

What is the significance of the following number?

1,483,300

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.

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

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

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)

Georgina Rolls: Lead Teacher: Accelerated Reader

Catherine Green: Senior Leader and Curriculum Director of English

Dave Langmore: KS2/KS3 Transition Lead and Phonics

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.

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 O.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 advise 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 <u>'Read-Write-Gold'</u> 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?

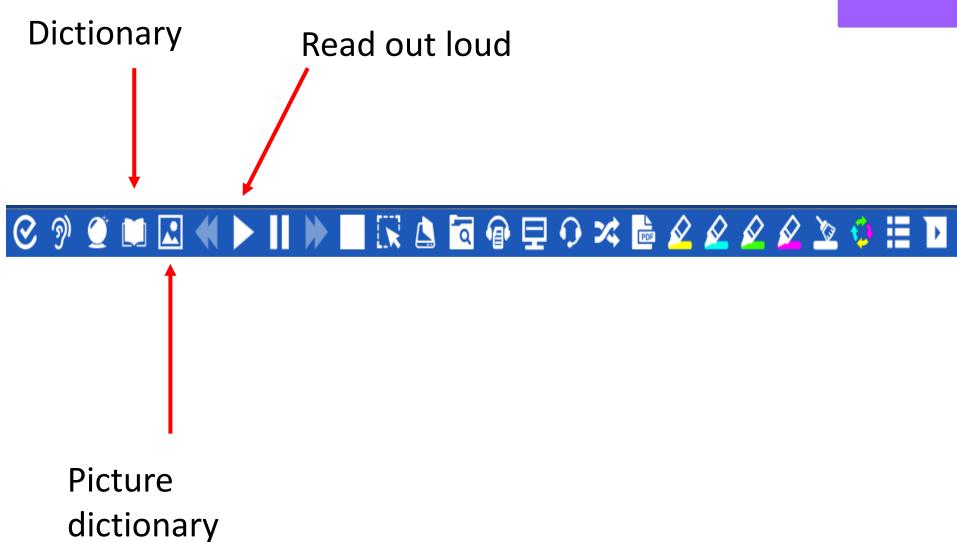


- 1. Accessibility
- 2. Confidence
- 3. Success

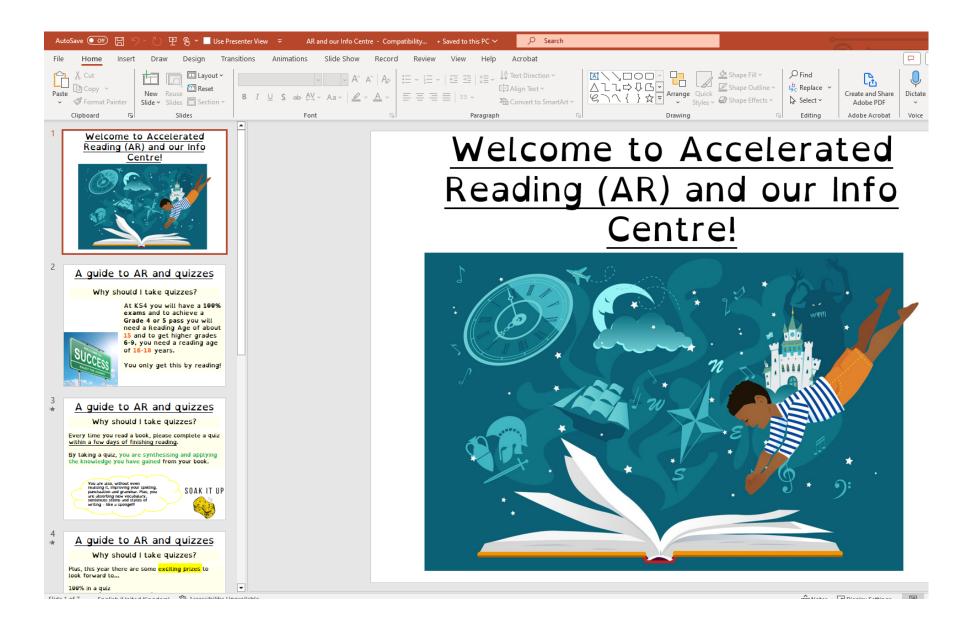








Accelerated Reader: what is it?



Reading trackers

My Reading Progress!

Mr Holmes sets our reading homework

Date	Time spent reading	Book title	Parent Signature	Quiz Score

	1	2	3	4				
ъ	I read in a quiet voice	I read in a quiet	I read with volume and	I read with varied volume and				
Expression and Volume	as if to get words out. I	voice. Sometimes, I	expression. However,	expression. I sound like I am				
8 E	cannot read as	sound natural, but I	sometimes I am	talking to a friend. I can match				
ression a	naturally as I talk to a	do not always	expressionless and do not	my understanding to how I say				
ē ^	friend.	sound as if I am	sound like I am talking to	it.				
a		talking to a friend.	a friend.					
	I read word by word in	I read in two or	I read with a mixture of	I read with good phrasing,				
	a monotone voice (all	three word	run-ons, mid-sentence	following punctuation rules to				
50	words sound the	phrases. I don't use	pauses for breath, and	aid me with how to pronounce				
asi.	same). I don't use	punctuation to	some choppiness. I am	words and phrases.				
Phrasing	punctuation to help	help me with how	starting to use my voice	•				
_	me with how to say	to say what I read.	to help express important					
	what I read.	,	words.					
	I frequently stop while	I read with long	I read with occasional	I read smoothly with some				
SS	reading. I sound words	pauses in order to	breaks in rhythm. I have	breaks, but I can self-correct my				
Smoothness	out and repeat words	understand what I	difficulty with specific	mistakes.				
귱	and phrases. I have to	am reading.	words and or sentence					
Ĕ	read the passage		structures.					
•	several times							
	I read slowly.	I read quite slowly.	I mostly read at an	I read at an appropriate pace				
a)	,	,,	appropriate pace for	for what I am reading. I slow				
Pace			what I am reading.	down or speed up to suit the				
_				style of what I am reading.				
	I have a very basic	I understand what I	I have a clear	I am confident with what I am				
	understanding of what	am reading and can	understanding of what	reading and I can think of lots of				
9	I have read and can	explain some of the	has happened in my text.	different ideas about why and				
Inference	answer simple	main ideas.	I can also explain why this	how different events and				
ng.	questions about it.	main ideas.	might have happened.	situations have happened in my				
	questions about it.		might have happened.	text.				
	Autumn Term:			Signed:				
	WWW:	Signeu.						
	00 00 00.			Date:				
	Next steps:			Date.				
	wext steps.							
Š	Spring Term:		Signed:					
a P	WWW:	Signeu.						
ee	***************************************	Date:						
er	Next steps:	Date.						
Teacher Feedback	ivext steps:							
Te	Summer Term:	Signed:						
	WWW:	orginear						
				Date:				
	Next steps:							
	tame seeker							
	How can I succeed with my reading?							

How can I succeed with my reading?

- I should read for a minimum of twenty minutes a day.
- I should take my AR quiz within 48 hours (2 days) of finishing my book, to ensure I get the best score possible. If I don't
 have an AR lesson during this time, I could take my quiz in the info centre or ask my English teacher nicely if there
 would be time to do it during my English lesson.
- If I read a word which is new to me, I should look up its definition in the dictionary (this could be an online dictionary!).
 I could then write it in my English book so that I don't forget it I could even try using it in my own writing!
- I could talk about the book I am reading with someone at home this will help me understand the story in greater
 detail (and it's enjoyable to talk about books with other people!)
 And above all enjoy reading! It's a wonderful way to escape and relax!

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.