



Ansford Academy

Reading

Curriculum Booklet for 2024 - 2025

Subject Lead: Sarah Wilson

Intent:



At Ansford Academy, we believe that the teaching of reading is integral to a student's **success**, understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves.

Our reading programme gives students an **opportunity** to foster a lifelong love of reading alongside improvements in accuracy and fluency. We are **ambitious** for our readers. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. All of these are essential components as they offer the range of **opportunity** needed to develop fluent, enthusiastic and critical readers.

It is important that children read regularly; when their reading **opportunities** increase, so does their fluency and stamina which in turn increases their enjoyment of reading and **success**. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading for pleasure is beneficial not only for academic outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster an appreciation of independent reading and build communities of engaged readers.

Reading is at the very heart of our school: we are a reading **community**. The school day is structured around these daily reading sessions. We are committed to developing confident readers, striving for **excellence** and not only giving children **opportunities** to read in English lessons, but in the wider curriculum and daily life of the school too.

Reading Implementation:

Learning to read is one of the most important things a student will ever learn and absolutely a key to unlocking **excellence**. It underpins everything else, so we believe in putting as much energy as we possibly can into making sure that every single child develops their reading.

We also want our children to develop a real love of reading and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read. We work with our primary schools to ensure we understand children's starting points and that we understand the context of our local **community**.

Our students sit a Reading Comprehension NGRT test at the beginning of the academic year and towards the latter part of the academic year. Combined with SATs and CATs scores, the SENDCo intervenes with children whose scores fall below 80, whereas the English department assigns interventions to those who fall below ARE.

Read/Write/Inc phonics interventions take place with the weakest students and reciprocal reading is used in small groups.

All children from Year 7 upwards take part in Read to Succeed twice per week as part of their tutorial program. Our KS4 students are given the opportunity to re-read GCSE texts as a 'second exposure' to improve fluency, knowledge and memory of key scenes.

Read to Succeed is run in tutor groups as a whole school reading programme. This session is structured centrally, with common powerpoints being used to support the structure of the sessions. Staff receive training and regular feedback/updates on Read to Succeed via Inset/staff bulletins and individual emails and conversations.

Staff have access to both reading ages and reading fluency scores on Class Charts and should ensure that they are targeting the weakest students in their sessions. Teaching staff also have access to support them when discussing difficult topics and also on questions to prompt discussion or tackle vocabulary.

The novels chosen for this programme are both fiction/non fiction, modern and classic. They are purposefully chosen to challenge students and are often intentionally outside of the students' 'comfort zone'. As supported in this quotation that has been advocated by Alex Quigley, author of Closing the Reading Gap:

"Perhaps one of the mistakes in the past efforts to improve reading achievement has been the removal of struggle. As a profession, we may have made reading tasks too easy. We do not suggest that we should plan students' failure but rather that students should be provided with opportunities to struggle and to learn about themselves as readers when they struggle, persevere, and eventually succeed." *'Text Complexity: Raising Rigour in Reading', by Douglas Fisher, Nancy Frey & Diane Lapp.*

Our reading Intent is implemented through 4 main strands:

1. English Curriculum Set Texts
2. KS3 Library Reading Lessons
3. The Tutor Reading Programme
4. Reading Intervention

In addition, all staff are responsible for promoting high standards in reading skills and ensure that keywords are made explicit at the start of new topics and are revisited regularly. Collectively, staff will also monitor spellings, ensure misconceptions of meanings are addressed and texts are adapted to ensure all students can confidently access their learning.

Allocated curriculum time for reading

Curriculum time	Year 7	Year 8	Year 9	Year 10	Year 11
Tutor Reading Programme	Twice per week	Twice per week	Twice per week	Twice per week	Twice per week
Library Lesson	Once per fortnight	Once per fortnight	Once per fortnight	N/A	N/A
Reading Wise [Tier 4]	3 tutorials per week	3 tutorials per week	3 tutorials per week	3 tutorials per week	2 hour per fortnight [core PE & PSICHE]

KS3 Library Reading Lesson Structure

- All reading lessons take place in the library.
- Year 7 groups have an introductory library lesson led by the whole school literacy coordinator to understand how to find and borrow books.
- Lessons are a mixture of: teacher led reading, independent reading, teacher/TA supported reading, adapted activities linked to reading.
- The final 10 minutes are allocated for students to update their Reading Logs which allow staff to track their progress and individual experiences of reading for pleasure.

