SPALDING HIGH SCHOOL

LITERACY ACROSS THE CURRICULUM POLICY

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LINK GOVERNOR:	**Mr R HEMPSALL**
DATE AGREED:	**19th May 2026**
REVIEW DATE:	**Biennial**

Executive Summary:

The development of reading and literacy skills across the curriculum is essential to equip our students with the necessary transferable skills to be fully literate in the 21st century. Poor literacy and reading skills are one of the biggest hurdles to attainment, enjoyment of learning and achievement of life goals and young people who leave school without good literacy skills are held back at every stage of life. This policy outlines how Spalding High School promotes literacy and reading across the curriculum.

"If pupils are not able to read to an age appropriate level and fluency, they will be incapable of accessing the rest of the curriculum and they will rapidly fall behind their peers." Para 237, Ofsted Inspection Handbook, April 2024.

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Chairman of Governors	**Date**
_____	_____
Headmistress	**Date**

SECTION 1: Key Principles at SHS

1.1 Historically, many secondary school teachers have not seen themselves as literacy experts. Teaching children to read has been the domain of primary schools, or the responsibility of teachers in the English department at a push. Some cross-curricular efforts have held promise, but, in most secondary schools, the challenge of literacy today is greater than ever.

1.2 This policy emphasises that literacy must not simply be seen as a basket of general skills. Instead, it must be grounded in the specifics of each subject. By attending to the literacy demands *of their subjects*, teachers increase their students' chance of success *in their subjects.* Secondary school teachers should ask not what they can do for literacy, but what literacy can do for them[1].

1.3 As well as outlining how Spalding High School promotes literacy and reading across the curriculum, this policy also aims to support teachers in all subjects with strategies to help students read, write and communicate effectively by offering practical, evidence-based recommendations based on the key concept of disciplinary literacy[2].

SECTION 2: Responsibilities

2.1 The **School** will:

- Promote literacy and reading across the curriculum and ensure it has a high profile – see Appendix 1: Developing a reading for pleasure culture
- Support this by appointing a named Link Governor and Literacy Coordinator to support and promote this area of the curriculum;
- Monitor and evaluate schemes such as Accelerated Reader, Drop Everything And Read (DEAR) and International Dyslexia Learning (IDL);
- Provide appropriate training for staff aimed at supporting teachers to develop the disciplinary literacy of their students;
- Provide information about reading and literacy to parents and students via our Curriculum Evenings;
- Provide high quality literacy intervention for students struggling with literacy and reading.

2.2 The **Literacy Coordinator** will:

- Champion cross-curricular literacy and a love of reading throughout the School;
- Coordinate and share best practice across the curriculum;
- Lead, develop and enhance the classroom practice of teaching staff in relation to literacy through training, example and support;
- Evaluate the teaching and learning of literacy in the School through monitoring activities.

2.3 **Heads of Department** will:

- Ensure effective development and implementation of the practice set out within this whole school policy;
- Monitor provision, determine priorities and plan strategies to support literacy within their departments;

[1] Improving Literacy in Secondary Schools, EEF Guidance Report 2018.

[2] As students progress through an increasingly specialised secondary school curriculum, there is a growing need to ensure that students are trained to access the academic language and conventions of different subjects. Strategies grounded in disciplinary literacy aim to meet this need, building on the premise that each subject has its own unique language, ways of knowing, doing, and communicating.

- Support subject teachers to define effective reading, writing and talk in their subjects; for example, history teachers might discuss what reading strategies are deployed by historians to appraise historical sources;
- Evaluate the quality and complexity of existing reading materials in school, assessing the degree of academic challenge such texts pose to our secondary school students as they progress through school; relating this to baseline data of students' reading ability;
- Engage in liaison between curriculum areas and opportunities to develop and share good practice;
- Positively contribute to the effectiveness of literacy work across the School.

2.4 **Subject teachers** will:

- Attend to the literacy demands *of their subjects* so as to increase their students' chance of success *in their* subjects;
- Be familiar with and implement a range of strategies aimed at equipping students with the necessary literacy skills to succeed (see Section 3).

