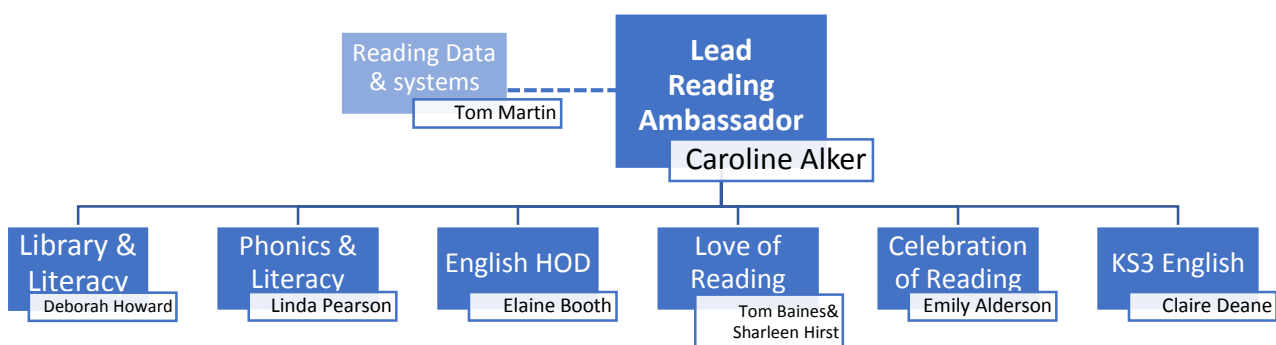


# Bourne Academy Sept 2019

## Literacy/Reading Strategy



# Reading at Bourne Academy



## Our Reading Ethos

We are passionate about encouraging our students to have a love of books and reading as we feel this has huge benefits both educationally, as a skill for life, and emotionally, developing skills of empathy, promoting a wider world view and fostering an understanding of different perspectives. We value reading as an enriching activity, which can make a profound difference to our students' lives.

In our quest for our students to become life-long readers we embed reading at the heart of the English curriculum. It is a fact that some students do not have the opportunity to develop a love of reading at home and that this has to be taught and encouraged at school. We aim to develop a culture of reading across the curriculum and are piloting ways to embed different reading activities and reading aloud into our schemes of work and practice in all curriculum areas.

We spend money and time to support the wider school development of the reading environment for all students and to provide our PP students with books to own at home as well as prioritising stocking our library with books that will appeal to our reluctant boy readers. Along with this we promote reading for pleasure with our whole school reading activities, designed to be fun, inclusive and inspiring. We aspire to build the numbers of students taking part in the events over the course of the year, promoting them widely and getting a range of staff involved.

Crucially, we believe that all students, whatever their background, have the ability to learn to read. We recognise the importance of developing children's discrete word-reading skills and comprehension and we aspire for all students to read fluently and well, achieving age related expectations over time. We recognise the challenge this will pose for some of our students and recognise that every teacher and every subject area can support them by being an advocate for reading. As a leadership team we appreciate that regular reading is linked to a developing vocabulary and improved skills in writing and that both of these skills are vital to success in all curriculum areas and life beyond school, measured in our impact document on Page 3.

# Literacy/Reading Impact

## Accelerated Reader

### Year 7 summary

	Scale score (PP)	Normed referenced standardised score (PP)
Pre- test average Oct 2018	581 (558)	98 (96)
Post- test average July 2019	681 (639)	101 (98)
	+100 (+81)	+3 (+2)

## Accelerated Reader

### Year 8 summary

	Scale score (PP)	Normed referenced standardised score (PP)
Pre- test average Oct 2018	703 (666)	101 (99)
Post- test average July 2019	765 (703)	102 (99)
	+62 (+37)	+1 (+0)

## Accelerated Reader

### Year 9 summary

	Scale score (PP)	Normed Referenced standardised score (PP)
Pre- test average Oct 2018	771 (657)	102 (98)
Post- test average July 2019	851 (730)	104 (101)
	+80 (+73)	+2 (+3)

## Phonics

### Intervention Summary

	Before intervention % below 90 sounds	After intervention % below 90 sounds
All students	91	13.6
Pupil premium/FSM	100	12.5

# READING ENGAGEMENT: ENGLISH CURRICULUM

AIM: Reading is to be at the heart of the main curriculum plan for KS3 English. We understand that some students do not have the opportunity to develop a love of reading at home and aim for this to be taught and encouraged at school. The development of reading is prioritised so that students can access the full curriculum offered to them.

