

Wayland Reading

Across the country, children's reading ability is steadily improving but with fundamental reading gaps still visible, we are seeing a deficit in academic success that is in our grasps to close at every possible moment through a student's journey in education. Recent statistics have shown that 73% of pupils leaving primary school, which appears as a reasonably high result but put simple, one in four children will enter into secondary school without the basic reading skills to engage with our curriculum and the more demanding pressures of life beyond school. In many cases, the gaps are created before a child sets foot in a school – in a recent poll conducted by the D of E, 31% of children are read to at home daily; the reading gap is widening before we are able to brace ourselves against this ever increasing gulf – so what can we do about it?

According to Alex Quigley, author of '*Closing the Vocabulary Gap*' and '*Closing the Reading Gap*', small daily acts of reading matter. We do not need Mr Quigley to tell us this, but it is a message that we must allow to permeate through our classrooms, corridors and conversations in order to bring about a greater change. I propose we reduce Quigley's mantra to 'Reading matters' – gaps open quickly, imperceptibly and sometimes appear impossible to close but if we create a culture in our school that is centred around learning to read, reading to learn, reading for pleasure, reading for purpose, reading for discussion, reading to expand, generate and develop then we will have students that can go beyond the page and leap into the world of opportunity.

What knowledge is a prerequisite for every teacher to teach reading in the most effective way possible?
What plans can be put in place to further develop upon our existing efforts?

We can start with the following steps:

1. Use CPD to become experts in how to teach pupils how to 'learn to read' and go on to 'read to learn'
2. Develop and teach a coherent and cumulative 'reading-rich' curriculum
3. Teach with a focus on reading access, practice and enhancing reading ability
4. Teach, model and scaffold pupils' reading so that they become strategic and knowledgeable readers
5. Nurture pupils' motivation to read with purpose and for pleasure
6. Foster a reading culture within, and beyond, the school gates.

We aim for all pupils to leave Wayland Academy with a deep love of reading, with the confidence and ability to read diverse texts fluently and critically. To achieve this aim, we embed close reading instruction across the curriculum, and promote reading for pleasure for all children.

Across the curriculum: <i>All teachers teach reading and literacy.</i>	Disciplinary reading	Led by dept 'champions', subject teachers deliver disciplinary reading for their subject, foregrounding opportunities for the reading of challenging and diverse texts appropriate to stage and topic. 'Champions' to evaluate their curriculum, exploring opportunities for explicit teaching of vocabulary and reading.
	Shared approaches	The teaching of reading is underpinned by shared approaches to reading instruction, including reading rulers, reciprocal reading strategies and pre-planned questions (from Lemov's <i>Reading Reconsidered</i>) and insights into etymology, morphology and cultural capital (from Quigley's ' <i>Closing...</i> ' series)
	Teacher reading CPD	CPD programme for all staff to focus on teaching tiered vocabulary and strategies from Quigley, Lemov and the 'Writing Revolution'. Staff action research group formed to develop these strategies (RPA to lead with 'reading leads' from each department) RPA to set up and continually develop CPD pack. Rolling activities, wider reading links and practical strategies for Wayland.
	Form-time reading	Reading is embedded into the Pastoral Program (to begin with, as part of a phased approach) form time through class readers led by the form tutor. Years 7, 8, 9 and 10 have ½ termly booklets on vocabulary, comprehension, reading and oracy skills. This is based on pre-prepared booklets which draw from a range of literary styles and genres. Year 11 will have a similar program of reading during form but with further challenge to complement their GCSE English courses.

Reading for pleasure: <i>Reading regularly unlocks education.</i>	A book in every bag	Equipment checks include a reading book in every bag.
	Weekly reading lessons	One hour per week is dedicated to reading for pleasure for Y7, Y8 and Y9, consisting of 30 minutes independent reading and reading celebrations and 30 minutes of class reading and discussion (through AR).
	The Wayland Canon	The Wayland Canon: 50 books that 'make a Wayland Pupil' will be launched from September 2020 and represents a range of diverse authors and experiences. Multiple copies of all books will be in the library and displayed around the school. The canon is will be used for house competitions and accolades distributed for progressing through the canon.
	Diversity	We believe that pupils should have access to diverse texts, representing a wide range of voices, backgrounds and experiences. Subject leaders promote diversity in reading materials and reading lists, and the library collection reflects a broad range of writers and text type.
	Reading calendar	Calendar of reading events linked to cultural focus points. Wayland will become routinely engaged in activities to support cultural capital and literacy.
	Wayland Laureate	Our Wayland Laureate will provide key students with reading and poetry workshops throughout the year, leading to key performances for events within in the school.
	Reading competitions	Reading competitions occur annually during longer holidays. Prizes and merits are given for pupil engagement (IDEA)
Parental engagement: <i>Reading confidence starts at home.</i>	Reading updates for parents	From Sept 2020, parents will be sent regular information through bulletins and information packs regarding our new reading culture. A questionnaire will be issued in September to all facets of the school to assess the attitudes to reading.
	Reading parents' evening	'Reading matters' to gain further significance through an exclusive event (Jan 2020). 'Reading matters' will be implemented during parents evening with an opportunity for parents to discuss reading exclusively during their visit (open evening, options evening, etc).
	Pupil Premium support	The hardship fund will be used to provide books from the Wayland canon for PP children.
Monitoring and catch-up: <i>Aiming for 100% reading at age-appropriate level by Y9.</i>	Reading age testing	<ul style="list-style-type: none"> • GL Assessments (Sept 20) • Phonics (Ruth Miskin intervention with Sam Howes) • AR – Improved monitoring process; Lib • Literacy Catch Up • Frequent and differentiated questionnaires for students to assess attitudes to reading Data will need to be reviewed every ½ term in order to improve reading provision.
	Catch-up reading programmes	Pupils reading below age appropriate level complete catch up reading programmes led by SENCO and librarian. These take place throughout the year, either one-to-one or in small groups, and progress is monitored through termly reading age tests.
	Community reading/Visits	We will work with volunteers to give more pupils opportunities to read with adults. This engages pupils and raises the status of reading across the school and in the local area.
	Home reading	We work closely with the parents of pupils reading below age-appropriate level to ensure parents know how to help their children improve. Parents and children are given the resources needed to practise regularly and build confidence outside of school.