

Reading Across the Curriculum



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What is the significance of the following number?

1,483,300

Reading Across the Curriculum

The gap in the amount of words a child knows before starting reception between those who have been read to and those who haven't.

Reading Across the Curriculum

How many children in the UK do not own a single book?

- A. 1 in 50
- B. 1 in 75
- C. 1 in 46
- D. 1 in 33

Reading Across the Curriculum

What is the percentage of 15 year olds who have a reading age of 12 years old?

- A. 30%
- B. 25%
- C. 15 %
- D. 10%

To put this into our school's context, 14.4% of current Year 10s had a reading age of 10 or lower in July 2022.

Alex Quigley argues that a 'gap of three years or more between a child's reading age and their actual age has a significant impact on their achievements in school and later life.' (Closing the Reading Gap, Alex Quigley, 2020)

Reading Across the Curriculum

Georgina Rolls: Lead Teacher: Accelerated Reader

Catherine Green: Senior Leader and Curriculum Director of English

Dave Langmore: KS2/KS3 Transition Lead and Phonics

Reading Across the Curriculum

Our Vision:

- ALNS is a school where reading and literacy is at the heart of everything we do and where all students are engaged in reading (even boys, SEND and PPG)!
- ALNS is a school where all teachers are confident to teach reading and are equipped to support our weakest readers so that they are more successful across the curriculum (and the gap between SEND and non-SEND is closed).
- ALNS is a school where the weakest students are enabled to read confidently so that they are enabled to be successful in school life and beyond.

Reading Across the Curriculum

The correlation between good literacy and good student outcomes at GCSE was higher in Maths (0.63) than in subjects like History (0.61) and English Literature (0.61).

(GL Assessment report, Read All About it, 2019)

Our study showed that there is a clear link between reading ability GCSE results across all subjects.

The correlation will vary between 0 (no association between reading ability and GCSE outcomes) and 1 (perfect agreement between reading ability and GCSE outcomes).

Correlations of 0.5 and above are considered **statistically significant**.

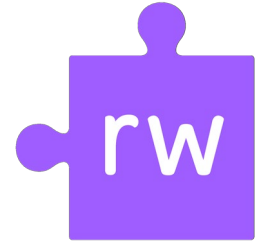
From an English perspective: what were we doing last year?

- Accelerated Reader embedded into the English curriculum
- Video guides on the website for how to use Accelerated Reader.
- Parent Zooms with practical advice and support
- Joined up approach across departments regarding intervention
- Reading Clubs and trip opportunities
- Competitions and prizes for best engagement with reading/ highest scores/ most words read etc.
- Transition projects with primary schools across the city so that initial SOLS taught in Year 7 are linked and build upon the skills taught in Year 6.
- Phonics testing run by our specialist teacher to target students with phonic needs

From an English perspective: what are we doing **this year?**

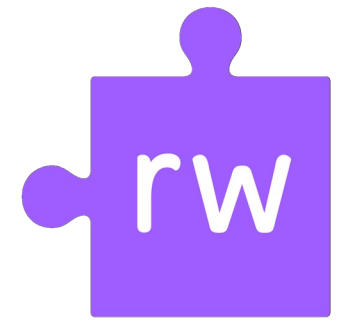
- Continued development of the Accelerated Reader programme with a focus on disengaged readers (alongside continued use of prizes and rewards for those who do engage).
- More personalised support for students struggling with their reading across the school.
- Consistent use of a reading tracker to enable parents and teachers to monitor their children's reading ability more easily.
- Continuation of a programme called 'Read-Write-Gold' aimed at supporting struggling readers.
- More specialised intervention delivered by our TA team, the SEND department, Mr Langmore our phonics specialist and our English department.

From a whole-school perspective: what are we doing?



Using Read and Write for Gold



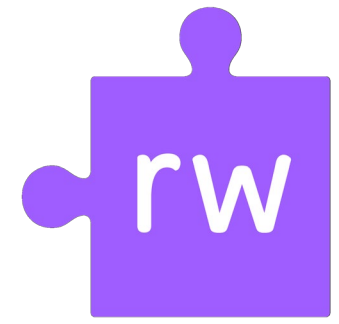


Why do we need Read and Write for Gold?



1. Accessibility
2. Confidence
3. Success





Dictionary

Read out loud



Picture
dictionary

Accelerated Reader : what is it?

The screenshot shows a Microsoft PowerPoint presentation with a red title bar and a ribbon menu. The main slide is titled "Welcome to Accelerated Reading (AR) and our Info Centre!" and features a large, colorful illustration of a boy flying over an open book. The illustration includes various symbols like a clock, a crescent moon, a castle, a compass, and musical notes.

The left sidebar shows a slide sorter with four slides:

- Slide 1:** "Welcome to Accelerated Reading (AR) and our Info Centre!" with the same illustration as the main slide.
- Slide 2:** "A guide to AR and quizzes" with the heading "Why should I take quizzes?". The text reads: "At KS4 you will have a 100% exams and to achieve a Grade 4 or 5 pass you will need a Reading Age of about 15 and to get higher grades 6-9, you need a reading age of 16-18 years. You only get this by reading!". There is a small graphic of a green sign that says "SUCCESS".
- Slide 3:** "A guide to AR and quizzes" with the heading "Why should I take quizzes?". The text reads: "Every time you read a book, please complete a quiz within a few days of finishing reading. By taking a quiz, you are synthesising and applying the knowledge you have gained from your book." There is a small graphic of a yellow sponge and the text "SOAK IT UP".
- Slide 4:** "A guide to AR and quizzes" with the heading "Why should I take quizzes?". The text reads: "Plus, this year there are some exciting prizes to look forward to... 100% in a quiz".

The bottom of the slide sorter shows "Slide 1 of 7" and "Accessibility Help".

Our combined efforts:

- Reading with our children regularly.
- Signing and checking the reading logs (30 minutes a week minimum).
- Use of reward, praise (and sanctions) from home and school in order to motivate children to read.
- Parent readers?

Any questions?

Please email
reading@alns.co.uk

and either Miss Rolls or Mrs Green will get back to you.