Strategy	Target	Lead & dates	Resources	Impact
'Reading rich' schemes of work in English for all year groups 7-11.	<ul style="list-style-type: none"> <li>To design schemes of work in English in years 7, 8 and 9 so that all students, including PP students, read at least 3 novels each year, as well as plays (including Shakespeare) and a range of poetry and non-fiction. The whole text approach focuses on building confidence and enjoyment in reading.</li> <li>To choose novels for each year group that progress in reading difficulty, and are differentiated for the ability bands so that students are challenged to read at an age appropriate level or above.</li> <li>In the top of the A bands students have additional reading material linked to the novel to provide stretch and challenge.</li> <li>To encourage reading aloud and with fluency, as well as comprehension, by using a varied range of engagement activities.</li> <li>To begin lessons with up to 10 minutes of private reading + short engagement activity, linked to the Accelerated Reader programme for students in years 7, 8 and 9. Teachers monitor the reading and use a range of strategies to encourage engagement in the books read. They also hear students read aloud.</li> <li>In KS4 students read the texts for their English Literature GCSE which all students at Bourne Academy study and enter at GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>EBH + CDE – on-going through year – sample SOW attached</li> <li>EBH + CDE – pre-planned for year on curriculum map - attached</li> <li>EBH + CLW– on-going through year – sample attached</li> <li>EBH + CDE – in SOW</li> <li>EBH + CDE - engagement activities added to reading powerpoint</li> <li>EBH – exam entries</li> </ul>	<ul style="list-style-type: none"> <li>Investment in reading books</li> <li>Challenge and stretch resources for the top of A band</li> <li>Reading engagement materials</li> </ul>	<ul style="list-style-type: none"> <li>All students reading experience is broadened as they read at least 3 novels a year, as well as a play and a range of poetry</li> <li>Students read aloud in English regularly, in a variety of ways, to encourage fluency</li> <li>At the top of A band students are challenged regularly with reading materials to challenge and stretch them</li> <li>Students read regularly and their engagement is monitored &amp; encouraged</li> <li>At KS4 all students are entered for Lang and Lit at GCSE</li> </ul>
Timetabled reading lessons in the library for key students – <b>whole school curriculum designed to</b>	<ul style="list-style-type: none"> <li>To timetable a lesson in the library with the class teacher and/or the librarian once a week for all year 7 &amp; 8 students in C band, plus year 7 students in B4 and B3, and once a fortnight for year 7 students in B2 and B1. To ensure Year 9 students in</li> </ul>	<ul style="list-style-type: none"> <li>EBH + CDE + DHO -</li> </ul>	<ul style="list-style-type: none"> <li>Well stocked library at the heart of the school</li> <li>Librarian</li> <li>Extra timetabled</li> </ul>	<ul style="list-style-type: none"> <li>All students are familiar with the library and are confident in locating and selecting books</li> </ul>

<p><b>facilitate this with extra timetabled hours for year 7 in B &amp; C band, and for year 8 in C band.</b></p>	<p>the lower sets B4 &amp; 5 also have a weekly library lesson. This allows students to be supported in choosing books, especially PP students.</p> <ul style="list-style-type: none"> <li>To support students in using Accelerated Reader and targeted students, such as PP students, can be heard read aloud on a regular basis to support them to make good progress within their ZPD.</li> <li>To use Accelerated reader to ensure that the reading materials are closely matched to the student's reading age (through the ZPD), and that they are supported to improve their reading age to at least chronological in a non-threatening, positive way.</li> <li>To plan for all A band year 7 students to have a timetabled visit to the library during the first 3 weeks of term. They then visit on a termly basis.</li> <li>To plan for All A &amp; B band year 8 students have a timetabled visit to the library 3 times each academic year.</li> </ul>	<ul style="list-style-type: none"> <li>EBH + CDE + DHO</li> <li>EBH + CDE + DHO</li> <li>EBH + CDE + DHO</li> <li>EBH + CDE + DHO</li> </ul>	<p>hours for English for C band and B band in year 7, and for C band in year 8.</p>	<p>in their ZPD range</p> <ul style="list-style-type: none"> <li>The extra curriculum time given to reading is used to support students with the AR programme, to maximise progress</li> </ul>
<p>Homework for KS3, including year 9</p>	<ul style="list-style-type: none"> <li>To set individual, differentiated AR reading homework weekly for all KS3 students, following the department hw policy</li> </ul>	<ul style="list-style-type: none"> <li>EBH + CDE</li> </ul>	<ul style="list-style-type: none"> <li>AR reading book</li> </ul>	<ul style="list-style-type: none"> <li>Students are reading regularly and is shown to be valued and prioritised</li> </ul>
<p>'Sky Hawk': Transition Reading Challenge for year 6 into 7</p>	<ul style="list-style-type: none"> <li>All students) are given the same reading book, 'Sky Hawk' as a gift from the school on their Year 6-7 transition evening.</li> <li>To use 'Sky hawk' as the basis for the transition project over the summer, the 'taster' lesson in July and for the first scheme of work in terms 1 &amp; 2 English at BA.</li> </ul> <p><i>We feel the gift of a novel to keep for each student shows the value we place on reading, and promotes its importance at BA, along with the transition activities which are shared with students and parents at the year 6-7 event.</i></p>	<ul style="list-style-type: none"> <li>EBH + CDE</li> <li>EBH + CDE</li> </ul>	<ul style="list-style-type: none"> <li>The school buys all year 7 starters their own copy of 'Sky Hawk'</li> </ul>	<ul style="list-style-type: none"> <li>All students own at least one reading book of their own</li> <li>Reading is shown to be valued and prioritised for students and parents/carers</li> </ul>
<p><b>Next steps</b></p>				
<p>Audit and QA of the 10 minutes reading time in English lessons</p>	<ul style="list-style-type: none"> <li>To ensure the reading time in English has impact on engagement and progression</li> </ul>	<ul style="list-style-type: none"> <li>CA + EBH</li> </ul>		

# READING ENGAGEMENT: READING AND LITERACY ACROSS THE CURRICULUM

- AIM: To ensure that the wider school curriculum promotes reading and attainment in reading for all students.