English Curriculum Set Texts - KS3

The KS3 English Curriculum at Ansford Academy allows students to read and engage with range of texts in more detail. Text choices are rooted in the National Curriculum and adapted to our own context to ensure a wider and purposeful SMSC literacy experience.

Year	Text and Author	SMSC Literacy Link
7	Wolf Hollow - Lauren Wolk	Prejudice vs. tolerance Truth vs. lies
	Science Fiction - range of extracts	Possible consequences of human behaviour Ethics of scientific developments
	Poetry through the Ages	Love and relationships Cultural and social expectations Race relations
8	Stone Cold - Robert Swindells	Realities of and attitudes towards homelessness Family conflict
	Culture and Identity poetry	Cultural identity and traditions Racial prejudice
	A Midsummer Night's Dream	Relationships: love and conflict Gender roles
9	The Hate U Give - Angie Thomas	Systemic racism Power of protest and civil rights
	Journey's End - R.C Sherriff	Courage and friendship Propaganda and social pressures Addiction
	Romeo and Juliet	Love and hate Consequences of violence Relationships: romantic, family, arranged marriage

English Curriculum Set Texts - KS4

The KS4 English Curriculum at Ansford Academy is guided by the choice of texts offered in the AQA GCSE English Literature and English Language specifications. Within that however, there is a wide range of options from which we have chosen texts which we believe are relevant and most of all engaging for our context of students.

Parents are encouraged to be aware of the expected reading list for our KS4 GCSE English Literature and are very much invited to read these texts along with their children to promote discussion and a shared reading experience.

Year	Text and Author	SMSC Literacy Link
10	A Christmas Carol - Charles Dickens	Attitudes towards poverty Social responsibility Generosity vs. greed/selfishness Change and redemption
	Power and Conflict poetry	Transience of human life and power Power of nature and humans' relationship with nature Conflict - both national and personal Consequences of war Social/cultural/national expectations vs. personal freedoms
	An Inspector Calls - J.B. Priestley	Shared responsibility Social class Socialism vs. Capitalism Gender roles
11	Macbeth	Consequences of violence/ambition Good vs. evil Religious and supernatural beliefs Gender roles

The Tutor Reading Programme

All educational research shows that, for students to most effectively develop their reading confidence and ability, they should be reading as frequently as possible. With this in mind, we allocate two extended tutorial sessions [increasing to daily sessions] to ensure that reading is given adequate time for students to engage with a range of exciting and highly regarded novels.

All students will read four novels across the course of the school year as part of our *Read to Succeed* model. Texts are carefully chosen to develop a love for reading, as well as to engage with key social, moral, cultural and spiritual issues. Equally, the themes and content of these books, allow students to engage with and discuss relevant challenges and concerns facing adolescents.

The *Read to Succeed* model encourages all students to read aloud across the course of the year as well as having strong reading modelled by tutors. This confirms for our students that all adults are readers and normalises reading as a daily occurrence.

