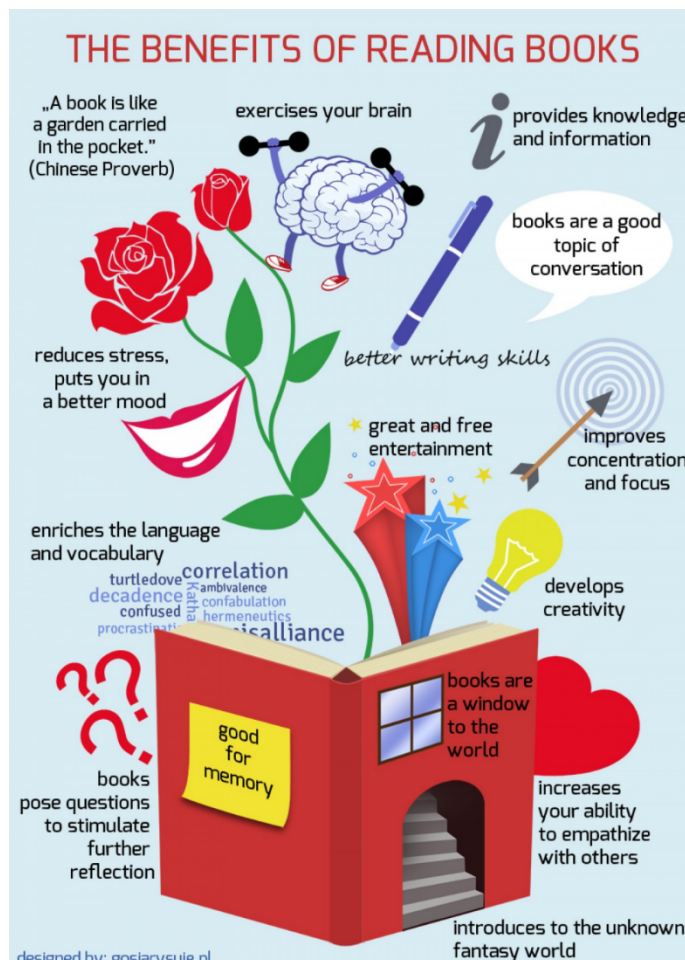




HALEWOOD  
ACADEMY  
WADE DEACON TRUST

## Reading at Halewood Academy



# The Importance of Literacy

- Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history.
- They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives.
- They will need literacy to cope with the flood of information they will find everywhere they turn.
- They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read will be crucial.



Literacy is the ability to communicate effectively both verbally and in writing. It is a life skill which reaps benefits far beyond those of secondary school English studies. It is responsibility of all of us to ensure that the younger generation have the literacy skills needed to increase their life chances and to contribute positively to society as a whole. A core part of literacy is **READING**.

Literacy skills are what enable us to participate in the world and have an input in decisions which can have an enormous impact on our lives or the lives of our loved ones. Without literacy, we do not have the verbal or written communication skills needed to exercise our right to vote, to question any wrongdoing and make informed decisions. We have a responsibility to ourselves to make sure we have the literacy skills needed to be able to see past any information intended to manipulate or mislead us, to interpret what is true from what is false. These skills are our means of defence and individual expression in a world where we are constantly bombarded with a multitude of information.

To be literate is to be 'clued up' on the things that really do matter. In addition to this, literacy skills are key factors desired by employers. They are needed in order to access the wealth of information available in our heavily text based, technology-based society. Statistically higher literacy skills can also mean an increased salary and increased chance of social mobility in the future. Investing in the futures of our young people is a goal shared by parents and teachers alike.



## Faster Reading:

All KS3 students participate in the Faster Reading Initiative in form time meaning that students read at least two full novels per academic year as a class. Students have three lessons of reading and discussion with teachers modelling reading aloud and leading discussion followed by a 'Mastery Lesson' focusing on key reading and writing skills with tasks focused on themes, characters or events from the books studied. Students really benefit from this and it has contributed to significant improvements in reading ages over a short space of time, helps students with vocabulary and fluency and has proven to engage even the most reluctant readers. Students enjoy this opportunity to read alongside their peers and their teacher and it creates a real sense of enthusiasm around reading. These texts are intended to challenge students with new vocabulary and to broaden their understanding of narrators writing about different situations and from different contexts.

Year 7- Ghost Boys by Jewell Parker Rhodes and another text chosen by teacher.

Year 8- The Edge by Alan Gibbons and another text chosen by teacher.

Year 9- I Am Malala by Malala Yousafzai.



