

Morecambe Bay Academy

Reading Strategy 2023-24



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AIB Review: All members



THE BAY
LEARNING TRUST

Reading Strategy 2022-2023

Our vision for reading

At Morecambe Bay Academy, we believe that reading is vitally important and plays a valuable role in ensuring that our students are successful and that they reach their potential. This success is born from our students being able to access our ambitious curriculum at Morecambe Bay Academy through reading so that they can achieve their academic and career goals.

Our vision for reading at Morecambe Bay Academy is at the heart of our whole school intent and stretches much further than academic success for our students. We are committed to promoting and securing a life-long love of reading in our students so that they can benefit from the joy of reading and literature far beyond their school career with us.

We believe that reading influences all aspects of life from academic success to mental and physical wellbeing. Therefore, reading and literature are at the heart of what we do at Morecambe Bay Academy to ensure that we are preparing our students to live healthy, fulfilling and rewarding lives.

“So, what has reading ever done for us? It profoundly affects our lives, offering us a vehicle to store and share the essential knowledge of our culture. The inextricable links between reading, literacy and health, wealth and well-being are well established. It is not just a means to other ends. It is an end in itself that proves one of the greatest rewards for living.”

Alex Quigley in *Closing the Reading Gap*

Aims:

- Staff at Morecambe Bay Academy will have a clear understanding of the 'reading' needs of our learners through the reading baseline assessment.
- Staff at Morecambe Bay Academy will be trained in strategies for teaching reading through the curriculum.
- For those pupils with below expected reading ages, targeted support is implemented which leads to rapid progress in increasing their ability to read accurately, fluently and for meaning.
- For the school to develop and embed a positive reading culture across the whole school which will allow all readers to flourish for life.
- Staff at Morecambe Bay Academy to support parents and guardians in supporting their child's reading habits.

How this will be achieved:

- We assess each pupil's starting point and employ a range of diagnostic assessments for those with below expected reading ages / below age-related expectations.
- We then group students based on scores and the reading team will implement targeted interventions for those pupils identified.
- Throughout the academic year, regular assessments to be undertaken at timely

- milestones to monitor and measure impact of the interventions.
- We will provide reading CPD to staff at Morecambe Bay Academy to ensure staff are aware of how to promote reading in their subject areas and outside the classroom.
 - We will develop a positive reading culture across the curriculum by raising the profile of reading both inside and outside the classroom.
 - We will implement the Bay Learning Trust Literary Canon across all year groups to be read during ERIC time for 1 hour per week.
 - Working with Heads of Department, we will develop curriculum reading and disciplinary literacy within subject areas.
 - Working with parents and carers, we will increase parental engagement to promote reading both in and outside school.

Assessing, Identifying and Addressing need at MBA:

Reading assessments

CATs, SATs, NGRT assessments will be used to provide baseline data.

This will be used to inform class teachers of respective reading ages to better meet pupils' needs within the classroom. From this, class teachers will be able to adapt their curriculum implementation accordingly.

This process also gives us an accurate picture of the needs of our pupils and how best to support those who are struggling. Students who are testing at a reading age below their chronological age are further tested using moving to WRAT5 tests and FreshStart assessment which will ensure that we can provide targeted support to those who need it.

Students are then grouped into 1 of 4 tiers of intervention based on scores to receive the appropriate interventions to ensure the best possible progress.

Interventions

At Morecambe Bay Academy we pride ourselves on our challenging and broad curriculum, therefore we will not narrow the breadth of our curriculum offer for pupils and, as such, we will deliver the relevant intervention creatively within and outside of the timetabled curriculum.

Our reading team run the following interventions:

- **FreshStart phonics programme:** This offers a systematic synthetic phonics programme for older readers who are struggling. It teaches them to read unfamiliar words accurately and therefore read texts with understanding.
- **Lexia:** The programme focuses on six aspects of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, and structural analysis.
- **Reading Partners:** Year 10/12 able readers are paired with struggling readers lower down the school to spend a form time per week reading together.

The Interventions will run in a tiered approach to ensure that students are receiving the appropriate intervention to address their barriers in reading.

Tier	Intervention
<p>Tier 1</p> <p>Tier 1 students are identified as those who have a SAS of below 80 from the NGRT test.</p>	<ul style="list-style-type: none"> • Students to be Fresh Start tested and placed on a Fresh Start module. • Students in small groups of 5 with the same staff member at the same time every day.
<p>Tier 2</p> <p>Tier 2 students are identified as those who have a SAS of 80-89 from the NGRT test.</p>	<ul style="list-style-type: none"> • Students to complete 2 hours of Lexia per week. • Groups of 12 students – rotation of computer work and lexia printout resources in subgroups. • Consistent time each week.
<p>Tier 3</p> <p>Tier 3 students are identified as those who have a SAS of 90-95 on the NGRT test.</p>	<ul style="list-style-type: none"> • Students to complete 1 hour of Lexia per week. • Groups of 12 students – rotation of computer work and lexia printout resources in subgroups. • Consistent time each week.
<p>Tier 4</p> <p>Tier 4 students are identified as those who have a SAS of 95-99 on the NGRT test.</p>	<ul style="list-style-type: none"> • Reading Partners and Lexia licenses for at home intervention.
<p>Language comprehension booster</p> <p>These students are identified as those who have a SAS score of below 100 but a single word reading WRAT5 score of above 90. This suggests that they are able to decode words phonetically but their comprehension of language is a barrier.</p>	<ul style="list-style-type: none"> • Students identified as having high decoding ability but poor language comprehension. • To engage with Lexia power up – branch of Lexia designed for Language comprehension. • Groups of 12 students

