



Vyners School Reading Policy

Vyners Reading Policy has been informed by recent research led by The Education Endowment Foundation's 'Improving Literacy in Secondary Schools', research endorsed by The National Literacy Trust. It is also informed by the work of Alex Quigley's The Vocabulary Gap, Daniel Willingham's The Reading Mind and Doug Lemov's Reading Reconsidered.

Reading is arguably the most crucial literacy skill for cross-curricular success in secondary schools. The curriculum is dominated by text, both in print and on screen, and we need to be able to read effectively in order to understand and make sense of it. We know that reading has positive impacts on young minds; self esteem, improved concentration, stronger memory skills, critical and analytical thinking skills, and expanded vocabulary. That said, we recognise that reading has power beyond cross-curricular and academic success, it is a relationship between author and reader, it is understanding, creating, imagining, and empathizing. Reading opens doors to places that we might never go, introduces us to people that we will never meet and allows us to walk in the shoes of experiences that we will never have.

This policy sets out key strategies to;

1. Build a culture of reading to learn
2. Foster a love of reading for pleasure
3. Remove barriers to reading successfully

These strategies are best demonstrated in a model that we call **Wave Reading**.

Wave One; Reading strategies for all members of the school community

Wave Two; Reading strategies for students at risk of disengagement and those who require a boost

Wave Three; Reading strategies for students who require targeted reading support

Students are tested on entry to the school. The test battery related to Reading Comprehension is used to identify student reading levels. Reading comprehension is a good starting place to identify students who may struggle with reading because strong reading comprehension cannot occur unless both decoding skills and language comprehension abilities are strong.

The reading levels are recorded as a stanine score for each student. Stanine is short for standard nine. A stanine score ranges from a low of 1 to a high of 9. Stanines are a way of reporting standardised tests that are designed to compare and rank test takers in relation to one another.

Students are tested again at the end of Year 7 and the end of Year 8. Students at the end of Year 8 who score at the 1st and 2nd stanines are tested again in Years 9 and 10. Student stanine scores are shared with all staff who use these to inform their planning.

Stanine	Explanation	
1	Bottom 4%	Significantly less than average
2	Next bottom 7%	Less than average
3	Next bottom 12%	Less than average

4	Next bottom 17%	Average
5	Middle 20%	Average
6	Next top 17%	Average
7	Next top 12%	Greater than average
8	Next top 7%	Greater than average average
9	Top	Significantly greater than average

Wave One Reading

This is the offer for every student / member of staff in the school.

Reading at transition from primary school

- All students receive a book on transition day. This is a fiction book chosen by the English Department and is purchased for each student to keep. Students read the chosen text over the summer holiday and their first English lessons at secondary school are on the theme of the book.
- Some students are highlighted by their primary schools as needing additional literacy support and these students attend a weekly, six week programme, Core Kick Start, at Vyners in the summer term of Year 6. Reading forms part of this intervention.

Reading in English

- The English Curriculum takes a Mastery approach, in which pupils fully absorb the texts that we study alongside challenging material that thoroughly prepares them for the next stage of their academic career. [English Reading Material](#)
- All students in Years 7,8 and 9 engage in the Bedrock vocabulary building programme
- All students in Years 7 and 8 have a 10 minute fast novel reading session from a contemporary fiction text during every English lesson. This is to introduce them to a variety of contemporary teen fiction but also benefits reading fluency. *'Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poor' readers as 'good' readers, giving them a more engaged, uninterrupted reading experience over a sustained period. In 12 weeks students made 8.5 months progress, but poorer readers made 16 months progress'. Westbrook 2019*

Reading in the Curriculum

- Each subject area embeds disciplinary reading in their curriculum planning. *The Educational Endowment Foundation in its report, Improving Literacy in Secondary Schools, emphasizes that literacy should not simply be seen as a basket of general skills. Instead, it must be grounded in the specifics of each subject.*
- All subjects employ a shared language based on reciprocal / active reading. The core skills of predication, clarification, questioning and summarising are evident across the curriculum and are used in the context of subject disciplinary material.
- Subject areas teach disciplinary reading skills specific to their subject. Students learn about the distinctive features in subject texts and the demands and strategies that are needed to read [subject specific material](#).

Reading for Pleasure

- Reading for pleasure is encouraged in all subject areas through Year Group reading canons. Students are encouraged to read beyond the delivered curriculum with recommendations of a book a term in each subject area for each year group. [Subject Reading Canons](#)
- The school stops everything to read during a weekly 20 minute DEaR session. During this time both staff and students read a book of their choice .
- Bookbuzz is a reading programme from Book Trust that aims to help schools inspire a love of reading in 11 to 13-year-olds. Students have the opportunity to choose their own book to take home and keep from a list of 17 titles. They are all carefully selected by a panel of experts to ensure quality, suitability and to encourage reading for pleasure.
- Super Curriculum
- Vyners Goodreads - Staff and students engage in the making and publishing of podcasts about their relationship with reading. This can include talking about a particular text which has resonated over time. The purpose is to broaden the range of texts students can access.. [Vyners Goodreads Podcasts](#)
- Vyners Poets Laureate - there are 6 student Poet Laureates in school from Year 7 to Year 10.
- Vyners celebration of World Book Day

The Learning Resource Centre (LRC)

- The school has a working library that students can borrow books from.
- The school librarian works closely with the English department to update the contemporary fiction section and is available to guide students and support them in choosing appropriate books
- Copies of all the books recommended in the subject reading canons are available in the LRC

Wave 2 Reading

Reading strategies for students at risk of reading disengagement and those who require a boost at stanine 3

- A dedicated member of the English Department champions reading with students who are at risk of reading disengagement. This support includes mentoring students to discuss story and guide them to reading material that speaks to them. Students go on an annual trip to a London bookstore to purchase books and are encouraged to start their own library at home.
- Better Reading Partners is a dedicated community reading programme run by the English Department but led by Sixth Form Reading Mentors. Students in Years 7 and 8 who are reading at the 3rd stanine for reading comprehension attend a before school session from Monday to Thursday for 20 minutes. All students read the same book with their Sixth Form Mentor. Studies from the University of Durham find that *“The boost to school pupils’ attainment provided by peer tutoring was equivalent to about three months’ progress in reading.”*

Wave 3 Reading

Reading strategies for students who require targeted reading support at stanine 1 and 2

- These strategies are delivered as interventions in the Learning Support Department to students who are at the 1st and 2nd stanine for reading.

- Identified students undergo further diagnostic testing. Test batteries include but are not limited to; the Wide Range Achievement Test (WRAT), The Gray Oral Reading Test (GORT) and the Phonological Assessment Battery (PHAB)
- Intervention is planned for the acquisition of Phonics, the school uses the Secondary Fresh Start Read, Write, Inc programme. Teachers in the Learning Support Department are trained to deliver this.
- Intervention is planned for the teaching of reading comprehension and fluency
- Students accessing Wave 3 support are subject to bi-annual summative reading assessments.