

## **Whole School Reading Plan at Frederick Gough School**



As the EEF states “Reading is unique - there is nothing else that’s able to change outcomes for the better on the same level as reading”. Fluent readers are more likely to do well at school and achieve good qualifications fulfilling our aim that our learners leave as happy, well rounded, qualified individuals ready to succeed in the next chapter of their lives.

Our curriculum aspires to ensure that all students acquire the knowledge, skills and qualities to play a full and active role in shaping and participating in future society, from a local to a global level. We want our pupils to develop a love of reading; understanding that a love of reading leads to a love of lifelong learning.

Developing the reading of all of our pupils is everyone’s responsibility at Frederick Gough School. All subjects rely on reading and we are developing our strategies based on the importance of disciplinary literacy across the curriculum. We aim to fill the curriculum with powerful, diverse reading experiences to support a better understanding of the world and develop pupils’ Cultural Capital.

We have much specialist expertise in school to develop our whole school strategies and our Reading Group meets regularly to drive this forward. This includes the following members of staff that lead on our whole school reading plan:

- Ellie Alexander – Whole School Literacy Lead and Curriculum Leader (CL) for History
- Penny Wooddisse – Assistant Head, Whole School Ethos and CL for RE
- Cath Wilkinson Curriculum Leader (CL) for English
- Rachael Simpson – Teaching and Learning Coordinator in English and Reading Lead
- Caroline Sanderson-Eardley – Librarian and experienced primary school teacher
- Rachel Grout - SEND Manager
- Jo Rosie – Assistant Head and SENDCO
- Liam Dillon – Deputy Head

We are supported with our strategies by a number of external specialists. This includes the theoretical context of reading by the Kyra Research School, the teaching of reading by our Local Authority Literacy Lead, support for our less fluent readers from Bedrock Learning and the analysis and systematic follow-up of data via the New Group Reading Test (NGRT).

This team approach has the full support of the SLT and is continually developing systems across the school to raise standards of reading fluency, comprehension, vocabulary and disciplinary literacy.

Our fully resourced library is a buzzing hive of activity every morning, lunchtime and after school. The library is well stocked and well used. Over 50% of the school community are in possession of a library book at one time. We are fortunate to have a qualified librarian in post. There are fortnightly timetabled library lessons with all KS3 pupils where we encourage them to select books to read for pleasure. For consolidation, pupils will complete tasks surrounding the characters, plot, setting and vocabulary of the text they are reading. They receive Bronze, Silver and Gold reading awards based on these tasks, as well as positive

behaviour points, the chance to win cinema tickets and Amazon vouchers.

Based on the PiXL leadership approach to whole school reading, our reading group has selected a canon of reading books for our Read Aloud programme. This occurs during tutor time with members of staff and tutors reading and Years 7 to 11 pupils following with the book or Kindle. This includes a range of short stories from Greek mythology to war, Slated in Year 9 and Fight Back in Year 10, which is a story about racial tensions, finding your identity and fighting for it. We also practice applying our reading skills in Year 11 tutor time with sources and set questions to answer. Our librarian hosts events in and out of school and invites authors in to talk with our pupils such as Terri Terry (author of Slated).

Alex Quigley's books on closing the vocabulary (reading and writing) gaps have supported our approach to sharing the etymology of words. During tutor time all pupils study a different word twice every fortnight and look at the origins and meaning of the word and how they can use the word in everyday language. This is designed to widen the vocabulary of our students and also to encourage students to make connections between words through their etymology and roots. This is also supported by the word of the week in assemblies.

The English department has a thematic approach in both key stages as part of our whole school plan. The themes include childhood, friendship and trust and are carefully selected as they are closely linked to the texts they study in GCSE Literature and are also themes that teach pupils about the world around them. Sequenced units of work help to develop pupils' wider knowledge and respect for different cultures, beliefs and ideas. We have added more culturally diverse texts and writers in KS3 including work on BLM and gender equality.

Each subject department has created reading lists that are shared with parents via the school website and reading newsletter. These follow sequenced schemes of learning for each year group and across each department. In science, for example, teachers share a 'love of reading' with a selected canon of texts to inspire pupils to read for pleasure around the subject. Several departments are also setting Tier 2 & 3 vocabulary work as PREP tasks in KS3. We have introduced a 'recommended read' in each department with a corresponding section in the library and also how we can look after our mental health and wellbeing.

We use the NGRT with all Year 7 & 8 pupils. The test comprises three sections; Phonics, Sentence Completion and Passage Comprehension. It provides a Standard Age Score (SAS) that makes a comparison with a nationally representative sample of same age pupils across the UK. This enables us to screen students for support and helps to determine what level of intervention may be required. We have two full time literacy support members of staff that provide 1:1 literacy support lessons twice a week for our least fluent readers.

A fully trained primary school teacher delivers our Study Plus curriculum approximately 40% of students in KS3. This includes all pupils that leave primary school with below expected reading levels. The curriculum focuses on literacy and numeracy skills including etymology of words, application of vocabulary and reading. The starter for each of these lessons is phonics based to further support pupils' reading skills.

If anyone would like further information or to discuss any part of our whole school reading

plan, please contact Liam Dillon, Deputy Head on [ldillon@fgs.org.uk](mailto:ldillon@fgs.org.uk)