Strategy	Target	Lead	Resources	Impact
<b>Love of Reading : in 2 parts (below)</b>	<ul style="list-style-type: none"> <li>• To run a Love of Reading programme through Year 7 &amp; 8 form time</li> </ul>	CA (BS)	<ul style="list-style-type: none"> <li>• Pm reg form time</li> </ul>	
<b>1. Love of Reading in form time – reading booklets</b>	<ul style="list-style-type: none"> <li>• To widen student experience of different types of reading, linking to SMSC as it is theme based</li> <li>• To develop the academy 'Love of Reading' booklets so that they use red and purple pen for progress</li> <li>• To promote enjoyment of reading beyond English as it is delivered in a cross-curricular way by form tutors.</li> <li>• To be quality assured by the HOH</li> </ul>	AF/TPB CA - HOH	<ul style="list-style-type: none"> <li>• Reading booklets</li> <li>• Reading aloud strategies guide</li> </ul>	<ul style="list-style-type: none"> <li>• Students experience and discuss reading different texts and novel extracts</li> </ul>
<b>2. Love of Reading in form time - Private reading</b>	<ul style="list-style-type: none"> <li>• To allow students time within the school day to read independently, for pleasure</li> </ul>	AF/TPB CA- HOH DHO Eclipse		<ul style="list-style-type: none"> <li>• Students make progress with AR</li> </ul>
<b>Next steps</b>				
<b>2. Develop Love of Reading in form time - Private reading</b>	<ul style="list-style-type: none"> <li>• <b>To allow students time within the school day to read independently, for pleasure.</b></li> <li>• As part of LOR, once or twice a week (alternating) up to 25 minutes to be given to private reading and reading activities in form time, linked to the Accelerated Reader programme.</li> <li>• Tutors will monitor the students reading as well as using a range of strategies to encourage engagement in the books read</li> <li>• Librarian will send Eclipse book links weekly for tutors to use with their forms</li> <li>• Activities to be evidenced on the form reading board.</li> <li>• To be quality assured by the HOH</li> </ul>	AF/TPB CA- HOH DHO Eclipse	<ul style="list-style-type: none"> <li>• Activities to do after reading posters</li> <li>• Reading section on form notice boards</li> <li>• Eclipse website links</li> </ul>	<ul style="list-style-type: none"> <li>• Students make progress with AR (evidenced in Star Reading tests)</li> <li>• Activities encourage and monitor engagement with reading</li> </ul>
<b>Reading across the curriculum- opportunities to read aloud.</b>	<ul style="list-style-type: none"> <li>• <b>To pilot a Reading Across the Curriculum approach,</b> starting with PHSE, Geography and History.</li> </ul>	CA/ TL/ SRH/ SFC	<ul style="list-style-type: none"> <li>• Reading aloud strategies guide</li> </ul>	<ul style="list-style-type: none"> <li>• Students have opportunities to read aloud and develop fluency</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading aloud strategies to be used in every lesson where reading happens, if appropriate, so that all students are encouraged to read aloud and have opportunities to do so.</li> <li>• The aim is to support students with reading fluently and with understanding.</li> </ul>			across the curriculum, starting with the pilot subjects
<b>Keystone Words</b>	<ul style="list-style-type: none"> <li>• <b>To pilot the development of student vocabulary by introducing Keystone words as part of schemes of work in year 7</b>, starting with Art &amp; Maths</li> <li>• To teach a keystone word for each scheme of work in a subject specific context, linked to synonyms and similar lexical fields or roots</li> <li>• Teachers use the keystone word regularly and present the keystone word slide in stage 1, 2 and 3 of the learning for the scheme of work</li> </ul>	CA/EW/KK	<ul style="list-style-type: none"> <li>• Powerpoint slides</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a wider experience of vocabulary linked to the key words of their subjects across the curriculum, starting with the pilot subjects</li> <li>• The keystone word becomes part of their integrated knowledge</li> </ul>
<b>Word A Day</b>	<ul style="list-style-type: none"> <li>• <b>To pilot a word a day in am form time, starting in English</b></li> </ul>	CA/EBH	<ul style="list-style-type: none"> <li>• Powerpoint slides</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a wider experience of vocabulary</li> </ul>

# READING ACHIEVEMENT: ACCELERATED READER

AIM: To promote both engagement in reading and achievement in reading for KS3 students and to support all students to work towards or exceed chronological reading age.

Strategy	Target	Lead	Resources	Impact
Engage new parents with the Accelerated reader system : Parent meeting for year 7 term 1	<p><b>Invite all year 7 parents to an Accelerated Reader evening.</b></p> <ul style="list-style-type: none"> <li>To include flyers in Year 6-7 transition packs.</li> <li>To invite and advertise the event on the website and via parent emails.</li> <li>To explain the AR system to new year 7 parents during term 1.</li> <li>To encourage parents to support students in choosing books, reading at home and to understand how Accelerated Reader works.</li> </ul>	DHO	Use of library flyers	<ul style="list-style-type: none"> <li>Parental engagement and understanding of the AR programme</li> </ul>
<p><b>Accelerated Reader</b></p> <p>AR is a widely used reading programme in schools which promotes engagement and achievement. Accelerated reader ensures that the reading materials are closely matched to the student's reading age (through the ZPD), and that they are supported to improve their reading age to at least chronological in a non- threatening, positive way.</p>	<p><b>Develop the use of Accelerated Reader for years 7, 8 and 9.</b></p> <p>To maximise progress with AR:</p> <ul style="list-style-type: none"> <li>To ensure all students know their ZPD (which is linked to their reading age) via the AR Achievement sheets</li> <li>Ensure easy access to a range of books matched to the ZPD, allowing students a free and wide choice of reading text</li> <li>Ensure that students read 'up' their ZPD, increasing their reading age by tracking progress after each Star Test</li> </ul>	DHO	<p>AR programme – approx. £5000 a year to purchase</p> <p>Range of books on the AR programme</p> <p>Library and librarians</p>	<ul style="list-style-type: none"> <li>Students are encouraged to keep reading and increasing their reading ages</li> <li>Fewer students are in the AR 'urgent intervention' categories at each Star testing point</li> </ul>
Star testing & tracking of reading ages	<ul style="list-style-type: none"> <li>Students in years 7, 8 and 9 are Star Reading tested 3 x a year</li> <li>Students who are flagged up as 'urgent intervention' progress to Reading Revolutions: Priority for intervention: 1.Pupil Premium students; 2.Lowest scores; 3.Students identified as having the need by primary schools.</li> <li>Students who are flagged up as 'on watch' are intervened with via class teacher and Reading Club (if needed)</li> </ul>	DHO	AR Star test data	<ul style="list-style-type: none"> <li>Numbers in each category of intervention reduce over the year</li> </ul>
KS3 Reading club	<ul style="list-style-type: none"> <li>Reading Club for quiet reading held at lunchtime in the English</li> </ul>	CDE		<ul style="list-style-type: none"> <li>Students can get more words read per</li> </ul>



