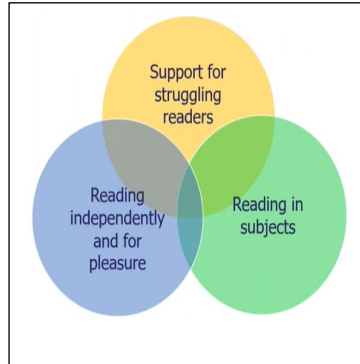


“Reading is the gateway to learning. It is the key to pupils’ future academic achievement and well-being. Pupils who struggle to read words accurately quickly fall behind their peers. They read less and do not accumulate the necessary background knowledge and vocabulary from reading. To fulfil the demands of the secondary school curriculum, pupils need to be able to read age-appropriate texts fluently. Pupils who cannot read well are not able to access the curriculum and are disadvantaged for life.” <https://educationinspection.blog.gov.uk/2022/04/28/supporting-secondary-school-pupils-who-are-behind-with-reading/>

At NOA, we are aware that there may be no magic wand for reading recovery or creating a reading culture. Our approach is nuanced and multi-tiered but is underpinned by an enthusiastic, strategic, relentless, and resilient approach by all staff. This is especially important as we expect all teachers to take ownership of the literacy of the students in their class and understand that all teachers are teachers of reading. Our approach, strategies and CPD are guided by the best available research and are decided at a strategic level to encompass whole school priorities. Strategies are carefully implemented, monitored and adjusted as and where necessary to ensure continual improvement in outcomes for our students.



Whole school reading (Whole school love of reading, words and grammar)	Subject specific reading (Literacy in Every Classroom in Every Subject)	Targeted/specific intervention (Catch-Up for students working significantly below expected standard)
<p>Tutor Time Reading Programme (TTRP): TTRP is designed to expose students regularly to good quality modern and classic texts. The aim of the programme is to assist with catchup, but also to ensure students at every level are developing a love of reading and accessing texts, vocabulary and language that are a higher level than they could read by themselves.</p> <p>The programme is run via Tutor periods for students in years 7-10. Tutors read to students who track reading with rulers and tutors ensure that students are engaged with what is being read.</p> <p>Books are carefully chosen – with student input to ensure that students are exposed to diverse voices and to ensure that they can see themselves reflected in literature.</p> <p>Tutors engage in CPD to develop their confidence and expertise in delivering the</p>	<p>At NOA we believe in an inclusive curriculum. Our universal offer – firmly grounded in quality first teaching - aims to ensure all students are equipped with good literacy skills and the strategies to decode and comprehend a variety of complex and academic texts.</p> <p>Research-led strategies that can be seen in our classrooms include:</p> <ul style="list-style-type: none"> • Chunking of text to reduce cognitive load • The ‘Interactive Reading Code’ in humanities subjects and English. Students regularly practice the code in Library lessons in Years 7-9 using booklets with texts of varying complexity on cross-curriculum related topics. • Guided reading via visualiser • Student tracking using rulers/bookmarks • Pre-teaching of vocabulary (Tier 2 and 3 words) • Glossaries • Key words identified in SOW to ensure a common approach for staff and thoughtful integration of key vocabulary. • Reading aloud 	<p>These students are identified by effective teacher assessment through reviews, targeted circulation, and AFL. The first targeted wave is a scaffolded in class approach whereby teachers provide appropriate scaffolding and modelling to equip students to develop independent reading skills. This includes ‘Warming up the Words’ activities; chunking up the text; pre-teaching the required vocabulary through a direct instruction model and applying these learned words in a variety of contexts.</p> <p>The specific approach is for students who have been identified as having a low reading age. We identify these students through the NGRT tests, and then baseline testing students for the Decoding Direct Instruction programme. These students will then receive specific vocabulary teaching, delivered by English teachers, twice a week after school to ensure they have the skills needed to access a broad and balanced curriculum. This ensures they are not withdrawn from their subject specific teaching and are accessing a broad and balanced curriculum. Students are assessed for a second time using</p>

<p>reading. All members of the pastoral team have clear roles and responsibilities in delivering and monitoring the programme.</p> <p>Bedrock Vocabulary: KS3 students use the online vocabulary program 'Bedrock' which supports students to learn cross-curricular vocabulary and develop reading comprehension skills. Completion is via Library lessons and Home-Learning. Completion and achievement are incentivised by NOA Bedrock League Tables and prizes and Bedrock Prize Draws. League tables are updated weekly for Tutor Notices and the librarian shares class specific data with students at the beginning of each library lesson. NOA is consistently a top engagement school for Bedrock across the UK.</p> <p>Library: The NOA Library is a well-stocked and maintained Library with a full- time Librarian who is assisted by SLA trained Student Librarians. The Library Action plans and policies fully support the Literacy Curriculum. Whole School love of reading, words and grammar are promoted via an annual programme of Literacy events which begins at Yr6-7 Transition.</p>	<ul style="list-style-type: none"> • Direct instruction strategies of choral response for teaching new vocabulary. Teachers build student confidence by guiding reading practice in lessons until students can tackle challenging texts independently with fluency and a proficient level of comprehension. Modelled and worked examples are standard teaching practice to support students to independently apply academic literacy to their written work. Teachers take part in regular literacy CPD and are given literacy specific feedback on their teaching in order to support improvements in the classroom. Curriculum leaders work in collaboration with the leader of literacy on order to ensure that the teaching of disciplinary literacy is embedded in lesson planning and delivery. Use of EEF Recommendations and Self- Assessment RAG tool are used to establish best practice and plan for future developments. Whole Academy Literacy CPD from September 2022 will focus on Oracy; with Disciplinary Literacy continuing to focus on vocabulary, reading and writing. 	<p>the NGRT testing programme to ensure the implementation of the extra support has led to an improved reading ability. Students also receive support in tutor time through small group reading work, handwriting support and touch typing. Students with low reading ages and with dyslexia are supported through a 10-minute a day IT programme called Dyslexia Gold.</p>
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