2.5 The **SEND department** will:

- Lead the School in our goal to ensure that all students are reading to within six months of their chronological age by the end of Year 9;
- Use reading tests to monitor and track reading age progress, principally in Years 7-9 but throughout KS4 and KS5 for students with weaker literacy and reading ages;
- Provide support and implement strategies aimed directly at improving literacy for all students but particularly those with lower reading ages;
- Implement, monitor and evaluate reading support scheme.

2.6 The **School Library** will:

- Nurture and support a love of reading;
- Encourage students to make diverse and challenging reading choices;
- Promote active independent use of Accelerated Reader for Years 7 & 8;
- Monitor Independent Reading Scheme for Years 7-9;
- Support those students struggling with literacy and reading in Years 7-9 through a process of guided reading, scaffolding students as they read, talk and think their way through a text.

2.7 **Parents** will:

- Encourage their children to read;
- Engage in discussion about what their children are reading;
- Encourage their children to use the range of strategies they have learned.

2.8 **Students** will:

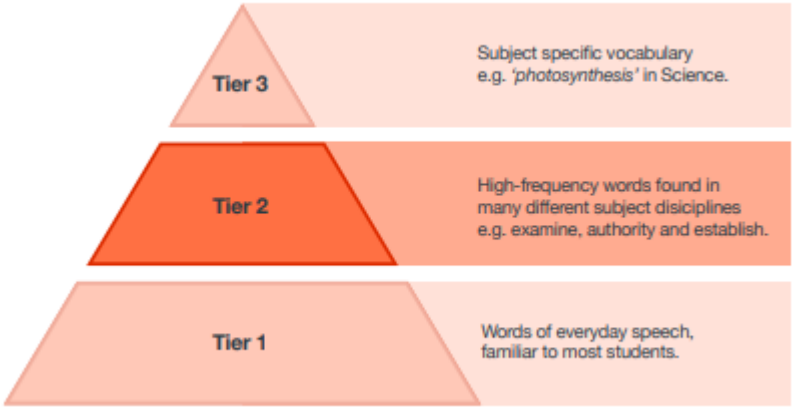
- Engage with reading programmes at School;
- Seek advice and help if they are having difficulty finding a genre/book or author that engages them;
- Take increasing responsibility for recognising their own strengths and areas for development, identifying next steps for improvement.

SECTION 3: Strategies aimed at equipping students with the necessary literacy skills to succeed

With the exception of the section entitled 'Pre-Reading Instructions for Complex Texts' (Alex Quigley Walkthrus, Volume 3), the following strategies are taken directly and completely from the EEF Guidance Report entitled 'Improving Literacy in Secondary Schools' and all credit is given to that source.

3.1 Provide targeted vocabulary instruction

Several helpful frameworks exist to help secondary school teachers identify complex vocabulary (including phrases and idioms) and select full words to teach explicitly. Isabel Beck and colleagues developed a model presenting tiers of vocabulary that helpfully delineates between vocabulary used in subject disciplines and across the curriculum (see Figure 1). A key insight from this model is the need to explicitly teach Tier 2 and Tier 3 vocabulary, which will be unfamiliar to many students.



While there is relatively limited evidence about how best to teach vocabulary explicitly, promising ways to promote targeted instruction of academic language in the classroom include:

- **Exploring common word roots.** For example, in science, analysing the etymology of 'photo' ('light') and generate other scientific vocabulary that includes the root 'photo' such as 'photosynthesis', 'photobiotic' and 'photon'. The word roots model is explored in further detail in the EEF's 'Improving Secondary Science' Guidance Report.
- **Undertaking 'word building' activities**, such as matching prefixes and root words for example, 'anti-body' or 'anti-matter.'
- **Encouraging independent word-learning strategies**, such as how to break down words into parts and how to use dictionaries, to support students as they read more widely.
- **Using graphic organisers** and concept maps to break down complex academic terms in visual ways to aid understanding.
- **Undertaking regular low-stakes assessment**, such as quizzes, to provide multiple exposures to complex subject specific vocabulary, before applying this vocabulary in use; for example, in essay writing.
- **Consistently signposting synonyms** so that students recognise how some Tier 2 vocabulary items can enhance the accuracy and sophistication of their talk and writing in the subject domain.
- **Combining vocabulary development with spelling instruction**. For example, highlighting morphological patterns that determine complex spelling of subject specific vocabulary.

