teacher reads a short segment of text, such as a short paragraph, and the students echo it back together or in pairs.