

# READING TGAS Vision

At Tudor Grange Academy Solihull, we recognise that reading is the master skill. Our vision is that every student will be a competent reader so they can fully access our rich curriculum.

Tudor Grange Academy Solihull is a reading school, where engagement with and enjoyment of texts is embedded across the curriculum. Reading is understood by all staff and students to be of vital importance and our school culture promotes and celebrates it at every opportunity.

## IN ORDER TO BE COMPETENT READERS, TUDOR GRANGE ACADEMY SOLIHULL'S STUDENTS MUST:

- Read independently and for pleasure
- Have the skills to tackle full texts across the curriculum at KS4 and beyond
- Have the literacy skills to engage with the necessary reading they will encounter in life

## ASSESSMENT OF READING

- Annually, all KS3 students complete the New Group Reading Test (NGRT) to collect data on reading ages and standard age scores (SAS).
- If reading difficulties are highlighted from the NGRT, a range of diagnostic tools are used to pinpoint the intervention need.
- Students who receive intervention are re-tested at timely intervals. Changes in reading data are shared with staff at the next available data entry point.

## POSSIBLE BARRIERS TO READING INCLUDE:

- |                        |  |
|------------------------|--|
| • <b>Decoding</b>      | Difficulty mapping sounds onto letters: phonics                  |
| • <b>Automaticity</b>  | Can decode, but lacks speed and accuracy                         |
| • <b>Comprehension</b> | Can decode and read fluently, but weak vocabulary/ understanding |

Reading is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background."

*Dr Alice Sullivan and Matt Brown (2013)*

## HOW WE SUPPORT STRUGGLING READERS

### Students who are identified as experiencing significant reading difficulties:

Based on further assessment of personal reading barriers, the student will receive one of the following small-group interventions during the school day: The Hickey Programme (phonics - decoding) or Reciprocal Reading (comprehension - automaticity).

### Students who are identified as experiencing some reading difficulty:

The student will receive after school IDL sessions. IDL is a balanced, adaptive, online computerised programme that supports all aspects of the reading process from phonological awareness to fluency.

### Students who are identified as competent readers:

These students will receive the following support within curriculum areas and the wider school systems:

- Register, Read, Respond tutor time programme
- Staff awareness of individual reading skill via seating plans
- An English curriculum that builds skills & confidence to tackle texts at GCSE and beyond
- Direct Instruction of tier 2 and 3 vocabulary to support subject disciplinary knowledge
- Learning Journeys that explicitly outline a rich curriculum and key vocabulary.

## HOW WE SUPPORT READING IN SUBJECTS AND THE WIDER SCHOOL

### Register Read Respond (RRR) programme

In tutor time, RRR exposes students to a range of high-quality, diverse texts whilst explicitly teaching ambitious academic vocabulary, inspired by the Coxhead Academic Word list. RRR explicitly teaches the morphology of words to students to support them with unlocking meaning in future unfamiliar vocabulary.

### Explicit teaching of tier 2 and 3 vocabulary

Teaching vocabulary within curriculum areas is a key lever through which disciplinary subject knowledge is taught. Students are supported to understand how language differs across disciplines. Key vocabulary is identified explicitly in learning journeys and a common vocabulary slide is used to introduce key terminology.

## HOW WE PROMOTE READING INDEPENDENTLY AND FOR PLEASURE

**The digital library** enables all students to access over 1,200 leading fiction titles. The curated collection is aimed at students aged 11 -18 and offers a wide range of innovative and popular fiction books to foster a love and enthusiasm for reading.

**Students also have the following opportunities:** Year 7 and 8 reading journals, reading lessons in year 7 & 8, World Book Day activities, access to the Reading Room (Friday Lunchtime), and up to date, diverse recommended read lists.

Reading  
independently  
and for  
pleasure

Support  
for struggling  
readers

Reading  
in subjects

