

Beckmead Moundwood Academy Reading Strategy



Intent:

Reading is the golden thread of the whole curriculum, one that is key to the achievement of our students. We believe a love of reading is crucial to both personal development and life-long skills. As such, reading is central to every aspect of learning and is developed by all teachers in every lesson. We are passionate about reading and aim to enthuse this same passion to our students through exposing them to a range of quality books with a broad range of genres, contexts, authors, time periods, from contemporary works to classics. We believe in the importance of developing children's comprehension and word-reading skills.

It is our aim that all students, regardless of their academic ability and background can become competent and sometimes fluent readers, as the ability to read has a direct effect upon their attainment and progress in all areas of the curriculum. We also want our children to choose to read for pleasure and communicate their own interests and passions. Our intent is to develop our pupils' independence and confidence in English to prepare them for the rest of their lives.

Our reading strategy outlines how we will prioritise, promote and intervene to ensure all children make progress in reading. It takes into account the reading framework from the DFE (July 2023) and recommendations from EEF.

Beckmead Moundwood Academy is an Alternative Provision that caters to students who have been permanently excluded from or supported due to difficulties at a mainstream school in West Essex. Our students come to us with multiple vulnerabilities, often with undiagnosed additional learning needs. Our curriculum intends to support these young people back into the mainstream, into a specialist provision or onto high tariff post sixteen destinations. Students are with us for variable lengths of time. However, we ensure that all students gain a full curriculum while we work on closing gaps from their schooling until their arrival with us. Along with the full curriculum, we look to assess for gaps in their reading and possible unmet needs and work to support their mental health and self-esteem.

Implementation:

Our reading strategy sets out how schools will approach the development of reading. It enables all schools to follow a coherent universal approach but allows for schools to use systems that best fit their context. For example all schools must have a named phonics scheme and a method of assessing progress but these may differ across the schools.

Prioritise Reading	Love of Reading	Intervention	Phonics	Classroom Strategies
<ol style="list-style-type: none"> 1. Early reading is identified as a priority on the SEF/SIP 2. All children are diagnostically baselined and use NGRT assessments to identify potential barriers to reading. 3. There are named reading champion (s) in each school. 4. Leaders know how well pupils are doing in reading and identify pupils finding reading difficult and which aspects of reading are not secure. 5. School websites publish the reading approach, including early reading, reading in the English curriculum and across the curriculum, improvement priorities for reading, parental guidance on supporting reading. 6. Reading features as part of the strategic use of pupil premium funding, including SEND etc, and is included in statutory reporting 7. Reading age and progress information is shared with parents 8. Leaders are clear about progress expectations for phonic interventions and check pupil progress. Where pupils are not progressing additional screening is implemented to identify any further barriers e.g. dyslexia 	<ol style="list-style-type: none"> 1. Teachers read aloud a diverse range of books to pupils across the school, with a clear rationale which forms part of the wider English/ Reading curriculum. 2. The English curriculum clearly outlines how the reading is progressive. 3. There is a wide range of non-fiction books which are matched to NC subjects/ topics & pupils' reading age (RA's), which pupils can read as part of their regular reading diet; this forms an essential part of their background knowledge; this is monitored and evaluated. 4. Schools have a diverse range of books which reflect the school and community. 5. Pupils visit the library and select books which support their wider learning and interests. 6. We are trailing Lexia, Giglets and The Teen and Adult Phonics (TAP) Library to track and monitor pupils' reading, shared with the relevant staff. 7. Pupil voice activities feed into evaluation of reading. 8. We are supporting parents to help their child read at home through 	<ol style="list-style-type: none"> 1. Teachers ensure that pupils are regularly changing books and that reading progress is monitored. This can be via their intervention time, with additional adults or older pupils who are trained. 2. Phonological assessments (RWinc) are completed for those who have significant reading deficits. 3. Pupils with a Reading Age (RA) <9.5 are placed on RWinc of phonics and reading system(s) programme and will receive regular intervention, they will normally remain on this programme until it is completed. 4. Teachers use a range of strategies to raise reading standards using approaches. 5. Pupils are provided with additional opportunities to read at home. This is monitored, and progress is checked. We are trailing Lexia, Giglets and The Teen and Adult Phonics (TAP) Library 6. Pupils are given access to books in their home languages. 	<ol style="list-style-type: none"> 1. All teachers and support staff are trained in RWinc phonics and strategies to use in the classroom. 2. All emerging readers will follow an approved and named synthetic phonics reading strategy RWinc until they are reading fluently. 3. Assessments are carried out termly to ensure pupils are making progress. 4. Regular monitoring and evaluation of phonic lessons occur; staff Dyslexia screen if the pupil does not make strong progress receive appropriate feedback. 	<ol style="list-style-type: none"> 1. All teachers are trained in explicit teaching of reading strategies which are implemented in all lessons. 2. Teachers read regularly to pupils. 3. All staff in all lessons take every opportunity to ensure pupils practise reading. 4. Professional Development (PD) in reading is applied to classroom practices. 5. All staff receive regular feedback on their teaching of reading so that they continue to develop.