Year	Text and Author	SMSC Literacy Link
7	Shadow - Michael Morpurgo	Reading engagement, discrimination, tolerance, cultural diversity
	Holes - Louis Sachar	Reading engagement/rule of law/adolescence
	Skellig - David Almond	Reading engagement/tolerance/bereavement
	The Boy in the Striped Pyjamas - John Boyne	Reading engagement/ historical interest/rule of law/cultural diversity
8	Goodnight Mister Tom - Michelle Magorian	Reading engagement, historical interest, displacement, adolescence.
	Thief - Majorie Blackman	Reading engagement, adolescence, rule of law
	Wonder - RJ Palacio	Reading engagement, discrimination, tolerance, cultural diversity.
	Of Mice and Men - John Steinbeck	Gender roles, race/ prejudice, historical interest/historic racism
9	Run, Rebel - Manjeet Mann	Family relationships, adolescence, rule of law, cultural diversity.
	Concrete Rose - Angie Thomas	Reading engagement, rule of law, adolescence.
	Piecing Me Together - Renee Watson	Family relationships, adolescence, rule of law, cultural diversity.
	Private Peaceful - Michael Morpurgo	Reading engagement/ historical interest/rule of law
10	Animal Farm - George Orwell	Canonical/reading engagement/ democracy/historical interest/rule of law
	I Am Malala - Malala Yousafzai	Tolerance/reading engagement/ democracy/historical interest/strong female role-model/cultural diversity
	Lord of the Flies - William Golding	Canonical/reading engagement/ toxic masculinity/rule of law
	The Knife of Never Letting Go - Patrick Ness	Reading engagement, social media, rule of law, adolescence.
11	A Christmas Carol - Charles Dickens	Canonical/reading engagement/ historical interest/challenge text
	An Inspector Calls = J B Priestley	Canonical/ historical interest /strong female protagonist/reading engagement
	GCSE Revision / Intervention	Range of materials across fiction and non-fiction

Testing and screening processes

Ansford Academy apply a comprehensive testing and monitoring process to enable leaders to measure the progress in reading ages for all students.

The testing schedule is carefully mapped out to ensure we capture reading ability data upon entry and throughout the year to monitor progress and, when required, realign our interventions to best meet the needs of students. A termly report is produced by the Literacy Lead working in collaboration with the academy's SENCO and members of the Senior Leadership team.

Year group	Assessment	Calendar point	Age Related Expectation [ARE]	Minimum ARE Expectation
7	NGRT	Induction week	11	9
		June		
8	NGRT	January	12	10
		June		
9	NGRT	January	13	11
		June		
10	NGRT	January	14	12
		June		
11	NGRT	January	15	13

Reading Intervention

Ansford Academy delivers a comprehensive and regular process for measuring progress in reading ages for all students in all year groups. This follows an annual timeline with additional testing and screening used to measure the impact of interventions.

Process of testing Reading Ages	
→	Following initial testing, students are placed into 1 or 4 Reading Tiers, determined by results against age related expectations [ARE].
→	Benchmarks for the profile of each Tier are set out by Chronological Reading Age [CRA] shown below.
→	Test results are screened by Academy Leaders including the SENDCo using additional data to ensure the weakest readers are identified and fully supported.
→	Each Tier is provided with bespoke intervention, support and challenge to promote meaningful progress in reading age regardless of ability.
→	Following retesting, each students Tier is reviewed to determine: <ul style="list-style-type: none"> - If they remain in the Tier - Graduate to a higher Tier - Move down to a lower Tier where progress in ARE has stagnated or declined.

Reading Tier Profile	Intervention / Support / Challenge
TIER 1 Significantly above ARE	<input type="checkbox"/> Directed towards higher challenge books <input type="checkbox"/> Directed to subject specific wider reading <input type="checkbox"/> Opportunity to become a reading mentor
TIER 2 On or above ARE	<input type="checkbox"/> Directed towards higher challenge books <input type="checkbox"/> Selected to role model fluency and comprehension <input type="checkbox"/> Monitored and supported through Read to Succeed
TIER 3 Below ARE	<input type="checkbox"/> Short intervention for fluency and comprehension <input type="checkbox"/> Adaptive teaching and selection of passages <input type="checkbox"/> Closely monitored through Read to Succeed
TIER 4 Significantly below ARE	<input type="checkbox"/> Direct and individualised reading support overseen by the SENDCo. <input type="checkbox"/> Screening tools to identify underlying needs <input type="checkbox"/> Options to be paired with a reading mentor <input type="checkbox"/> Closely monitored through Read to Succeed

Reading Intervention for Weaker Readers

We understand that students join Ansford Academy with a range of reading ages and many will require a programme of rapid catch-up to ensure all students are on or above their chronological reading age in order to access their curriculum.

Tier 4 students [who are significantly below their ARE] are supported by our intervention team under the leadership of the SENDCo, where direct intervention by trained specialists in phonics and dyslexia will target and rapidly address each student's needs. This will primarily be delivered through our Reading Wise programme which will involve Tier 4 students being withdrawn from tutorial sessions 3 times per week to complete the programme.