3.2 Develop students' ability to read and access complex texts.

Fundamentally, the school curriculum is mediated by our students' academic reading ability. As reading skill opens up access to the curriculum, it is vital to focus instruction on successfully mediating the reading of complex texts, from science textbooks to historical sources. We cannot, and should not, dumb down our text choices. Instead, we need to pitch it up. But if we are to teach challenging texts, we need to ensure pre-reading instructions can offer access points into the text for all students.

Pre-reading instructions for complex texts

- **Undertake a ready reckoner**. All texts can prove complex in different ways. As such, a teacher can select manageable portion of the text (e.g. the first 200 words, or a page from a chapter) and then evaluate the complexity of that portion. Some aspects that determine text complexity include:
  - Rare, academic vocabulary;
  - Language features e.g. metaphors;
  - Sentence length;
  - Range of complex concepts or big ideas;

Determining just how complex this sample passage proves will lead to decision about pre-teaching.

- **Connect Complex Concepts and Keystone Vocabulary.** For complex texts, it is important to identify and pre-teach sophisticated concepts, such as particles and energy in science, alongside explicitly identifying the related core vocabulary that is essential to communicating those concepts. A small number of keystone (fundamental to the schema of the text) vocabulary items can be explicitly pre-taught. These vocabulary items, such as atoms, molecules and ions for the scientific concept of particles, should be identified, taught and revisited as part of a coherently mapped reading curriculum.

- **Activate Prior Knowledge and Relate.** Explicitly activate students' prior knowledge, e.g. when reading a Shakespearean sonnet in English literature, relate it to other poetic genres and knowledge about Shakespearean plays. Novice students can miss seemingly obvious connections. Connect keystone vocabulary items to words they know already to allow for better-developed schemas for the text.

- **Probe and Question.** Before reading a text in class fully, use probing questions, via cold calling, to ascertain a representative level of prior knowledge for complex concepts and keystone vocabulary. For example, in History, a probing question about students' knowledge of Tudor kings and queens can precede reading a source that evaluates the Wars of the Roses. If responses are limited, recalibrate how much pre-reading instruction is needed before going onto reading further texts.

- **Plan for Pauses.** Complex academic texts can place a high demand on our students' working memory. Simply following each sentence can initiate a high demand for prior knowledge and vocabulary recognition. With this mind, it is helpful to identify specific pauses in the text, with a few targeted questions to check for understanding before initiating reading once more.

Developing students as strategic readers

Reading strategies aim to support the active engagement with texts that improve comprehension. Given the complexity of academic reading, students need to be able to deploy an array of reading strategies, which can be modelled and practised in the classroom to develop students as strategic readers.

Reading strategies include:

- **Activating prior knowledge**—students think about what they already know about a topic from reading or other experiences, such as visits to museums, and try to make meaningful links. This helps students to infer and elaborate, fill in missing information and to build a fuller 'mental model' of the text. Example: students are asked to recall the 'push and pull factors' that determine international migration.

- **Prediction**—students predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension.

- **Example**: students could be asked to predict the impact of international migration on English seaside towns.

- **Questioning**—students generate their own questions about a text to check their comprehension and monitor their subject knowledge. Example: students generate five key questions on 'the impact of increased net migration into the UK since 2004.'

- **Clarifying**—students identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning. Example: students check they understand a graphic presenting net migration figures presented alongside the text.

- **Summarising**—students summarise the meaning of sections of the text to consolidate and elaborate upon their understanding. This causes students to focus on the key content, which in turn supports comprehension monitoring. This can be supported using graphic organisers that illustrate concepts and the relationships between them. Example: students generate a short summary of the impact of internal migration on the UK since 2004.

Whole-class Reading Routines

Teachers read academic texts in the classroom to their students on a daily basis. This can total thousands of acts of academic reading. Subsequently, reading to a whole class can prove routine and habitual, which can in turn see it enacted without much reflection, resulting in variable success. Teachers can make more evidence-informed decision about how to more precisely read to the whole class. There are a variety of options for whole-class reading, with different classroom approaches benefitting different reading outcomes (see *Appendix 2: Whole-class reading routines*).