	department to help students make progress with their reading for AR			week and make more progress with AR
Training for librarian	<ul style="list-style-type: none"> <li>AR training 3 x a year</li> </ul>	DHO	<ul style="list-style-type: none"> <li>time</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis is more sophisticated</li> </ul>
<b>Next steps</b>				
AR Reward assemblies and Millionaire readers celebration	<ul style="list-style-type: none"> <li>Reading is rewarded in the Strike card Reward assemblies every short term (6x a year)</li> <li>Winners are celebrated on screens/ website and in Newsletter</li> </ul>	DHO/ HOH	<ul style="list-style-type: none"> <li>prizes</li> </ul>	<ul style="list-style-type: none"> <li>Reading is celebrated and valued</li> </ul>
Differentiated targets for AR	<ul style="list-style-type: none"> <li>Points targets for A band more able readers</li> <li>Quizzes per short term targets for all other students</li> </ul>	DHO	<ul style="list-style-type: none"> <li>AR data</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to read longer, more demanding books at the top end of the ability ranges</li> </ul>

# READING ACHIEVEMENT: CLOSING THE GAP FOR BOYS

AIM: To ensure that the resources and support are in place to help boys become engaged in reading in a positive way. This links directly to our lower progress score for boys and our drive to close the gap with girls.

Strategy	Target	Lead	Resources	Impact
Purchasing books specifically to engage boys who are reluctant readers, and PP boys	<ul style="list-style-type: none"> <li>To prioritise buying in new books to engage boys, that are the best fit for the needs of the boys at the academy.</li> <li>To monitor which kind of books are popular with the reluctant boy readers and PP boys and use these to build on and widen the choices we can offer.</li> <li>Prioritise displaying and promoting these books</li> <li>Create a 'satellite' reading display area in boys' PE changing room</li> </ul>	DHO  DHO/ML (Boys Strategy Lead)	<ul style="list-style-type: none"> <li>Budget</li> <li>Display area in boys' PE</li> </ul>	<ul style="list-style-type: none"> <li>To meet the needs and interests of this key focus group</li> <li>Reading is promoted for boys</li> </ul>
Develop the use of Project X as a reading intervention that supports boys reading	<ul style="list-style-type: none"> <li>Develop Project X as part of the Accelerated Reader programme and Reading Revolutions. It has books for readers who are still developing the basic skills and is particularly suitable for reluctant boy readers.</li> </ul>	DHO	<ul style="list-style-type: none"> <li>£1000 investment in books for Project X</li> </ul>	<ul style="list-style-type: none"> <li>Students more engaged with the Reading Revolutions intervention and so make more progress</li> </ul>
<b>Next steps</b>				
Reading Champions pilot project specifically aimed at boys reading	<ul style="list-style-type: none"> <li>In term 2, to pilot a small 'Reading Champions' scheme for reluctant readers who are boys, using the National Literacy Trust programme.</li> </ul> <p>As part of the scheme:</p> <ul style="list-style-type: none"> <li>Year 10 boys to mentor year 8 reluctant readers</li> </ul>	CA/ ML (Boys Strategy Lead)	<ul style="list-style-type: none"> <li>Membership of the National Literacy Trust £100</li> <li>KS4 reading champions</li> <li>AM reg time slot</li> </ul>	<ul style="list-style-type: none"> <li>Measure attitudes to reading before and after the programme</li> </ul>

# READING ENRICHMENT: CELEBRATION OF READING

**AIM:** To ensure that a range of extra-curricular events offer reading and literary activities, and that opportunities are available to all to participate. Increased engagement in reading as it is celebrated more widely.