<p>9. Interventions are regularly monitored and evaluated. Leaders know how effective these are and take action to ensure any weaknesses are identified and addressed swiftly.</p>	<p>reading at home There is a clear approach Giglets and TAP.</p> <p>9. The school promotes reading in a variety of ways including reading renowned books in form time. By creating a well-stocked library and training staff on the explicit teaching of reading).</p>			
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Intervention Implementation

Pupils who are <1- 2 year behind	Pupils who are 3 years behind Specialist Support implemented	SEND/Complex Needs	EAL
<ul style="list-style-type: none"> Independent readers (matched to RA) are given recommended texts to read in school and at home. See age-appropriate reading lists. If RA is between one and two years behind, the student is placed on ReadWrite Inc (RWinc) Inc phonics programme. Systems are in place to monitor reading and progress. Resources/programmes are provided to support regular reading at home. Paired reading in the classroom with appropriate peers is encouraged, where possible. NGRT and RWinc assessments completed at least x2 per year. 	<ul style="list-style-type: none"> Undiagnosed SEND? – check history Check stages of fluency if EAL – may need a language acquisition programme. Phonics programme RWinc delivered as a daily intervention. Decodable books clearly matched the stage of the phonic programme. Read regularly to an adult in school. Identified strategies are used in the classroom to support decoding and comprehension of lesson content. Assessments NGRT completed x 2 per year to check progress – triangulate assessment information. Dyslexia screening if the pupil does not make strong progress. Phonics records to be up-to-date and reviewed termly. Spellings are closely linked to phonics programme. All teachers build in opportunities for pupils to read/write with phonic blends in lessons. Dictation is used as a strategy for applying phonic blends/words in lessons. <p>The additional strategies Beckmead Moundwod Academy) uses to support pupils are:</p> <ul style="list-style-type: none"> In class Explicit teaching of reading Lexia Power Up Our Library Teachers reading Work with parents to support reading at home 	<ul style="list-style-type: none"> Strategies for pupils identified as 3 years behind are implemented, where possible . <p>Additional strategies include:</p> <ul style="list-style-type: none"> Communication strategies are implemented to aid comprehension e.g. Objects of Reference, PECs, MAKATON, Communicate in Print etc. SaLT strategies to help with communication, reading, comprehension. Education Psychologists recommendations to be implemented, where possible. Pupils to be given knowledge organisers for topic/subject specific information. ICT resources are being investigated used to aid teaching and learning Specific strategies are embedded across the curriculum and used as part of lessons and interventions. Such as Precision teaching, Phonics Play and Twinkle online phonics 	<ul style="list-style-type: none"> Home language assessments are completed for pupils who are behind in their reading and comprehension. Implement Bell Strategies to support EAL learners. Targeted interventions are completed regularly. Strategies in the classroom are used to develop language skills verbally, as well as reading. EAL specific resources are available to support knowledge and understanding of topics/subjects SaLT input where possible for EAL specific strategies. ICT resources are used to support access to learning. NGRT reading assessments completed x 2 per year to check progress – triangulate assessment information.

Signposting

Baseline Assessments	Interventions, Strategies and Support
<ul style="list-style-type: none"> Salford Reading test www.risingstars-uk.com/series/salford-sentence-reading-test NGRT www.g1-assessment.co.uk/assessments/new-group-reading-test/ 2Eskimos www.2eskimos.com/ 	<ul style="list-style-type: none"> Read Write Inc: Fresh Start Inc www.ruthmiskin.com/programmes/fresh-start/ Lexia (KS all) www.lexialearning.com/ Nessy www.nessy.com/en-gb Toe-by- Toe (UKS2-secondary) https://toe-by-toe.co.uk/

	<ul style="list-style-type: none"> ● Precision Teaching (suggested KS: All)
Reading strategies and support	Promoting a love of reading
<ul style="list-style-type: none"> ● Phonics books www.phonicbooks.co.uk/product-category/workbooks/ ● Ransom Publishing Catch up reading programmes www.ransom.co.uk ● Giglets https://teacher.gigletsedu.com/landing ● Bug Club Bug Club Phonics 	<ul style="list-style-type: none"> ● Giglets https://teacher.gigletsedu.com/landing ● Accelerated Reader (KS2/KS3) ● World of Books Secondhand books for reading for pleasure www.WOB.com ● The Teen and Adult Phonics (TAP) https://www.focusontap.com/
Phonics	SEND
<ul style="list-style-type: none"> ● Twinkl Phonics www.twinkl.co.uk/resources/twinkl-phonics/level-2-twinkl-phonics ● Read Write Inc: Phonics www.ruthmiskin.com/programmes/phonics/ ● Phonics International ● FFT phonics https://fft.org.uk/phonics/ 	<p>Communicate in Print www.widgit.com/products/inprint/index.htm</p> <p>Precision Teaching what-is-precision-teaching-guide-for-primary-school-teachers</p>
EAL	Other
<ul style="list-style-type: none"> ● Bell Foundation www.bell-foundation.org.uk/ 	<p>DfE Reading Framework DfE Reading Framework</p> <p>Education Endowment Fund www.educationendowmentfoundation.org.uk</p> <p>Education Landing Page beckmeadtrust.org/education/curriculum/reading</p>