

Developing Reading Fluency

- **Targeted phonics** – where assessment shows gaps in decoding and phonological awareness, pupils access targeted support through Read Write Inc Fresh Start and use of TRUGS.
- **Fluency assessment** – where necessary, pupils sit regular fluency assessments as part of targeted reading support.
- **Repeated reading** – used across the curriculum to ensure that all pupils develop fluency and that learning is inclusive for all.
- **Reading aloud** – pupils who need to develop their fluency skills will read with adults or as part of small groups – teaching staff will record and assess sessions regularly.

Developing Reading Comprehension

- **VIPERS** – in every subject, teachers plan VIPERS sessions to model comprehension skills. Pupils will focus on **vocabulary, inference, prediction, explanation, retrieval and sequencing/summarising** as key skills.
- **Well-chosen texts** – the reading spine is chosen carefully to ensure that fiction, non-fiction and poetry are engaged with across the curriculum.
- **Modelling** – teachers model reading comprehension strategies and pupils have opportunities to practice. Scaffolding is well-planned and gradually removed as pupils increase their independence.

Developing Vocabulary

- **LITAC Policy** – a consistent literacy policy implemented across every subject.
- **Curriculum design** – vocabulary is mapped.
- **Buzzwords** – teachers focus on tier 2 and 3 words in every subject and check that pupils decode, define, use and apply new vocabulary.
- **Direct instruction** – teaching staff identify key vocabulary, teach it and weave it through lessons so that all pupils develop their understanding and application.
- **Memory and retention** – teachers check that pupils remember vocabulary over time through well-timed assessment.

Developing a Love of Reading

- **Whole school reading culture** – reading is visible around the school and teaching staff share what they are reading with the children.
- **A wonderful library** – our library is at the heart of our school and is open to pupils throughout the day including at break and lunchtime. It is well stocked with the latest texts of all genres and types.
- **Book Talk sessions** – a specially chosen spine of texts is built across our school to promote cultural diversity and inclusion – pupils enjoy reading as a form class.
- **Reading events** – a calendar of exciting events such as author visits and theatre workshops.

Reading Across the Curriculum

- **Wider subject reading** – reading opportunities are woven into the wider curriculum so that pupils access subject-specific fiction, non-fiction and poetry.
- **Subject-specific texts** – teaching staff aim to weave academic texts into the curriculum such as scientific journals and historical sources.
- **Themed sections in our library** – our librarian develops themed sections in our library to promote wider reading such as LGBTQ+ history and climate change.
- **High quality training** – all staff engage with regular training in reading development.

Accurate Assessment and Targeted Support

- **Robust reading strategy** – built to ensure that all children exceed their potential.
- **Tiered progressive support** – clear pathways of reading support to address particular skills.
- **Comprehensive intervention support** – targeted support in phonics, fluency, and comprehension across all years.
- **Reading Plus** – to develop fluency and vocabulary development in all year groups.
- **Sixth form support** – students from QE provide 1:1 reading support.
- **SLT engagement** – senior leaders liaise with staff on a regular basis to review reading achievement across all year groups.