

Reading Strategy At TEC

Date Written/Updated	14th November 2024
Reading Lead	Emma Berry-Dinnage

Our Reading Ethos at TEC:

We believe that every student should have the opportunity to access interesting, quality texts to read; as part of their educational journey and to develop a habit for reading for both learning and enjoyment. A TEC reader is confident, empathetic and curious.

Every teacher at TEC is a teacher of reading.

Strand One: Explicit Teaching of the Five Pillars of Reading:

- The reading lead is responsible for introducing and implementing whole-school reading strategies for staff to embed in their teaching and create a consistent, habitual approach to reading.
- The reading lead, supported by SLT, recognises that a diverse range of strategies are in place for teaching reading to a confident and habitual level.
- The reading lead is responsible for sharing good practice that aligns with Lift standards and improves the lives and outcomes of our students at TEC through regular CPD delivery.
- Explicit teaching of Tier 2 and 3 vocabulary is inherent through whole-school strategies including: Frayer Models; Inside, Outside, Beyond vocabulary strategy; SEEC Method - 6 step approach to explicit vocabulary instruction

Strand Two: Embedding Reading and High Quality Texts Across The Curriculum

- A culture of reading aloud in class is embedded using our whole school strategy 'Control The Game.' Students are called upon to read aloud not only to practise their reading and comprehension skills, but to immerse themselves in a diverse range of texts that support the curriculum and encourage reading for pleasure.
- Regular QAs are completed of the texts in circulation across every subject to ensure that our students are accessing high quality texts that support the curriculum and challenge our students in their learning and understanding of the world around them.

- Whole school fluency reading has been introduced in morning tutor time, led by SLT to improve oracy and comprehension.
- A Reading Bulletin is produced and uploaded to our Staff Portal, where key strategies, key students and up to date reading data can be shared with staff.

Strand Three: Ensuring A Thriving Culture of Reading

- Our thriving culture of reading has been amplified this year through our initial STRIVE time reading program for Key Stage 3. We are currently trialling an introduction to Sparx Reader
- The reading lead is responsible for providing an up to date and interesting set of texts in the school library to encourage reading for pleasure.
- The school library has been relocated in favour of creating a dedicated and sacred reading space. It is open to students at lunch time and run by Emma Berry-Dinnage and Joe Ray. The library is always transforming and changing to fit the needs of our students with a wide range of high quality and highly reviewed texts that are suitable.
- The school partakes in regular reading-focused activities to promote a love of reading for pleasure including author visits, online author webinars, and World Book Day activities.
- The reading lead introduced a 'Summer Book Bingo' to encourage the habit of reading for pleasure and incorporate a strategy for tackling lost summer learning.
- In 2024/2025, we will be taking part in Staffordshire's Young Teen Fiction award to celebrate authors with a diverse range of age-appropriate books

Strand Four: Providing High-Quality Interventions For Pupils Who Need More Support

- Students in need of specific reading intervention are identified by our NGRT testing, in line with the Lift academic calendar. NGRT data is used with rigour to ensure that the right students are in receipt of the right interventions through both identification and tracking. This is completed three times a year (once per term).
- The Reading Lead is responsible for using the data to target students who have a low reading age (Stanine 4 or below and SAS score of below 85). The Reading Lead is responsible for liaising with Fresh Start Lead (RDG) and SEND to ensure that our tiered reading interventions are running with the right students.

- Our Fresh Start sessions run on a one to one basis and run daily. Each student accesses these during a timetabled session of 25 minutes, 4 times per week. Robyn DeGiorgi is our Fresh Start specialist and Emma Berry-Dinnage also undertakes our half-termly Fresh Start assessments. We have several LSAs and English teachers who have also undertaken the Fresh Start training program.
- We have a dedicated Lexia Form group for struggling readers who access the Lexia Power Up program, currently running for two STRIVE sessions during the week. This is in place for Years 7,8, and 9 and we have already since 13 students progress to a secure reading stanine since its focus in April 2024.
- In commitment to our students' progress, the reading lead is responsible for the implementation of YARC one to one diagnostic reading test, targeted to our lowest readers, using data from NGRT testing to identify and to track progress. This then determines what intervention is suitable based on need. We are able to gather useful data from initial NGRT testing and Fresh Start diagnostic assessments where a student may need phonics-level help.

Strand Five: Improving The Leadership of Reading

- The Reading Lead is responsible for ensuring that reading remains a whole school priority, that progress is evaluated with regular meetings and that support is possible for rolling out whole-school reading-based strategies and activities.
- The Reading Lead oversees the implementation and running of reading interventions and tracking progress. SEN and The Reading Lead work together regularly to track student progress and ensure that students are making the expected progress.
- The reading lead is supported by a team of senior leadership staff including Principal, Vice Principal of Learning and Teaching and SENDCO, to ensure that our reading strategies and ethos remain consistent and progressive, in line with Lift standards and the needs of our students.