3.3 Break down complex writing tasks

The complexity of writing means it can place a heavy burden on working memory, which can be thought of as the part of the brain where information is processed and combined. Students' working memories can become overloaded if any of the processes involved in writing become too demanding. To demonstrate the importance of the interaction between different elements of writing, we can see that even relatively simple writing tasks, like writing a diary, become much harder if attempted using a transcription approach that feels unnatural, for example, by forcing someone to write in block capitals.

"Writing is demanding because it requires students to combine three processes." See Fig 2.

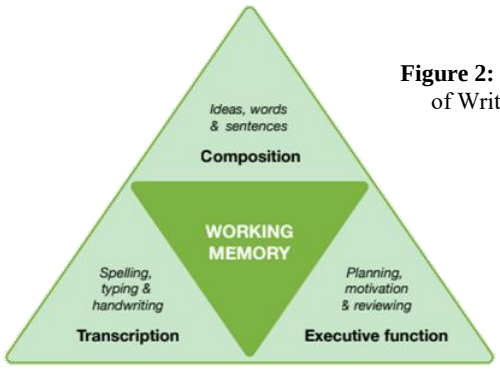


Figure 2: Figure 5: Based on 'The Simple View of Writing,' developed by Berninger et al.

Teachers can help students cope with the challenge of writing in several ways, but a common theme running through effective forms of writing instruction is that they support students to break down complex writing tasks and help students to become fluent in as many of the processes involved in writing as possible.

Teachers can help students break down writing tasks by:

- Providing **word-level, sentence-level and wholetext level instruction**. There is evidence to suggest that by focusing on the micro elements of writing for longer, students will ultimately be able to write longer, high quality responses. For example, in history, sentence starters can encourage students to analyse sources more deeply (for example, 'While initially it might appear that…, on closer inspection…').

- Ensuring that students understand the subject specific connotations of **Tier 2 vocabulary** used in writing questions. For example, in English Literature, "evaluate" questions often require students to justify their answers with reference to a personal response, whereas in Physical Education evaluation may require students to refer to the likely consequences, strengths and weaknesses of particular choices.

- **Explicitly teaching students planning strategies**, such as how to use graphic organisers. Over time, students should develop proficiency using a range of strategies, and develop the ability to choose between them depending on task and audience.

- Helping students **monitor and review** their writing, for example by providing a checklist of features included in high quality answers or using it as a peer-assessment tool.

3.4 Combine writing instruction with reading in every subject

Reading and writing are overlapping, complementary skills. As students read or write, they draw on a common body of knowledge, related to the topic being studied, and to their understanding of texts, syntax, and vocabulary. Reading and writing also enhance one another. Reading has been shown to improve the quality of students' writing, while writing about texts improves students' reading comprehension and fluency. While it is not a mistake to spend some time teaching reading and writing separately, it is beneficial to consider how to integrate reading and writing instruction, and likely to be a missed opportunity to think of writing as something that happens after students have 'learned the material'.

Reading high quality texts in every subject, for example those that effectively illustrate the conventions of particular types of writing, gives students an opportunity to observe the discipline-specific aspects of writing that relate to particular subjects.

Effective ways of combining reading and writing might include:

- **Writing before reading**, for example by asking students to bullet what they currently know about a topic or generate questions they will later try to answer through reading;

- **Using annotations** to identify information or explore key features of texts, e.g. underlining information about the types of evidence being cited in a science textbook;

- Asking students to write **short summaries** of texts they read; although this is a skill which some students may struggle with initially, writing a one sentence summary of a paragraph, for example, can help students think more carefully about the meaning of what is written, and monitor their comprehension of the text;

- **Creating checklists** based on examples of good writing in each subject. For example, while reading a geography textbook, the teacher might ask students to highlight words related to cause and effect, such as 'Due to this…'; 'A contributory factor was…'. Students can subsequently use checklists and examples in their own answers;

- **Anticipating common misconceptions** or errors and highlighting how writers avoid them in high quality texts. For example, in Psychology, students might mistakenly believe that theories can be 'proved'; it would therefore be beneficial to highlight phrases that experienced writers use instead. For example, instead of saying "This proves the theory that…" expert writers say: "This theory is supported by the fact that…" or "This evidence is consistent with the theory that…"