Strategy	Target	Lead	Resources	Impact
Each term has a reading event scheduled and on the whole school calendar	<b>To plan an event that promotes reading for each term:</b> Term 1: National Poetry Day; Term 2: Book Fair; Term 3 : 500 words; Term 4: World Book day; Term 5: Carnegie Medal; Term 6: Readathon activity.	DHO/CA	Various	<ul style="list-style-type: none"> <li>The profile of reading is raised</li> <li>Participation in events increases</li> </ul>
Term 1 National Poetry Day	<b>To celebrate National Poetry Day:</b> <ul style="list-style-type: none"> <li>National Poetry Day (Thurs Oct 3<sup>rd</sup> 2019) to be celebrated through the English department with materials from the National Poetry Society and entries to a local poetry competition 'The Willoughby Memorial Trust'.</li> <li>Theme for 2019 is 'Trust'.</li> </ul>	DHO/EA	<ul style="list-style-type: none"> <li>National Poetry day materials and posters</li> </ul>	As above
Term 2 School Book Fair	<b>To organise and run a school book fair:</b> <ul style="list-style-type: none"> <li>Scholastic school book fair. Students to have the opportunity to browse and purchase books in school, with a short visit arranged during their English lesson for years 7 &amp; 8.</li> </ul>	DHO/EA	<ul style="list-style-type: none"> <li>Cost of PP book vouchers</li> </ul>	As above
Term 3 500 words story competition	<b>To enter a national competition:</b> <ul style="list-style-type: none"> <li>To offer students the chance to enter the National 500 words story writing competition which is celebrated through the English department with materials from the website.</li> <li>Students can enter the department competition as well as enter the national one.</li> </ul>	DHO/EA	<ul style="list-style-type: none"> <li>500 words competition resources</li> </ul>	As above
Term 4 World Book Day events	<b>To celebrate World Book Day:</b> <ul style="list-style-type: none"> <li>To celebrate of World Book day (5<sup>th</sup> March 2020) with events in the library and a whole school competition that is cross- curricular.</li> </ul>	CA/DHO/EA	<ul style="list-style-type: none"> <li>World Book Day resources</li> </ul>	As above
Term 5 Carnegie medal	<b>To shadow a major literary award for children:</b> <ul style="list-style-type: none"> <li>To invite students to join the Carnegie Medal book award shadowing group.</li> <li>To purchase books from the short list selected annually for students to read and then vote for their favourite as part of the national event.</li> <li>To run through the library as a reading group.</li> </ul>	DHO/EA	<ul style="list-style-type: none"> <li>Cost of books – 3 copies of each</li> </ul>	As above

Term 6 Readathon	<p><b>To promote reading via a series of Readathon events in term 6:</b></p> <ul style="list-style-type: none"> <li>To include a cross curricular short story event for year 7, 8 and 9.</li> </ul>	CA/DHO/EA	<ul style="list-style-type: none"> <li>Readathon resources</li> </ul>	As above
Harry Potter evening in term 3	<ul style="list-style-type: none"> <li><b>To run an after school reading event</b> in the library supported by a Head of House that is not an English specialist, for fans of Harry Potter.</li> </ul>	DHO/HOH	<ul style="list-style-type: none"> <li>Cost of prizes and materials</li> </ul>	As above
<b>Next steps</b>				
Author visit	<ul style="list-style-type: none"> <li><b>Plan a joint author visit for BA and SA once a year</b> linked to texts we have in our libraries</li> </ul>	CA/DHO/EA	<ul style="list-style-type: none"> <li>Cost of author</li> </ul>	As above
Promote Reading for PP students	<ul style="list-style-type: none"> <li>Pupil Premium students in years 7 &amp; 8 to have a book voucher to purchase a book.</li> </ul>	DHO/KK	<ul style="list-style-type: none"> <li>Cost of PP book vouchers</li> </ul>	PP students can participate in the Book Fair fully

# READING ENRICHMENT: LIBRARY & READING ENVIRONMENT

AIM: To have an open, inviting library space and a school environment where reading is valued, celebrated and enjoyed.

Strategy	Target	Lead	Resources	Impact
Library is open every day before school, at break, at lunch and after school	<ul style="list-style-type: none"> <li><b>To develop an open door policy for the library</b>, so that students have as much access to the books as possible.</li> </ul>	DHO	<ul style="list-style-type: none"> <li>Reduced teaching hours for DHO</li> </ul>	<ul style="list-style-type: none"> <li>Students have easy access to choose and change books as well as quiz for AR</li> </ul>
To develop the team of student librarians	<ul style="list-style-type: none"> <li><b>To develop the team of student librarians</b> who run the library at lunchtimes as well as supporting students in finding suitable books that they might enjoy.</li> </ul>	DHO	<ul style="list-style-type: none"> <li>Badges</li> <li>Librarian training</li> </ul>	<ul style="list-style-type: none"> <li>The library is run by students, for students, creating a reading environment that is valued</li> </ul>
Displays in the library/ on the screens around school/ on the school website	<ul style="list-style-type: none"> <li><b>To make the displays in the library inviting</b>, changing them regularly to promote interest in the new books we have in and in the events that are going on.</li> <li><b>Update the screens regularly</b> to advertise events and new books in.</li> <li><b>Send updates for the website and newsletter</b> regularly to promote reading activities with parents/carers as well</li> </ul>	DHO/CA  DHO/GW  DHO/GW	<ul style="list-style-type: none"> <li>Display area for new books</li> <li>Promotional material for events</li> </ul>	<ul style="list-style-type: none"> <li>Reading is promoted regularly as a positive, enjoyable activity</li> <li>Parents are aware of events</li> </ul>
Relaxed reading environment	<ul style="list-style-type: none"> <li><b>Develop the library reading environment.</b></li> <li>Ensure that the library has comfortable areas to read quietly, as well as areas to quiz and read with others.</li> </ul>	DHO	<ul style="list-style-type: none"> <li>Suitable furniture</li> </ul>	<ul style="list-style-type: none"> <li>Increase the numbers of students using the library for reading for pleasure</li> </ul>
<b>Next steps</b>				
EAL reading area	<ul style="list-style-type: none"> <li><b>To provide a reading area in H02 for EAL students</b></li> </ul>	DHO/LPE	<ul style="list-style-type: none"> <li>EAL reading books</li> </ul>	<ul style="list-style-type: none"> <li>To support EAL students with language acquisition</li> </ul>
The reading environment around the school	<ul style="list-style-type: none"> <li><b>Make the library more visible from outside.</b> Open blinds on the windows facing the yards and use the windows for more outward facing displays. Change these regularly.</li> <li><b>Create a 'satellite' reading display area in boys' PE changing room 'display and 'Sharing Shelf'</b></li> <li><b>To investigate using twitter #</b></li> </ul>	DHO/CA  DHO/ML  DHO/GW	<ul style="list-style-type: none"> <li>Display area in boys' PE</li> </ul>	<ul style="list-style-type: none"> <li>The library is visible as a library from the outside yards</li> <li>Reading is promoted for boys</li> </ul>

