



### Current practice:

#### Support for struggling readers

##### **Fresh Start**

- Usual practice: Fresh Start programme followed by very weakest readers
- Fresh start is a **phonics based** programme to support weakest readers
- Weakest readers identified by reading test which calculates reading age at start of Year 7
- These students then undergo the Suffolk Reading test and Fresh Start entry test
- Students with a reading age of below 9 years and 6 months are withdrawn from non-core subjects on a carousel for 5 hours over a fortnight to follow Fresh Start
- Led by Hannah McFaul, Learning Support Assistant, who has received specialist training in Fresh Start
- Progress is assessed every 8 weeks and after 33 weeks students make typically sufficient progress not to require more phonics intervention

##### **Other support for weaker readers**

- Students with a diagnosis of dyslexia have a pupil passport. These are shared with staff and they include instructions on how to support these students in terms of literacy.

- When possible, registration reading in the library is led by LSAs and 6<sup>th</sup> form volunteers and takes place 3 times per week. Pairings are carefully planned so that LSAs work with students who require the most support. 6<sup>th</sup> form volunteers are vetted by 6<sup>th</sup> form staff.
- When possible, after school homework clubs are run by LSAs to support weaker readers with homework.
- Separate resources and templates are given to staff to support the teaching of the very weakest readers.
- Weaker readers have access to abridged versions of canonical texts in English.

*(NB registration reading, homework clubs and Fresh Start have not taken place during the academic year 2020-21 due to zoning and other restrictions)*

### **Reading independently and for pleasure**

- Book boxes are available for students to read in form classes
- A number of whole texts are studied in English, alongside more extract based schemes of work, to promote reading for pleasure and reading stamina.
- Books in English are chosen to develop cultural capital and allow students access to the English literary canon, whilst also being sensitive to the diverse nature of our student cohort.
- Events such as World Book Day are used to promote reading across the school community e.g. book swaps, sharing of favourite books, reading quizzes etc.
- Love to Read event takes place which encourage independent reading for pleasure.
- Visiting authors e.g. Dan Smith promote a love of reading.
- School trips encourage a love of reading e.g. visit to see Margaret Atwood, Y12 writers' retreat, A Level English trip to London.
- Students are encouraged to use library. Each child undergoes a library induction in Year 7.
- From 28<sup>th</sup> June 2021 the school library can be accessed digitally.

*(NB reading events, trips and visits, and library inductions have not taken place during the academic year 2020-21 due to restrictions/zoning etc.)*

## Reading in subjects

- Curriculum plans include key vocabulary for each topic.
- Students are given literacy targets which apply across subjects.
- Staff are aware of a variety of Teaching and Learning methods to help students make sense of a text e.g. skimming, scanning, cloze and reconstruction exercises.
- Staff are aware of a variety of pre and post reading activities to check and deepen comprehension of any reading text.
- Staff CPD focused on reading and literacy is provided periodically.

## Research

Our reading policy has been informed by the following reading and research:

Barton, G., n.d. *Don't call it literacy!*

Lemov, D., 2016. *Reading Reconsidered : A Guide to Rigorous Literacy Instruction in the Common Core Era*. Hoboken, UNITED STATES: Jossey-Bass

Quigley, A., n.d. *Closing the reading gap*

Quigley, A., n.d. *Closing the Vocabulary Gap*