
Accepted by: Board of Directors May 2013
Lead Reviewer: Quality of Education Lead Teacher
Review Cycle: 1 Year
Last reviewed: September 2021
Date for next review: September 2022

Aims for Reading

The school aims to focus on three key areas of reading:

1. **Reading to learn** – ensuring all teachers play a proactive role in teaching effective reading in their own subject areas.
2. **Promoting reading for pleasure** – nurturing pupils’ motivation to read with purpose and for pleasure. Foster a whole school reading culture.
3. **Supporting weaker readers** – understanding the interventions that take place to support our weaker readers.

“Your ability to read is an essential part of your toolkit to learn, so we need to understand how well our students read and where the gaps lie.”

Alex Quigley – Closing the Reading Gap

Reading to Learn

We aim to:

- Train teachers to be experts in how pupils ‘learn to read’ and go on to ‘read to learn.’
Staff Training took place for this on 15th September 2021 where staff were taught the strategy of ‘Reciprocal Reading’ to use in their own classrooms to aid reading of vocabulary, comprehension, and inference.
- Ensure our curriculum is ‘reading rich.’
- Use Standard Age Scores (Reading Ages) from New Group Reading Tests completed in English lessons. Staff were also trained on 15/9/21 in how to use the scores from these tests to identify where they may have weaker readers in their classes. This may not be as simple as a low reading age; a student can achieve an average reading age but still

be vocabulary poor or struggle with comprehension or inference. This must be identified to ensure all students can read to learn in every classroom that they visit.

Reading for Pleasure

We aim to:

- Actively promote the library. Assemblies were delivered to all year groups in September 2021 to encourage engagement with the library.
- Launch our Tutor Time Reading programme where tutors are able to read a class text with their form class once a week. Staff training took place to explain the importance of the tutor reading to the students to remove any fluency barriers that the students may have. This allows students to fully engage with a text and also have the shared experience with their form as they are able to discuss, experience and enjoy a text together. (Please see Appendix 1 for Tutor Time reading options).
- Promote Read and Watch lists suggested by staff (how students can extend their curriculum knowledge in certain subjects). These are readily available in the library and are also promoted through staff reading displays.
- Encourage students to read by sharing what the staff have been reading (displays on every classroom door).

Supporting the Weaker Readers

We aim for all staff to have an awareness of the following:

- Literacy Humanities Programme for Set 5 students, where reading is a prime focus.
- Reciprocal Reading sessions, which promotes active reading and has now been rolled out across the whole staff to be used in all sets where reading is required.
- Fresh Start Phonics for students who struggle to blend and segment sounds.
- Reading Eggs, which is an interactive reading programme with one-on-one lessons that match the students' abilities.

Extra-curricular activities available

- **The Big Read on 19th November 2021** - a drop-down day where each staff member can spend their lesson reading something to their students that they love/has inspired them/links to their lesson and students can complete a task linked to the reading. (See appendix 2 for example of a completed task in Art).
- **World Book Day** – assemblies planned for W/C 7th March 2021 to promote 'Hurworth World Book Day' – activities TBC.
- **Little Rebels Award 2022** – assemblies planned for W/C 4th July to promote fiction which challenges stereotypes.

Library

The library houses a variety of fiction and non-fiction for the use of all students. The aim is to encourage reading for pleasure by lending books to students and providing a peaceful environment for reading at breaktimes and lunchtimes. It is open to staff and students and can be used by tutor groups who require books to read during morning registration. New books are purchased throughout the year to offer the pupils the most up-to-date books including the Carnegie Junior Reading List.

Appendix 1

Tutor Reading Programme			
Year 7	Year 8	Year 9	Year 10
*The Diary of a Young Girl, Anne Frank	Fat Boy Swim by Catherine Forde	The Pearl by John Steinbeck	Heroes by Robert Cormier
Holes by Louis Sachar	Boy by Roald Dahl	Stone Cold by Robert Swindells	*I am Malala (autobiography)
The Ghost of Thomas Kempe by Penelope Lively	The Crysalids by John Wyndham	Animal Farm by George Orwell	They both die at the end by Adam Silvera
War Horse by Michael Morpergo	Face by Benjamin Zephaniah	The Book Thief by Markus Zusak	Lord of the Flies by William Golding
Coraline by Neil Gaiman	*Mud, Sweat and Tears by Bear Grylls	Noughts and Crosses by Malorie Blackman	*Shakespeare: The World as a Stage by Bill Bryson
The Secret Garden by Frances Hodgson Burnett	A Monster Calls by Patrick Ness	*Hidden Figures by Margot Lee Shetterly	Good Omens by Neil Gaiman and Terry Pratchett

Appendix 2

Yes, I
know it's a bit trite,
but I love the spring. All of
the expected things: the
hotgreen buds, the fuzz of
catkins, the new taste of the air, that
makes you want to drink it. The
return of the pair of ducks to
our yard. It's all coming alive.
Everything is coming alive, bit by bit by bit. It's heaven. I don't even care
that it snowed today -- okay just a bit. But the sun has punched
through, trailing blue banner sky, and the light in my studio
is buttery and clean. I should be painting, not
writing, but it's just so charging to see the long
great grey gone for another year. I can breathe again.
You would think I wouldn't
mind winter so much, or
why would I live in a place
so cold? And you're
right; I love the
seasons.

Winter's over at last
and it's about time
It's
spring
spring
spring

And
then there are the
exhilarating storms, just
nature's way of humbling you:
Wait for it ... And the thunderstorms
are the best, lightening sparking
and fizzing through the ozone,
then drips, drops, the deluge ... all
fresh, all new, all ready to leap.
I wouldn't want to live in a
place where nothing ever
Changed, and the best thing
is how the grey, bundled
days make the rest
so precious.