<p>More Able Aspiring Reader Corner</p>	<ul style="list-style-type: none"> <li>• <b>To create a more able aspiring reader area</b> with classics, challenging texts and texts suitable for KS5 readers, staff and Literature students</li> </ul>	<p>DHO</p>	<ul style="list-style-type: none"> <li>• Suitable furniture</li> <li>• KS5 texts</li> </ul>	<ul style="list-style-type: none"> <li>• To increase the loans of challenging texts</li> </ul>
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## INTERVENTION: PHONICS

**AIM:** To test all students for gaps in their phonics knowledge when they start at Bourne Academy and to intervene to fill the gaps.

Strategy	Target	Lead	Resources	Impact
Specialist Literacy HLTA and room (HO2)	<ul style="list-style-type: none"> <li>To have a specialist HLTA to deliver the literacy programmes, along with trained TAs.</li> <li>To have a comfortable, attractive bespoke room for literacy intervention, with a dedicated reading area, computer area and teaching space.</li> </ul>	LPE	<ul style="list-style-type: none"> <li>HO2</li> <li>Computers</li> <li>Soft seating area</li> </ul>	<ul style="list-style-type: none"> <li>Teaching of literacy is prioritised and high quality</li> <li>Students feel welcome and secure</li> </ul>
Phonics training	<ul style="list-style-type: none"> <li>To develop the team for phonics intervention (so that students can get the intervention quickly) by training extra TAs to deliver the <b>Reading Results</b> phonics programme</li> </ul>	LPE	<ul style="list-style-type: none"> <li>Time for training</li> </ul>	<ul style="list-style-type: none"> <li>2 phonics groups can run in form time, doubling capacity from 6 to 12 students per term</li> </ul>
Phonics intervention for year 7 starters	<ul style="list-style-type: none"> <li>To test year 7 students who are shown as below 85 on their initial AR star testing to see if they need intervention with phonics.</li> <li>Priority for intervention: 1.Pupil Premium students; 2.Lowest scores; 3.Students identified as having the need by primary schools.</li> <li>Students complete a 6 week phonics programme in small groups of 6 during pm form time</li> <li>Students are tested again at the end of the programme</li> <li>Students move from phonics to Reading Revolutions where progress is monitored via AR star testing</li> <li>A repeat phonics programme may follow later in the year for some students</li> </ul>	LPE (HLTA) + trained TAs	<ul style="list-style-type: none"> <li>Phonics materials</li> <li>Use of HO2</li> </ul>	<ul style="list-style-type: none"> <li>Gaps in phonics knowledge are addressed so that Reading Revolutions is effective in developing reading progress along the ZPD</li> </ul>
Phonics intervention for other students	<p>Procedure as above, but the referral may come from the following sources:</p> <ul style="list-style-type: none"> <li>SEN concern</li> <li>Teacher concern</li> <li>Star Reading test result below 85</li> </ul>	LPE (HLTA) + trained TAs	<ul style="list-style-type: none"> <li>Phonics materials</li> <li>Use of HO2</li> </ul>	<ul style="list-style-type: none"> <li>Gaps in phonics knowledge are addressed so that Reading Revolutions is effective in developing reading progress along the ZPD</li> </ul>

## Next steps

Listening to Reading Aloud – Developing Fluency Programme	<ul style="list-style-type: none"><li>• To select key students using phonics testing for focused reading aloud from their AR book for 10 minutes each morning in an registration slot.</li><li>• Fluency assessed at the first and last session to check for progress.</li><li>• Priority for intervention: 1.Pupil Premium students; 2.Lowest scores; 3.Students identified as having the need by primary schools.</li><li>• Students to be heard read one-to-one 5 mornings a week for a two week programme.</li><li>• Students can take part in the programme more than once.</li></ul>	LPE	<ul style="list-style-type: none"><li>• Books linked to student ZPD</li><li>• Use of H02</li></ul>	<ul style="list-style-type: none"><li>• Progress with fluency for struggling readers</li><li>• Support with reading aloud</li><li>• Developed confidence</li></ul>
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## INTERVENTION: READING REVOLUTIONS

AIM: intervene to fill the gaps in reading skills that can delay progress with Accelerated Reader as well as to support students to feel positive about reading.

