

Every Child a Reader LPA Reading Strategy

A Reading
Culture



*Climb with pride
and enthusiasm*

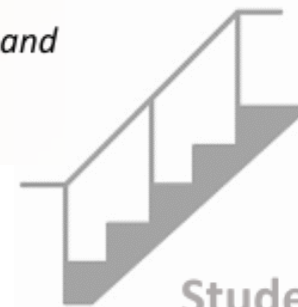
Getting feet on the stairs

Taking early steps

Climbing the stairs

Finding new staircases

*Intervention and
support*



**Student Specific
Actions**

AIM:

Every child to leave Lodge Park Academy on or above their chronological reading age.

Which step?	What needs to happen?	Who is involved?
Getting feet on the stairs	<p>Read, Write, Inc (Fresh Start Phonics) Pupils with the lowest reading ages across the school supported to be fluent decoders.</p> <p>Bottom 20% of all students 7-11 tested to assess whether RWI (Read, Write, Inc) would support them. Strategic RWI instruction for those identified (April 21) Intervention programme set up to support as many students as possible, include after school sessions (April – July 21).</p> <p>Guided Reading sessions / read-aloud sessions. Selected students who are a cause for concern via AR data. During the day or after school. Small group or 1:1 where possible.</p>	<p>Responsible: Ryan Storey</p> <p>Working with: Ben Newmark, Caitlyn Herbert, Lisa Corbally and James Horsley.</p> <p>Operational lead: Caitlyn Herbert</p> <p>RWI intervention tutor: Caitlyn Herbert.</p> <p>Guided Reading / read-aloud adults: Sue Singh, Alice Rickwood, Caitlin Herbert, Diane McKinnon, Chelsea Elliott, Sixth Formers, volunteers.</p>
Taking early steps	<p>Guided Reading sessions / One-to-one Read Aloud Selected students from bottom 20% of readers (7-11) and/or students who are a cause for concern following AR data analysis each term: to spend half a lesson (minimum) per week reading aloud to an adult. Will read AR book and then quiz. Selected students who are a cause for concern via AR data. During the day or after school.</p> <p>The Early Reader English curriculum (KS3) Year 7 and 8 early readers - Ark English Mastery / Year 9 early readers - reading recovery in English lessons. Smaller groups with teachers who are expert in reading instruction for fast progress. One term intervention then 'graduate'. Specific, evidence-based strategies for reading fluency (Reading Reconsidered, Reciprocal Reading, Fast Reads).</p>	<p>Responsible: Ryan Storey</p> <p>Operational Lead: Yvonne Drabwell</p> <p>Working with: Ben Newmark, Lisa Corbally and James Horsley, Raj Mahli, Sue Singh, LSAs, Andi York.</p> <p>Guided Reading adults / One-to-one Read Aloud Adult listeners: Yvonne Drabwell, Alice Rickwood, Chelsea Elliott, Diane McKinnon, parents/carers, sixth formers, volunteers.</p> <p>The Early Reader English Curriculum Operational Lead: Lisa Corbally Teachers of Early Reader English groups: Lisa Corbally, Raj Mahli.</p>

<p>Climbing the stairs</p>	<p>Accelerated Reader & Drop Everything And Read (DEAR) All students – only students significantly above chronological age will be exempt from AR. (<i>Students in STEPS 1 and 2 will also be able to access this step at an entry level and will be supported</i>). AR and DEAR action plan HERE</p> <p>#LPAreads (DEAL) All students 7-11, 20 mins per day. 6 novels per year.</p> <p>Classroom Reading Strategies Teacher Reads, Reading Round, Accountable Independent Read, Vocabulary, Culture of Error, Everybody Writes. See infographic here and launch video here.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • GPS – Grammar, punctuation, spelling. • Identification of wider reading / supportive texts in subject areas. 	<p>Responsible: Ben Newmark</p> <p>AR Operational Lead: Lisa Corbally</p> <p>Working with: Lisa Corbally, James Horsley, Sue Singh.</p> <p>#LPAreads (DEAL) Operational Lead: Ben Newmark</p> <p>Working with: Lynn Booth, All staff.</p> <p>Classroom Reading Strategies Operational Lead: Ben Newmark</p> <p>Working with: Lisa Corbally, James Horsley, all staff.</p>
<p>Find new staircases.</p>	<p>High prior attaining students and students with reading ages significantly above chronological age. Book club / signposting to literary competitions / essay writing / book reviewing / online book clubs / specialist interest groups / specialist and academic non-fiction reading and writing / literary and linguistic analysis</p>	<p>Responsible: Ben Newmark</p> <p>Working with: Susan Connor, Sarah Langley, Heads of Subject, Sue Singh, sixth formers, prefects.</p> <p>Operational Lead: Susan Connor</p>

<p>A Reading Culture: <i>Climb with pride and enthusiasm</i></p>	<p>Responsible: Ben Newmark</p> <p>Working with: Lisa Corbally and all members of staff.</p> <p>Focus 1: Supporting the teaching of reading within lessons through specific strategies. Taught via whole school (TTD April 2021) and subject specific CPD.</p> <p>Focus 2: Building a culture of reading, enthusiasm and love for reading as the norm. Through events, competitions, social media, prizes, shared experiences, messaging and environment, shared language.</p>
<p>Student Specific Actions: <i>Intervention and support</i></p>	<p>Responsible: Ryan Storey</p> <p>Working with: Yvonne Drabwell, Caitlyn Herbert, LSAs, sixth formers and volunteers.</p> <p>Focus: specific actions to teach and develop reading in bottom 20% of readers in Year 7 to 11. Reading intervention will mean removal from lessons in small chunks. Progress measures to be clearly defined.</p>
<p>How does the school day support reading?</p>	
<p>DEAR for all: (AR / own choice books / focus on subject-specific or non-fiction texts for Year 11)</p> <ul style="list-style-type: none"> - 20 minutes per day, at a different time each week. - 20 minutes at the start of PSHE. - 10 mins at start of each English lesson. - Year 7-9 once a fortnight library lesson. 	<p>#LPAreads: (novels as defined by #DRETreads)</p> <ul style="list-style-type: none"> - 20 minutes per day during tutor time (tutor time extended for ten minutes). <p>Student-specific actions: intervention and support</p> <ul style="list-style-type: none"> - Removal from lessons for intervention