

Christ's College Reading Strategy

All -through Academy Reading Vision- we want every student to learn how to read, to read to learn and love books.

All-through Academy Reading Mission - we support reading and vocabulary through the **Reading Five**:

1. Teaching and developing reading skills
2. Developing reading comprehension
3. Supporting struggling students
4. Ensuring students read challenging texts as experts
5. Instilling a love of reading

1	Teaching and developing reading skills: teach students how to decode and read fluently through a synthetic phonics programme					
Tool	Pre-Reading Focus on language and communication, speaking, listening - mechanics of reading	Early Reading Read Write Inc phonics scheme	Reading Comprehension Emphasis on creating a mental model as part of our reading comprehension lesson structure. Reading Fluency Reading fluency taught x3 weekly in RC lessons. Read aloud by teacher sessions daily for all students across the primary and secondary phase.	Accelerated Reader All year groups Tool for tracking and monitoring Home Reading and reading progress across KS2	RWI Fresh Start Supporting decoding for students in LKS2 AND UKS2	
Assessment	Termly individual assessments and daily observations	Half-termly assessment for RWI	Star Reading test SATs for Year 2 and Year 6 PIXL reading assessments	Accelerated Reader	RWI Assessment	

CPD	Training for reading aloud	Training in RWI from internal and external leaders RWI ongoing coaching		Training for English staff and LSAs in Accelerated Reader	Training for LSAs/SEND team in RWI Fresh Start	
2	Developing reading comprehension: provide students with the skills and knowledge they need to fully understand the texts they read					
Tool	Pre-Reading Focus on language and communication, speaking, listening	Early Reading Comprehension covered in RWI sessions X3 Lessons weekly	Reading Comprehension Emphasis on creating a mental model as part of our reading comprehension lesson structure X3 lessons weekly Y1-6 PIXL PLC resources Targeted PIXL intervention clubs	Book Canon Reading spine texts delivered in each class from EYFS to Year 11.	KS3-5 Core Curriculum Model effective active reading strategies in all lessons: activating prior knowledge, prediction, questioning, clarifying and summarising	English Curriculum Ambitious and challenging texts across KS1-5 linked to core concepts Anthologies to support core text including academic and non-fiction texts
Assessment	Termly assessments and daily observations	Half termly individual assessments Star reading assessments	SATS Year 2 and Year 6 Pixl Formative assessment schedule	Formative assessment schedule GCSE/A-level/BTECs		Formative comprehension assessments throughout the year
CPD	Internal reading comprehension	Internal reading comprehension and vocabulary training and consistent structures RWI training		T&L strategy training	T&L strategy training	T&L strategy training

	and vocabulary training					
3	Supporting struggling students, SEND and the bottom 20%: provide high quality interventions for those students who need support with reading					
Tool	Pre-Reading	Early Reading RWI half termly assessments inform support and groupings Homogenous groupings based on need and reviewed half-termly and as necessary	RWI Fresh Start KS2 Lexia Y1 to Y9 PIXL therapies Access to Lexia Daily Fresh Start x3 sessions in KS2 PIXL PLC resources		Small group intervention With LSAs Developing fluency, comprehension and read aloud practice. Lexia	Accelerated Reader Tool for managing and tracking reading progress of from KS1 to KS4
Assessment	Observations and interactions with children, and termly assessments	RWI 1:1 tutoring sessions	Fresh Start Assessments Lexia Tracking Fluency tracking through STAR		Star Reading tests per term and tracking of quizzing. Months progress tracked. Lexia tracking	
CPD		Ongoing coaching and training through RWI platform	Ongoing coaching and training through T&L strategy	Training in Fresh Start by leaders Support from Literacy Lead	LSAs trained by Literacy Lead	Training for English staff and LSAs in Accelerated Reader

4	Ensuring students read challenging texts as experts: provide targeted vocabulary instruction in every subject and develop students' ability to read complex texts					
Tool	Pre-Reading Daily language and communication activities Read aloud Reading spine		Curriculum planning - academic texts High quality academic sources are read with students to develop subject-specific knowledge and know how experts engage with disciplinary texts (Read like a...)	EYFS-KS4 vocabulary Explicitly taught through etymology, morphology (read it, say it, understand it, use it, recall it) Vocabulary progression in foundation subjects Knowledge organisers to support recall	KS3-4 PIXL Book canon Challenging texts read in tutor time Wider reading lists provided.	
Assessment	Observation of children during the session Termly assessments	Summative Testing (End of unit quiz and assessments)	Formative assessment schedule GCSE			
CPD	T&L CPD provision		T&L CPD provision		Training by VP	
5	Instilling a love of reading: celebrate and model reading, develop our reading environments and engage parents					

Tool	Reading for Pleasure sessions X2 Reading for pleasure sessions weekly Year 1-6 After school book club at primary Reading Spine facilitate modelling of reading Daily story time Library sessions		Celebration World Book Day celebrations each year Book Fairs Reading of week Reading class of the week	Libraries Vibrant reading hubs at both sites. Focus of Accelerated Reader lessons and quizzing, and author visits Book displays linked to our reading spine and wider curriculum Carnegie Book club Book Canon	Parental Engagement Home reading Reading Level communicated with home, Book recommendations through wider reading lists
Assessment	Observation of student reading out loud Termly assessments	Engagement in reading opportunities Accelerated Reader Minutes	Learning Walks to monitor book quality		Tracking home reading through AR quizzing and teacher monitoring
CPD	Reading Spine development Collaborative planning				