Spelling

Fast and accurate spelling is a key component of writing fluency. While there is limited high quality evidence about how best to teach spelling, one core principle is that spelling should be actively taught, rather than simply tested. Promising strategies for teaching spelling include:

- **Teaching groups of related spellings** alongside a discussion of the morphology and etymology (see Recommendation 2), prioritising words that are linked to content that is currently being studied rather than from decontextualized word lists;

- **Pre-teaching spellings of challenging words and anticipating common errors**, for example, 'government' in politics or 'Shakespeare' in English Literature, homophones such as 'there' vs. 'their' or joining errors, for example, 'alot' instead of 'a lot';

- Helping students **recognise familiar patterns of letters** within words and sound out words based on their knowledge of phonics;

- **Collaborative approaches**, for example, grouping students and asking pairs to come up with memorable strategies for spelling challenging words;

- Teaching students to **self-quiz using retrieval practice**, for example, using flash cards.

3.5 Provide opportunities for structured talk

The importance of talk across the curriculum

Talk is a powerful tool for learning and literacy. It can improve reading and writing outcomes, enhance communication skills, and increase students' understanding across the curriculum. In many subject areas—not only English—developing students' skills of communication and argument is also a curricular end in itself. For example, Jonathan Osborne, an American academic, contends that in Science: 'Critique is not some peripheral feature […], but rather it is core to [the subject].' While all students benefit from classroom discussion activities, talk also appears to be particularly beneficial for lower attaining students and those from disadvantaged backgrounds.

Accountable talk

Quality of talk is likely to be more important than quantity. Improving quality means much more than getting students to talk more, or, as a teacher, trying to talk less. Instead, quality is more likely to be improved by considering structure and variety. One helpful structure for thinking about discussion in the classroom, developed by the academic Lauren Resnick and colleagues, is known as "accountable talk". The framework highlights the importance of accountability to:

- **Knowledge**—for example, by seeking to be accurate and true;
- **Reasoning**—for example, by providing justifications for claims; and
- **Community**—for example, listening and showing respect to others.

Importantly, the framework encourages teachers to think about the subject specific features of discussion. For example, in seeking to make students accountable to **knowledge** during a debate, a religious studies teacher could prompt speakers to refer back to quotes from key texts. Likewise, the teacher will be prepared to step in to correct misconceptions that arise as the debate develops.

Reasoning is also often subject specific. The word 'evaluate' has different meanings across different subjects. Some subjects will require students to assess the reliability of sources, while others will invite personal responses. While some students may pick up these subtleties implicitly, the majority are likely to benefit from explicit teaching of how to reason within each discipline.
There is likely to be commonality in the ways students are accountable to **community** in different subjects and schools may find it useful to consider curriculum wide routines and expectations, for example, listening carefully and speaking calmly. However, in addition to expectations about conduct, accountability to community also emphasises the importance of making students feel that their contributions in class matter, for example, by emphasising the value of errors.

Metacognitive talk

Students also benefit from metacognitive talk, which focuses on the processes of learning, and on dealing with barriers to learning. For example, in food technology, metacognitive talk seeks to answer questions like: 'What equipment do I need before I begin cooking?' or 'What will I do if I fall behind my time plan?'
Metacognitive talk will often be task and subject specific. For example, after introducing a range of strategies that can be used to break down an as-yet unseen poem, English teachers might ask students to discuss, in pairs, the strategies they have previously used, plan which strategy they will use to tackle a new example, and review whether this strategy helped them tackle the poem.

Putting it into Practice

Effective ways of promoting high quality talk might include:

- **Teachers modelling what effective talk sounds like** in their subjects. This includes using subject specific language and vocabulary, explicitly introducing the ways of reasoning that matter within their discipline, and the ways in which experts use metacognitive talk.

- **Deliberately sequencing talk activities** alongside reading and writing tasks to give students opportunities to practise using new vocabulary, develop ideas before writing, or discuss ways to overcome common challenges ('tell your partner what to do if they get stuck').