Monitoring pupil progress

Current year 8-11 took an NGRT reading test last academic year (in June). Those who fall below age-related expectations will engage in one of the above interventions. Pupils will then be assessed in November and February of each academic year to monitor progress. This ensures robust data which can be used to track and evaluate the success of interventions taking place as well as ensuring that the correct students are receiving the correct interventions.

Year 7 students are tested in September and placed into the correct intervention groups and then progress is monitored alongside the rest of the school.

Embedding a Reading Culture at MBA:

We place significant value on promoting a reading culture

Our library

- We aim to ensure that our Lawther Library is the heart and the hub of school life at MBA. It is therefore available before and after school and during break and lunchtime so that students have the opportunity to read for pleasure.
- We run library inductions to all students when starting at MBA to ensure that they are familiar with the processes of how to borrow books and the opportunities there are.
- Our library is stocked with a wide variety of texts covering fiction and non-fiction. This includes magazines and publications on sports, media and fashion, which means that there is opportunity for students to find something they are interested in.
- Our librarian creates displays based on events such as pride month to encourage students to read different varieties of literature.
- Recommendations based on the literary canon are also promoted in the library to encourage students to read further if they are enjoying the text in their ERIC time.

Wider school

- We use Bedrock Vocabulary (Years 7-9) in English. This is supplemented by one home learning activity per week and will also be utilised in form time for years 7 and 8.
- We reward pupils who have worked hard on Bedrock Vocabulary through Amazon vouchers and in school prizes.
- We have worked with other trust schools to organise author visits as reward trips to those who have made the most progress on Bedrock vocabulary. At these events, students have the opportunity to hear an author speak about their experiences and inspirations
- We have rewarded pupils who have made progress on their NGRT tests with a praise postcard home and a chocolate treat.
- Year 6 to 7 transition reading book. All Year 6 pupils are gifted a reading book on their transition day. Part of the day is devoted to reading the start of the book together, then pupils are set projects for the summer holidays based on the text. When they join the school in September, students will begin studying the book in English, but will also undertake off timetable events and form activities based on the books. This helps bring pupils together as a year group and shows pupils early on that a heavy emphasis is placed on the importance of reading at Morecambe Bay Academy.
- Year 7 and Year 8 Book Buzz. Pupils in both Year 7 and Year 8 are gifted with a book through the charity BookTrust and their initiative Book Buzz. This is subsidised by the school. The purpose is to increase reading for pleasure outside of the classroom.
- In years 7 and 8 we have run readathon. Readathon is a programme where students are sponsored by friends and family to read books outside of school. Students had assemblies to introduce the programme and encourage them to participate
- World book day – we celebrate world book day each year with a school-wide initiative. Most recently staff members read a section of a short story in 5 parts so that in each lesson of the day students listened to a staff member reading.
- We provide resources recommended by heads of department and compiled into leaflets by our librarian which promote and direct Sixth Form students to 'Read around your subject'. Allowing students to engage with the breadth and depth of their chosen A level subjects.
- Sixth Form enrichment reading group.
- Pages in student planner dedicated to reading including a recommended reads and a reading record in which students get prizes if they reach a certain amount of books read, further incentivising reading outside of school.

The Bay Learning Trust Literary Canon

In order to encourage **all** readers to flourish, students are all provided with opportunity to read during the school day. An hour a week to reading across all key stages during ERIC (Everyone Read In Class) time. During this time, instead of going to their timetabled lesson, all pupils will read The Bay Learning Trust 'Literary Canon' in their form groups.

The Bay Learning Trust has invested in a Trust wide Literary Canon. Through the Bay Learning Trust Literary Canon, we aim to:

- highlight the significant value and importance of reading to our pupils, parents and staff
- develop pupils' reading abilities and strategies to further support reading for pleasure and being able to access the curriculum effectively
- provide challenging texts both in content, vocabulary and themes that will further develop pupils' reading skills, future reading habits and them holistically as individuals who can engage with the wider world and empathise with others.
- develop pupils' cultural capital by offering texts which are outside of their 'known' world, allowing pupils to explore other cultures, situations and experiences
- promote a joy and love for reading to both our pupils and staff.

How we launch and implement ERIC time:

Students will spend the ERIC hour reading and completing comprehension activities. All activities are based on the EEF guidance 'Improving Literacy in Secondary schools': Activating Prior Knowledge, Prediction, Questioning, Clarifying and Summarising.