## Reading in all subjects:

At Halewood Academy, we firmly believe reading is everyone's responsibility and that all staff and students contribute to building a language rich environment where the value of reading is celebrated and promoted. Staff all have access to student reading ages and use this to inform planning and all subjects ensure that their curricula are rigorous, engaging and that they incorporate reading a wide range of texts and formats regularly.



**Mrs Martin**

Our Literacy Coordinator, Mrs Martin works with Literacy Ambassadors among teaching staff in each subject to ensure that Schemes of Learning include regular and explicit opportunities for students to practise and enhance their reading skills and resilience when approached with challenging academic texts. She visits lessons in a range of subjects around school to see this in practice and staff collaborate to share best practice and co-plan initiatives. She has recently led CPD alongside the school SENDCO for all staff focusing on staff modelling reading effectively and how to remove barriers for students. Approaches and strategies are research led and based on the most up to date information and have the findings of the Education Endowment Foundation and the recent Reading Framework as a forefront concern.

## Interventions:

All Year 7 students complete an Access Reading Test when they join Halewood Academy in September. This allows us to complete diagnostic of students' reading ability at an early stage allowing for swift and precise interventions which can be tailored to students' needs. Then all students in Years 7-10 complete an Access Reading Test in the Summer Term of each academic year.

The students who are more than one year away from their chronological age are given tailored intervention: Lexia for the students who can decode but struggle with comprehension and IDL for those struggling to decode. Single word reading tests are used to establish this.

The students 2 years below chronological age are screened using a single word reading test. This is then used to ascertain who needs support with comprehension and who needs support with decoding.

The students beyond 2 years of chronological age are screened for SPLD using the Dyslexia Portfolio.

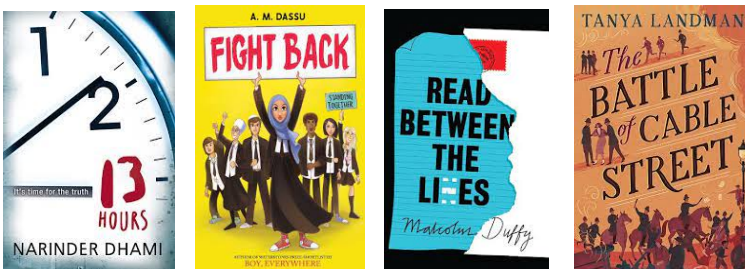
The lowest 20% of readers in Year 7 (and soon to be Year 8 too) are offered additional one to one intervention with our Reading Coordinator and Librarian, Ms Towers, in the form of Precision Teaching. This involves regular and consistent high quality, targeted intervention in a one to one setting with a member of staff who specialises in phonics and reading support.

A small cohort of students identified by our SENDCO also benefit from additional interventions such as 'Toe by Toe.'



## Form-time Reading:

All Year 7 and Year 8 students engage in form-time reading as a class alongside their form tutor once a week. Age appropriate texts are chosen in line with the PD curriculum and explore a range of issues which not only interest students and encourage them to form opinions on characters and situations but to engage in discussion. Tutors model reading aloud to help with the acquisition of new vocabulary and to encourage students to challenge themselves. Year 7 students read *13 hours* by Narinder Dhani and *Fight Back* by A. M Dassu. Year 8 students read *The Battle of Cable Street* by Tanya Landman and *Read Between the Lies* by Malcolm Duffy.





## Reading for Pleasure:



Reading for pleasure is celebrated and encouraged within the school community via displays promoting recommended reads and subject/age group specific texts, favourite books from teaching staff, 'Bookflix' displays featuring favourite reads by current and past students.

Each year we host at least one Scholastic Book Fair where all students are invited to browse and purchase some of the most popular new titles. This has also been offered to Year 6 students at one of our partner primary schools, Yew Tree Primary and is sometimes available also on Open Evening.

Christmas Book Drive- all students are invited to visit the library at Christmas for a 'blind date with a book' where they can choose from an array of gift-wrapped free books to take home based just on a brief synopsis on a gift tag.

All incoming Year 7 students are given the chance to purchase a £1 Book Buzz book from a range of titles.

Every year we celebrate events such as National Poetry Day and World Book Day with fun and exciting events happening at break and lunch in the library and in form, staff discussing favourite books and characters in lessons and students engaging in competitions.

We celebrate recommended reads on social media and the school newsletter and shine spotlight on well-known authors.