- **Using sentence starters and prompts** to help students to structure and extend their responses. For example, starters such as 'my claim is based on the fact that…' can help students link to evidence, while a shorthand like ABCQ (Agree, Build, Challenge, Question) sets out different ways to contribute to a discussion. Teachers can prompt students to extend their answers with questions, e.g. 'Can you use 'moreover' to link to a second piece of evidence?'

- **Selecting questions that are open-ended**, well-suited to discussion and allow opportunity for authentic student response rather than direct replication of teaching: for example, where there are several plausible answers and where students' own views might develop.

- **Setting goals and roles**, particularly for small group discussions. By ensuring students have a clear goal—for example, a question to answer— it is more likely that talk will be focused and that students fully participate. It can also be beneficial to assign roles, such as summariser or questioner, though as students become more used to routines, it may not be necessary to make roles explicit. This type of approach can overlap with some reciprocal reading activities.

- **Using wait time** to develop students' responses, by leaving a pause after they have first given an answer, which gives them a chance to reframe, extend, or justify their reasoning.

- **Giving precise feedback** relating to different elements of accountability. For example, in addition to praising a student's use of evidence, teachers might praise the way in which students follow the norms of discussion, for example, by naming classmates or linking new contributions explicitly to

previous points. Students can also be trained to provide peer feedback during talk activities, for example, related to the use of new vocabulary.

SECTION 4: Assessment

- Departments will comment on literacy skills demonstrated by students as part of on-going formative and summative assessment. The Literacy Marking Code will be made explicit to students;
- Departments will take students' literacy skills into account when giving feedback to students and parents;
- Departments will demonstrate high expectations over the standard and presentation of all written work;
- Assessment of students' literacy skills will be part of future planning.

Marking for Literacy Guidelines

- Teachers should remain sensitively aware when correcting the work of students with a Specific Learning Difficulty, in line with the guidelines in their Personal Learning Passports.
- It is recognised that it may not always be appropriate for every spelling, punctuation or grammar error in a piece of writing to be corrected. Corrections may be limited to subject specific key words and words it is felt students 'ought' to know.
- It is recognised that where students are learning a foreign language, spelling, punctuation and grammar correction may be more detailed than in other subjects, and that language teachers will need to use a wider range of codes and marking for literacy strategies. At times, it may be more appropriate for teachers to correct spelling errors.

Mistakes v Errors

- Most studies make a distinction between a 'mistake' – something a student can do, and does normally do correctly, but has not on this occasion – and an 'error', which occurs when answering a question about something that a student has not mastered or has misunderstood.
- If a student has made a mistake, it should be marked as incorrect, but the correct answer should not be provided. By providing the correct answer students are not required to think about mistakes they have made, or recall their existing knowledge and, as a result, will likely repeat them in future.
- Where errors result from underlying misunderstanding or lack of knowledge, teachers should remind students of a related rule, (e.g. 'apostrophes are used for contractions'), or provide a hint or question that leads them towards a correction of the underlying misunderstanding. Simply marking the error as incorrect is ineffective, as students do not have the knowledge to work out what they have done wrong.

Correcting Spelling Errors

- Spelling errors should be indicated in the margin with an Sp code (when appropriate) and the word underlined.
- The teacher should allow time, either in a lesson or as part of homework, for students to correct underlined spelling errors themselves.
- Students should correct spellings in the back of their exercise books or in the dictionary pages of their planners.

Correcting Grammar and Punctuation

- Punctuation and grammar errors should be indicated in the margin with a p/g code and the phrase underlined.

- Departments should devise their own follow-up strategies for improving punctuation and grammar. An example might be including a literacy comment and/or objective when marking pieces of work.

Literacy Marking Code

Margin	In the text	Meaning of code	Action required
Sp	beleive	Spelling error (word underlined)	Student rewrites correct spelling **three** times.
p/g	I should of	Punctuation or grammar error (phrase underlined)	Student corrects error clearly.
^	R^bbit	Word or letter missing	Write the correction clearly.
?	The rabbit this that then	Unclear meaning / clumsy expression	Re-write the section with clarity.

- Using the tick symbol to denote pleasing literacy does not exclude its use as a way of showing a correct factual answer.
- Subject specific marking for literacy codes may be used alongside the above, or necessary adjustments to the above code can be made, e.g. for pieces of work where there is no margin.