Strategy	Target	Lead	Resources	Impact
Reading Revolutions training	<ul style="list-style-type: none"> <li>To develop the team for Reading Revolutions intervention (so that students can get the intervention quickly) by training extra TAs to deliver the Project X programme</li> </ul>	DHO	<ul style="list-style-type: none"> <li>Time for training</li> </ul>	<ul style="list-style-type: none"> <li>4 groups can run in form time, increasing capacity to 16 students per term</li> </ul>
Use of the a Literacy and English Instructor and the library for the intervention	<ul style="list-style-type: none"> <li>To have a specialist Literacy Instructor to deliver the Reading Revolutions programme, along with trained TAs.</li> <li>To have a comfortable, attractive room for intervention, with a dedicated reading area, computer area and teaching space.</li> </ul>	DHO	<ul style="list-style-type: none"> <li>Library</li> </ul>	<ul style="list-style-type: none"> <li>Teaching of reading is prioritised and high quality</li> <li>Students feel welcome and secure</li> </ul>
Reading Revolutions intervention	<ul style="list-style-type: none"> <li>A small group intervention run through form time for students who need extra support on the Accelerated Reader scheme.</li> <li>Priority for intervention: 1.Pupil Premium students; 2.Lowest scores; 3.Students identified as having the need by primary schools.</li> <li>Students are selected from the 'urgent intervention' AR lists and/or the phonics programme graduates (if appropriate)</li> <li>Students complete a 6 week programme in small groups of 4 during pm form time 3x a week</li> <li>The intervention uses Project X, linked to AR, and includes reading aloud , modelling reading aloud, fluency and comprehension</li> <li>Progress is monitored with a Star Test at the end of the 6 weeks</li> </ul>	DHO	<ul style="list-style-type: none"> <li>Project X</li> <li>TAs</li> </ul>	<ul style="list-style-type: none"> <li>Gaps in reading skills knowledge are addressed so that Accelerated Reader is effective in developing reading progress along the ZPD</li> </ul>
<b>Next steps</b>				
Reading mentoring by 6 <sup>th</sup> form Literacy Mentors	<ul style="list-style-type: none"> <li>To mentor students on the Reading Revolutions programme, or students referred by SEN or English, who need support in choosing books they will enjoy. Once a week in pm reg.</li> </ul>	DHO/RD	<ul style="list-style-type: none"> <li>TAs</li> </ul>	<ul style="list-style-type: none"> <li>Students are supported in making progress with reading and feeling positive about it.</li> </ul>

# NEXT STEPS: Progression Plan for Reading and Literacy

AIM: To build on and develop the reading strategy, piloting new ideas to find out what will add impact for our students for engagement and achievement.