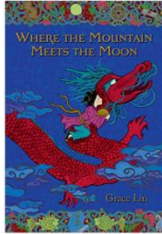
- Student assemblies to share rationale and logistics with all students.
- Staff CPD to launch and train September and October 2023.
- Staff resources including synopsis and possible safeguarding flags in texts.
- A box of texts per form group.
- Staff PowerPoint for lessons with clear instructions for both staff and students.
- Pupil booklets with activities.
- Pupil bookmarks with clear indicators of how much to be read each ERIC.

This method of implementing whole school reading promotes students' confidence to make choices about their own reading preferences, promotes student comprehension about what is being read and supports staff through the ERIC lessons.

All pupils in Y7-Y13 will read these chosen texts throughout the academic year in their ERIC time of the week. The texts are shown below:



Term 1



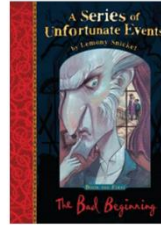
'Where the Mountain meets the moon' By Grace Lin

Term 2



'Where the River Runs Gold' By Sita Brahmachari

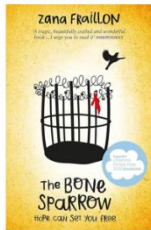
Term 3



'A Series of Unfortunate Events' By Lemony Snicket



Term 1



'The Bone Sparrow' By Zana Fraillon

Term 2



'The Book Thief' By Markus Zusak

Term 3



'The Skin I'm in' By Sharon G. Flake



Term 1



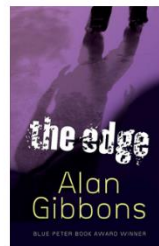
'The Adventures and Memoirs of Sherlock Holmes' By Conan Doyle

Term 2



'The Curious Incident of the Dog in the Nighttime' By Mark Haddon

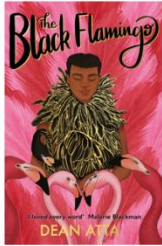
Term 3



'The Edge' By Alan Gibbons

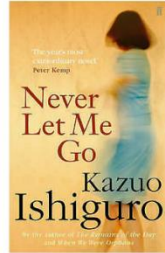


Term 1



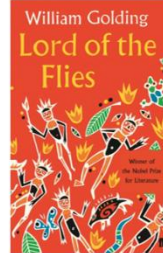
'The Black Flamingo' By Dean Atta

Term 2



'Never Let Me Go' By Kazuo Ishiguro

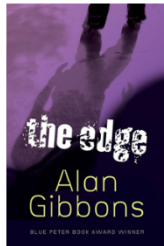
Term 3



'Lord of the Flies' By William Golding



Term 1



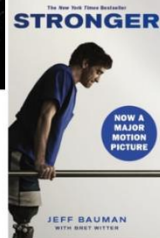
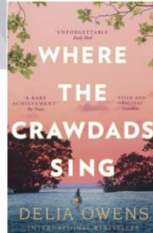
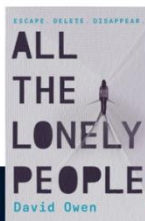
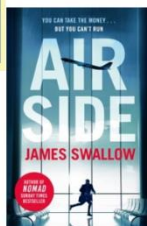
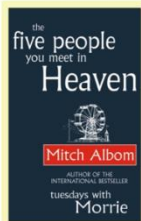
'The Edge' By Alan Gibbons

Term 2

Revision – exam focus

Term 3

Revision – exam focus



Engaging all stakeholders:

Staff CPD

To ensure that our staff are armed with effective strategies and resources to promote and develop pupils' reading, we have dedicated a significant proportion of our CPD time to reading.

- In the library, there is a dedicated section for recommended reads for staff. This includes CPD books on reading so that staff can easily access.
- Full staff CPD detailing the importance of phonics and how it can be used in the classroom to support the weakest readers
- Head of English has run a CPD session about how to teach reading in lesson time and strategies to tackle reading in class time.
- Director of Reading to run a CPD session on the rationale and implementation of ERIC – Sept 2023.
- Further staff CPD in October to strengthen the delivery and to train staff in oracy of reading aloud.
- Fresh Start phonics training 6th October to train staff to deliver the phonics intervention to Tier 1 students.

Develop curriculum reading in subject areas

Led by Heads of Department, subject areas will review their curriculum areas focusing on:

- What reading looks like in their curriculum areas and reviewing how reading is 'taught' in their curriculums.
- Resourcing reading in their curriculums.
- How staff can adapt their curriculums for those pupils who struggle with their reading.
- The importance of highlighting and teaching disciplinary literacy in their subject areas.

Parental Engagement

A number of strategies are currently used to better engage parents and guardians in their child's reading:

- A transition video to be placed on our website for parents of year 6 pupils to explain the importance of reading and to talk about the transition book that will be provided in the summer of 2023.
- The English department gift a book for summer reading to all year 6 pupils coming to Morecambe Bay Academy which they will then study in their first half term in English. Promoted at primary school visits and open evenings to parents.
- Open evening – stall dedicated to The Trust Literary Canon and Bedrock vocabulary so that parents are informed about the benefits of the programme and have an opportunity to ask questions.
- Letters home and synergy notifications about Bedrock Vocabulary
- Year 7 parent information evening on 5th October where further information will be available about support with reading and whole school reading.