Appendix 1: Developing a reading for pleasure culture

It is impossible to mandate that pupils read for pleasure, but teachers can inspire pupils and engage them in reading widely. This depends, however, on embedding a school culture that values and supports reading for pleasure. This is a collective responsibility[3]. At Spalding High School, core strategies to encourage sustained, voluntary reading include:

- **Adults reading aloud regularly, including in class or form time**
    - **Westbrook et al (2019):** Fast-paced reading out loud to students has a profound impact on student progress: an average of 8.5 months' accelerated progress, and 16 months for weaker readers.
- **STAR Reading Assessment**
    - Completed three times per year (September, January and May). Each assessment generates a reading age (lower/ upper). 34 multiple choice questions – 10 gap fill, 24 related to a text. AI – questions get progressively more difficult/ easier depending on responses.
- **Accelerated Reader**
    - A goal driven reading programme that requires students to read within their AR level and answer questions on each book before advancing to more difficult texts. 60% minimum required.
- **Reading Lessons and Reading Scheme**
    - Reading Lessons x1 per fortnight in Years 7,8,9
    - Students follow a School-designed reading scheme (separate one for each year – Bronze (Year 7), Silver (Year 8), Gold (Year 9).
    - Once students have completed the reading scheme for their year, they can select from a range of reading extension activities designed to further challenge and develop their reading skills.
    - The scheme requires students to read across a range of genres, from the literary canon and modern writers, which includes writers of colour. The schemes have literacy tasks included which students complete alongside reading the required texts. These literacy tasks are vocabulary builders and grammar (sentence) exercises.
    - Works with Accelerated Reader – see above.
    - School Librarians, alongside English teachers, monitor and track the progress of their allocated 1:1 students. The allocation of a smaller group of students means that every student, in every lesson, is seen by their nominated adult. This in turn provides opportunities for scaffold and stretch at either ends of the ability range.
- **Guided Reading**
    - Currently aimed at Years 7, 8, and 9 students with the lowest reading ages. Year 9 support runs from September to early January, Year 8 runs throughout the academic year, and Year 7 runs from February to July.
    - These students are given 1:1 support during reading lessons (see above).
    - Utilises books from Barrington Stoke. Barrington Stoke's range of titles is specifically designed to support all children to discover a love of reading and are expertly designed to help dyslexic and reluctant readers unlock a life-long love of learning.

[3] 'The Reading Framework', July 2023

- **Book groups**

    - Book groups take place fortnightly for all year groups, including KS3 Book Group, Years 9, 10, and 11 each with their own Crime Book Group, and Sixth Form Book Group.
    - In Terms 5 and 6, Years 7 and 8 (but other years are welcome) shift their focus to the Yoto Carnegie and the Yoto Carnegie Shadowing Scheme.
    - Yoto Carnegies. The Yoto Carnegie Medal for Writing is awarded by children's librarians for an outstanding book written in English for children and young people.
    - Yoto Carnegie Shadowing Scheme. The Yoto Carnegie Shadowing Scheme engages thousands of children and young people in reading the books on the shortlist via reading groups in schools and public libraries with dedicated educational reading resources and promotional materials to support each shortlist. Each year young people who take part in the scheme are invited to vote for their favourite books to win the Shadowers' Choice Awards, which are announced alongside the Medal winners at the annual winners' ceremony.

- **DEAR sessions**

    - These take place x1 per week during a.m. registration in Years 7-9.
    - From September 2022, silent, private reading was replaced by **tutor led reading**, **discussion** and **writing**.
    - Tutors can choose from a range of fiction texts or articles from 'The Day', a leading digital literacy resource providing schools with daily, unbiased current affairs to boost literacy, critical thinking, and debate.
        - For fiction texts, rather than using traditional comprehension tests, which are often structureless and allow the text to dictate the questioning, a more structured approach is used so that students become familiar with question types and, over time, the skills underpinning them.

Skills	**Example Question**
Finding information	Find three quotations relating to the sound of the aeroplane.
Word meaning	What does the word 'liberty' mean in the following line?
Inference	What can we infer about Maman's attitude towards the Germans when she describes them as 'dogs'?
Symbolism	Everything Count Dracula wears is black. What do you think the colour black could symbolise?
Identifying methods	Looking at both extracts, find an example of each of the following techniques used by the writer.
Effect	Why do you think the writer ends the extract with a short sentence?