## NEXT STEPS DROP DOWN

Strategy	Target	Lead	Resources	Impact
<b>NEXT STEPS READING ENGAGEMENT: English Curriculum</b>				
Audit and QA of the 10 minutes reading time in English lessons	<ul style="list-style-type: none"> <li>To ensure the reading time in English has impact on engagement and progression</li> </ul>	CA + EBH	<ul style="list-style-type: none"> <li>SLT/HOD obs</li> </ul>	<ul style="list-style-type: none"> <li>Progress &amp; engagement with AR</li> </ul>
<b>NEXT STEPS READING ENGAGEMENT: Literacy &amp; Reading Across the Curriculum</b>				
2. Develop Love of Reading in form time - Private reading	<ul style="list-style-type: none"> <li><b>To allow students time within the school day to read independently, for pleasure.</b></li> <li>As part of LOR, once or twice a week (alternating) up to 25 minutes to be given to private reading and reading activities in form time, linked to the Accelerated Reader programme.</li> <li>Tutors will monitor the students reading as well as using a range of strategies to encourage engagement in the books read</li> <li>Librarian will send Eclipse book links weekly for tutors to use with their forms</li> <li>Activities to be evidenced on the form reading board.</li> <li>To be quality assured by the HOH</li> </ul>	AF/TPB CA- HOH  DHO Eclipse	<ul style="list-style-type: none"> <li>Activities to do after reading posters</li> <li>Reading section on form notice boards</li> <li>Eclipse website links</li> </ul>	<ul style="list-style-type: none"> <li>Students make progress with AR (evidenced in Star Reading tests)</li> <li>Activities encourage and monitor engagement with reading</li> </ul>
Reading across the curriculum- opportunities to read aloud.	<ul style="list-style-type: none"> <li><b>To pilot a Reading Across the Curriculum approach</b>, starting with PHSE, Geography and History.</li> <li>Reading aloud strategies to be used in every lesson where reading happens, if appropriate, so that all students are encouraged to read aloud and have opportunities to do so.</li> <li>The aim is to support students with reading fluently and with understanding.</li> </ul>	CA/ TL/ SRH/ SFC	<ul style="list-style-type: none"> <li>Reading aloud strategies guide</li> </ul>	<ul style="list-style-type: none"> <li>Students have opportunities to read aloud and develop fluency across the curriculum, starting with the pilot subjects</li> </ul>
Keystone Words	<ul style="list-style-type: none"> <li><b>To pilot the development of student vocabulary by introducing Keystone words as part of schemes of work in year 7</b>, starting with Art &amp; Maths</li> <li>To teach a keystone word for each scheme of work in a subject specific context, linked to synonyms and similar lexical fields or roots</li> </ul>	CA/EW/KK	<ul style="list-style-type: none"> <li>Powerpoint slides</li> </ul>	<ul style="list-style-type: none"> <li>Students have a wider experience of vocabulary linked to the key words of their subjects across the curriculum,</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers use the keystone word regularly and present the keystone word slide in stage 1, 2 and 3 of the learning for the scheme of work</li> </ul>			<ul style="list-style-type: none"> <li>starting with the pilot subjects</li> <li>The keystone word becomes part of their integrated knowledge</li> </ul>
Word A Day	<ul style="list-style-type: none"> <li><b>To pilot a word a day in am form time, starting in English</b></li> </ul>	CA/EBH	<ul style="list-style-type: none"> <li>Powerpoint slides</li> </ul>	<ul style="list-style-type: none"> <li>Students have a wider experience of vocabulary</li> </ul>
<b>NEXT STEPS READING ACHIEVEMENT: Accelerated Reader</b>				
AR Reward assemblies and Millionaire readers celebration	<ul style="list-style-type: none"> <li>Reading is rewarded in the Strike card Reward assemblies every short term (6x a year)</li> <li>Winners are celebrated on screens/ website and in Newsletter</li> </ul>	DHO/ HOH	<ul style="list-style-type: none"> <li>prizes</li> </ul>	<ul style="list-style-type: none"> <li>Reading is celebrated and valued</li> </ul>
Differentiated targets for AR	<ul style="list-style-type: none"> <li>Points targets for A band more able readers</li> <li>Quizzes per short term targets for all other students</li> </ul>	DHO	<ul style="list-style-type: none"> <li>AR data</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to read longer, more demanding books at the top end of the ability ranges</li> </ul>
<b>NEXT STEPS READING ACHIEVEMENT: Closing the gap for boys</b>				
Reading Champions pilot project specifically aimed at boys reading	<ul style="list-style-type: none"> <li>In term 2, to pilot a small 'Reading Champions' scheme for reluctant readers who are boys, using the National Literacy Trust programme.</li> </ul> <p>As part of the scheme:</p> <ul style="list-style-type: none"> <li>Year 10 boys to mentor year 8 reluctant readers</li> </ul>	CA/ ML (Boys Strategy Lead)	<ul style="list-style-type: none"> <li>Membership of the National Literacy Trust £100</li> <li>KS4 reading champions</li> <li>AM reg time slot</li> </ul>	<ul style="list-style-type: none"> <li>Measure attitudes to reading before and after the programme</li> </ul>
<b>NEXT STEPS READING ENRICHMENT: Reading Environment</b>				
Author visit	<ul style="list-style-type: none"> <li><b>Plan a joint author visit for BA and SA once a year</b> linked to texts we have in our libraries</li> </ul>	CA/DHO/EA	<ul style="list-style-type: none"> <li>Cost of author</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>
Promote Reading for PP students	<ul style="list-style-type: none"> <li>Pupil Premium students in years 7 &amp; 8 to have a book voucher to purchase a book.</li> </ul>	DHO/KK	<ul style="list-style-type: none"> <li>Cost of PP book vouchers</li> </ul>	<ul style="list-style-type: none"> <li>PP students can participate in the Book Fair fully</li> </ul>
<b>NEXT STEPS READING ENVIRONMENT: Library &amp; reading environment</b>				
EAL reading area	<ul style="list-style-type: none"> <li><b>To provide a reading area in H02 for EAL students</b></li> </ul>	DHO/LPE	<ul style="list-style-type: none"> <li>EAL reading books</li> </ul>	<ul style="list-style-type: none"> <li>To support EAL students with language acquisition</li> </ul>
The reading environment around the school	<ul style="list-style-type: none"> <li><b>Make the library more visible from outside.</b> Open blinds on the windows facing the yards and use the windows for more outward facing displays. Change these regularly.</li> <li><b>Create a 'satellite' reading display area in boys' PE</b> changing room – display and sharing shelf</li> </ul>	DHO/CA  DHO/ML	<ul style="list-style-type: none"> <li>Display area in boys' PE</li> </ul>	<ul style="list-style-type: none"> <li>The library is visible as a library from the outside yards</li> <li>Reading is promoted for boys</li> </ul>

	<ul style="list-style-type: none"> <li>To investigate using twitter #</li> </ul>	DHO/GW		
More Able Aspiring Reader Corner	<ul style="list-style-type: none"> <li><b>To create a more able aspiring reader area</b> with classics, challenging texts and texts suitable for KS5 readers, staff and Literature students</li> </ul>	DHO	<ul style="list-style-type: none"> <li>Suitable furniture</li> <li>KS5 texts</li> </ul>	<ul style="list-style-type: none"> <li>To increase the loans of challenging texts</li> </ul>
<b>NEXT STEPS INTERVENTION: Phonics</b>				
Listening to Reading Aloud – Developing Fluency Programme	<ul style="list-style-type: none"> <li>To select key students using phonics testing for focused reading aloud from their AR book for 10 minutes each morning in am registration slot.</li> <li>Fluency assessed at the first and last session to check for progress.</li> <li>Priority for intervention: 1.Pupil Premium students; 2.Lowest scores; 3.Students identified as having the need by primary schools.</li> <li>Students to be heard read one-to-one 5 mornings a week for a two week programme.</li> <li>Students can take part in the programme more than once.</li> </ul>	LPE	<ul style="list-style-type: none"> <li>Books linked to student ZPD</li> <li>Use of H02</li> </ul>	<ul style="list-style-type: none"> <li>Progress with fluency for struggling readers</li> <li>Support with reading aloud</li> <li>Developed confidence</li> </ul>
<b>NEXT STEPS INTERVENTION: Reading Revolutions</b>				
Reading mentoring by 6 <sup>th</sup> form Literacy Mentors	<ul style="list-style-type: none"> <li>To mentor students on the Reading Revolutions programme, or students referred by SEN or English, who need support in choosing books they will enjoy. Once a week in pm reg.</li> </ul>	DHO/RD	<ul style="list-style-type: none"> <li>TAs</li> </ul>	<ul style="list-style-type: none"> <li>Students are supported in making progress with reading and feeling positive about it.</li> </ul>