We have arranged a number of successful author visits with local children's author, Alan Gibbons, coming into school to deliver workshops to Year 8 students about creative writing and his exciting, drama-filled novel, 'The Edge' which all Year 8 students study as part of their English curriculum.



## Library Helpers:



Miss Towers, our Reading Support Coordinator is based within the library. She issues passes for students between 8-8.30 am so that they are able to visit the library at break and lunch. This ensures the library doesn't become overcrowded. Alongside Miss Towers, students in each year can apply to be a Library Helper which is a position of responsibility and student leadership meaning they help with the day to day running of the library, have their voices heard in planning events of ways to promote reading and play a key role in the organisation of events such as World Book Day. They are reading ambassadors, sharing a love of books around school and are seen as role models to visitors and fellow students. There will also be a Book Club taking place in the library which is open to all students.

|                   | Monday          | Tuesday         | Wednesday            | Thursday        | Friday          |
|-------------------|-----------------|-----------------|----------------------|-----------------|-----------------|
| Opening Times     | 8:00AM – 3:45PM | 8:00AM – 3:45PM | 8:00AM – 3:45PM      | 8:00AM – 3:45PM | 8:00AM – 3:45PM |
| After School Club | Movie Mondays*  | Homework Club   | Wellbeing Wednesday* | Book Club       | Homework Club   |

## Encouraging Reading at Home:

As well as the recommended reading lists available on displays, social media, the school newsletter and website, parents/guardians/carers can access the following remote sessions which should help support students' literacy and reading at home. Voiceovers included are by English specialist teachers and our Literacy Coordinator, Mrs Martin:

- A quick reading skills tutorial (link to be added)***
- Supporting your child's literacy (link to be added)***
- SPAG through reading (link to be added)***
- The use of Literacy in Everyday life (link to be added)***

Some other useful links for literacy support:

[https://literacytrust.org.uk/?gclid=CjwKCAjwxev3BRBBEiwAiB\\_PWBETBDHb4POcbFjKB03cFUaA2xOAY3\\_aZBH64iBL\\_JK-oeZ7LDnNBBoCzKYQAvD\\_BwE](https://literacytrust.org.uk/?gclid=CjwKCAjwxev3BRBBEiwAiB_PWBETBDHb4POcbFjKB03cFUaA2xOAY3_aZBH64iBL_JK-oeZ7LDnNBBoCzKYQAvD_BwE) (literacy advice and support for parents and students)

<https://www.bbc.co.uk/bitesize/subjects/zt3rkqt> (English/literacy based activities and help for students, interactive tasks)

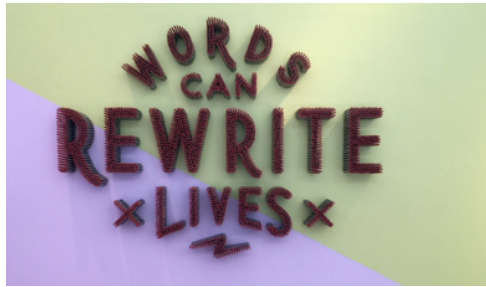
<https://theday.co.uk/> (free online newspaper with comprehension tasks, links to current affairs)

[https://www.ted.com/recommends?gclid=CjwKCAjwxev3BRBBEiwAiB\\_PWEmM6VD-k\\_Rp3kg4ujoi7P5YC2ZW6ryG7u6ahsX8OfnQ-7ml7V56rBoCKmwQAvD\\_BwE](https://www.ted.com/recommends?gclid=CjwKCAjwxev3BRBBEiwAiB_PWEmM6VD-k_Rp3kg4ujoi7P5YC2ZW6ryG7u6ahsX8OfnQ-7ml7V56rBoCKmwQAvD_BwE) (Ted Talks, find a talk on a subject of your choice which will interest your child)

<https://www.gutenberg.org/> (free access to a huge selection of online copies of books)



## Expanding students' vocabulary:



Within all subjects teachers focus on explicit teaching of tier two and tier three vocabulary and incorporate these regularly into Schemes of Work and teaching.

Students are encouraged to develop their answers and work on how they articulate their opinions clearly and with precise vocabulary choices.

High level academic texts are used in a variety of subjects such as articles in Science, artist profiles in Art and DT and case studies in Humanities so that students are exposed to range of fiction and non-fiction texts.

Staff across school share a 'prefix' or 'suffix' of the week chosen from an extensive list of most common prefixes and suffixes. Students are given a definition of what the prefix or suffix means and examples of its use. With increasing familiarity and recognition, students are able to unlock a wealth of new vocabulary by recognising patterns in language.