- **IDL**
    - Year 7-10 pupils identified as having a difficulty with some aspects of reading may be invited to use IDL Literacy to supplement their learning in the classroom.
    - The IDL Literacy intervention software is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages.
    - IDL Literacy is proven to increase reading and spelling age by 11 months after just 26 hours of use.
    - Additionally, students experiencing persistent difficulties, due to complex needs, are invited to engage with and complete Morph Mastery activities. Morph Mastery is a morphological intervention which supports the development of reading, spelling, and vocabulary.

CLOSING THE READING GAP

WHOLE CLASS READING APPROACHES

	DESCRIPTION OF READING APPROACH	POTENTIAL BENEFITS	POTENTIAL LIMITATIONS
Teacher-led whole class reading	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 comprehension etc.	» The teacher models fluent, expert reading » The teacher can plan to concisely explain vocabulary, ask questions, or offer clarifications, during the act of reading » The teacher can more specifically control the task	» Pupils do not gain the opportunity to develop their own reading skill or fluency explicitly » Pupils could be prone to distraction and passivity » Less skilled readers may struggle to follow the text and listen to the reading simultaneously
Whole class reading: pupils selected to read individually in round robin' style	The teacher selects individuals to read (this can be at random, or with individuals selected – which could significantly influence the impact of the approach)	» Pupils' practise their reading skill » Teachers can assess pupils' reading skill and fluency » The teacher can more specifically control the task, selecting individuals, posing questions etc.	» Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher » Some pupils may feel inhibited regarding reading in front of their peers, hampering their performance and fluency » Pupils are not exposed to an amount of practice that would likely enhance their reading skill[1]
Choral reading	With an appropriate passage from a text, the teacher and pupils read in unison. Alternatively, the 'antiphon' approach – drawing upon religious readings – calls for the class to be divided into two or more groups, with each group being responsible for different parts of the text	» Pupils' practise their reading skill » Pupils can develop an awareness of reading with the appropriate pace and intonation » Less skilled pupils can develop confidence and fluency, perhaps less inhibited by reading along within a group	» Some pupils may feel inhibited to read in this manner in front of their peers, limiting their practice » Pupils could be prone to distraction and passivity during such a group activity, not really reading with the group » A focus upon the reading performance may prove a distraction from attempts at comprehension
Paired reading	Pupils are arranged into pairs and read to one another. This can be in a fashion which alternates, paragraph by paragraph, or page by page.	» Pupils' practise their reading skill » Less skilled pupils can develop confidence and fluency Pupils are assigned clear roles and goals within their reading. There is a shared responsibility » The teacher can assess pupils' reading skill and fluency	» Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher » Pupils could be prone to distraction during such a group activity » A focus upon their peer's reading performance may prove a distraction from attempts at comprehension.
Repeated reading	Repeated reading is used with very young children and with mature pupils alike as a way to consolidate comprehension. Re-reading is often guided e.g. a second read to explicitly identify evidence for a causal argument in geography.	» Pupils' practise their reading skill » There is some evidence that repeated reading can enhance comprehension (especially if modelled first by a teacher or exemplary audio) » Less skilled pupils can develop confidence and fluency » Teachers can assess pupils' reading skill and fluency	» Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher » Pupils could be prone to distraction and passivity, as they do not understand the value of repeated practice » This strategy requires more curriculum time, which may or may not compromise curriculum planning » Some pupils may lack the strategies to learn from re-reading e.g. scanning for specific information on a repeated read etc.
Individual, silent reading	Pupils read individually and independently.	» Pupils' practise their reading skill » Less skilled pupils can develop confidence and fluency, without interacting with their peers » The teacher may be better able to assess pupils' reading skill and fluency on an individual basis	» Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher » For less fluent readers, independent reading is likely to be highly challenging » Some pupils may lack the strategies to monitor their comprehension e.g. re-reading or scanning for specific information » Pupils could be prone to distraction and passivity

[1]Shanahan, T. (2019) **Is round-robin reading really that bad?** Accessed online at: www.shanahanonliteracy.com/blog/is-round-robin-reading-really-that-bad.

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