	Reading Age Range Across the Cohort Test 1				
Reading Tier Profile of Student	Year 7	Year 8	Year 9	Year 10	Year 11
Tier 1- Students testing Sig + above their CRA	>14	>15	>16	>16	>17
Tier 2- Students testing in line with their CRA	10.6- 14	11.06 - 15	12.06 - 16	13.06- 16	14.06 - 16
Tier 3 - Students testing below their CRA	9 - 10.6	10 - 11.06	11- 12.06	12.6 - 13.06	12.6 - 14.06
Tier 4- Students testing Sig - below their CRA	< 9	< 10	< 11	< 12	< 12
Average Chronological Reading Age	11 - 12	12 - 13	13 - 14	14 - 15	15 - 16

Reading Intervention

We understand that students join Ansford Academy with a range of reading ages and many will require a programme of rapid catch-up to ensure all students are on or above their chronological reading age in order to access their curriculum.

Tier 4 students [who are significantly below their ARE] are supported by our intervention team under the leadership of the SENDCo, where direct intervention by trained specialists in phonics and dyslexia will target and rapidly address each student's needs. This will primarily be delivered through our Reading Wise programme which will involve Tier 4 students being withdrawn from tutorial sessions 4 times per week to complete the programme.



Strategies for Supporting Reading in Every Lesson

All teachers will follow the guidance below when presenting materials and engaging with students. This guidance is intended to facilitate better decoding and comprehension of reading materials

- **Pre-read the selected text:** This is essential in enabling teachers to spot any problems that students may have accessing the text. Is the text suitable for all students? What are the issues of vocabulary, layout, density of text, etc. they are likely to stumble across
- **Give regular reminders:** During any reading activities, remind students about the reading prompts and strategies they can use to access the text.
- **Create a context:** When we read any new text we use our prior knowledge from the texts we have already read and the world around us to help us to make sense of the information. Creating a context using group discussion, diagrams, charts and summaries helps to support learners with limited prior knowledge and experience of reading a wide range of texts.
- **Model reading skills:** This is a crucial strategy and helps to make the skills of effective readers explicit and demystify the reading process. When modelling reading, teachers should share what they are doing and thinking as they read. Explore the key features of the text. What do you notice about the text? What kind of text is it? (Instructional, descriptive, evaluative, etc.) Share the reading strategies you are using. What do they do when something doesn't make sense or they come across a new word or phrase?
- **Check students' understanding through questioning:** Direct questions to students to help ensure that students have understood texts, prior to moving on.
- **Provide a range of reading opportunities:** In order to widen the reading repertoire, it is essential that we provide opportunities for students to read a variety of different texts. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment and has been reported as more important for children's educational success than their family's socio-economic status.
- **Check the presentation of our own resources:** This is particularly important for struggling readers and students with dyslexia. Consider the following when presenting text:
 - Use short sentences where possible.
 - Do not use elaborate fonts.
 - Select font size 12 or 14.
 - Leave spaces between lines.
 - Bulleted or numbered points are easier to interpret
 - Use headings and subheadings.
 - Use bold font to highlight words (italics and underlining can make words run together).
 - Print on pastel-coloured paper, e.g. pinstripe cream.
 - Avoid light text on dark background
- **Provide glossaries/displays:** Glossaries and displays provide useful support for unfamiliar vocabulary and key words. Try to include a visual representation.
-

Impact:

Students' progress in reading is continually reviewed through daily informal assessment by their tutors / teachers and evidenced from their reading and writing.

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used:
 - Daily within class to identify children needing support
 - Weekly via QA by middle/senior leaders
 - Frequently in English lessons where teachers are assessing progress/areas for development
 - Weekly in interventions
- Summative assessment is used:
 - Twice a year to determine reading ages using NGRT
 - In Learning Bridge 1:1 sessions/diagnostic testing
 - At the beginning and end of each intervention - approx 8 weeks

We also understand that improvement in reading can be assessed informally across the curriculum, in all departments and subject areas.

We anticipate that an improvement in GCSE results will correlate with an improvement in reading and that, as a result of this, students will experience greater **success**, which in turn will offer them more **opportunities**, helping them to realise their **ambition**.