

**Impact of reading programme – last 3 years (COS, for context of school drive to improve reading and literacy development.)**

COS given responsibility for driving reading engagement – 3 year programme.

**Actions/strategy summary:**

**Four main elements:**

1. Purchase of **Accelerated Reader**
2. **Whole school reading festivals each year x 3, minimum** – Reading Week, National Poetry competitions, National Storytelling Week.
3. **Reading and literacy hour in English weekly** (1 out of 4 hours of English lessons a week dedicated to reading.
4. **Dedicated tutor time for independent reading twice weekly.**

**ALL OF THE ELEMENTS OF THE READING STRATEGY LINKED TO HOUSE SYSTEM TO PRODUCE EXTRA VALUE FOR STUDENTS. (SEE BELOW FOR DETAIL)**

**1. Accelerated Reader**

- **Purchased Accelerated Reader for 3 year contract** as a way of encouraging reading for whole of KS3 as a focus. The programme is used to monitor student activity in reading through basic comprehension quizzes completed on reading a book listed on the AR book finder list.
- It determines an initial reading age and allocates a zone of proximal development score which identifies the optimum range of challenge and recommends books.
- Books deals were purchased for the library to ensure plenty of choice for students in all ranges.
- **Reading records** and plastic folders issued to all students to record their reading daily.
- **Training given** to all staff stakeholders (tutors, English teachers, heads of year) at beginning of each year in the use of monitoring systems, library systems and the overall strategy.
- **The system was linked to the House system** from the outset, as a major, whole school motivational/competitive drive. This was **rewarded with** a generous school merit allocation for being the top class participants in terms of number of quizzes/books completed and number of words read. Certificates awarded to winners and certificate and physical prize awarded to top participating tutor groups 6 termly. Whole school tannoy assembly to announce the results and the individual winners very successful and motivating.
- **End of year, gold merits and keys to the school awarded** to top readers from each year group, and a **House Reading Cup** awarded, which contributed towards the overall house winner competition.
- **READING INTERVENTION:** From the screening results, pupils in category of urgent intervention identified and morning reg reading intervention programme with small group reading of reading age but also actual age content appropriate books read and quizzed on. Results show most students made progress.
- **ADDITIONAL READING INTERVENTION LEAD BY 6<sup>TH</sup> FORM:** Year 12 students lead morning reading sessions with lower band year 7 (See J. Rebera for details if needed). **IMPACT** – successful participation, pupils enjoyed the leadership and interaction of year 12.

**OVERALL IMPACT SUMMARY: CONSIDERABLY RAISED THE PROFILE AND VALUE OF READING TO KS3, MADE IT A POINT OF PRIDE AND MADE IT THE REMIT OF WHOLE SCHOOL RATHER THAN ENGLISH DRIVE. ALMOST EVERY CHILD IN KS3 COULD/CAN BE FOUND WITH A BOOK IN THEIR BAG.**

**2. Reading Festivals -**

**Reading Week:** Whole school programme of fun activities on a set theme throughout the week – linked to House Reward System. Whole school reading assemblies, tutor group competitions, dress up day to end the week based on books, treasure hunts, story readings, cake competitions etc.

**National Storytelling Week**

Programme of activities and competitions, similar style to Reading Week, plus Book In A Day event with author Stewart Ross. Mini saga competition.

**National Poetry Day**

School poetry competition and whole school displays, plus whole school rolling screen displays of winning entries, plus upload to National Poetry Day website.

**OVERALL IMPACT SUMMARY: STUDENTS ENJOYED THESE FESTIVALS AND IT CONSIDERABLY RAISED THE PROFILE OF THE FUN AND WHOLE SCHOOL ENJOYMENT OF READING. BOOK IN A DAY PARTICULARLY BENEFICIAL IN TERMS OF LITERACY DEVELOPMENT.**

**3. Reading hour in English:**

Rigorously upheld as a department policy (still ongoing), accompanied by weekly setting of reading homework, thirty minutes daily, monitored through yellow reading records and encouraging quiz participation.

**IMPACT – ALMOST ALL STUDENTS HAVE BOOKS, AND ACTIVELY READ THEM DURING THIS TIME.**

**4. Dedicated tutor time for independent reading twice weekly.**

Rigorously supported by tutors and year heads.

**IMPACT – ALMOST ALL STUDENTS HAVE BOOKS, AND ACTIVELY READ THEM DURING THIS TIME. Students see that reading is a whole school responsibility, not just “English”.**

**Other:**

- I am currently reading – staff posters