

READING & SCHOLARSHIP



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Stroud High School students join us with high levels of literacy above the national average and our context of a selective grammar school means students are naturally curious and therefore challenge is an integral part of our provision. This is mirrored in the choice of reading materials found within classrooms where students are presented with wide ranging examples of academic source materials and Curriculum teams choose high quality scholarly publications as a focus for learning. There is careful consideration of chosen classroom materials, extracts, sources that provide high levels of engagement and purposeful progression is designed and planned to ensure increased challenge with reading materials as students graduate throughout the Key Stages.

LIBRARY

The library is sourced with books ranging from latest novels to non-fiction books, there are suggested reading lists as well as academic journals to supplement learning both in and out of the classroom. Curriculum teams can use the library space with their classes or book out specialist book boxes for independent enquiry and use their own Curriculum Satellite libraries based within their subject disciplines to support wider reading for all students. The Sixth Form study area also hosts subject specific bookshelves for A Level students to use as part of their private study. There are new plans for an outdoor library space where students can use their own free time to enjoy reading in our summer library.





DIGITAL RESOURCES TO SUPPORT LITERACY

Students in the Sixth Form have access to a number of online materials to support their love of learning and critical approach to their chosen A Levels. For example: Massolit, Phillip Allen Journals, Digital Theatre resource.

SHS CURRICULUM

In English, KS3 students have designated lessons within the library focusing on literacy skills and reading widely for pleasure. This is a valued and effective part of the English Curriculum and supports the whole school provision of reading and literacy.

Subject areas encourage students' wider reading by promoting suggested reading lists and provide extended reading materials to challenge those who enjoy broadening their reading repertoire above and beyond that studied in the classroom.

LITERACY

Literacy is monitored closely during each round of Self Evaluation whereby work sampling enables all leaders to identify any needed interventions. Curriculum Teams in English, Humanities, Modern Foreign Languages and Social Sciences focus on high levels of literacy whilst it is everyone's responsibility to ensure ambitious vocabulary and precise technical and subject specific disciplinary language is taught with accuracy.



EMPOWERED LEARNING PROGRAMME

As part of the Empowered Learning programme, students engage with 'Big Concepts' to develop their understanding of ideas linked to Socialism, Capitalism, Romanticism, History of Art and how these link to subjects that they study.

SIXTH FORM SCHOLARSHIP

Reading academically is a core part of the learning experience in SHSF. Scholarship is introduced as a key concept in Year 11 Empowered Learning programme and then again in the early induction and transition period of Year 12. We encourage all Sixth Form students to embrace wider scholarship by engaging with academic texts at a deeper level. Often students are asked to do some background reading, read an article in preparation for a lesson and are taught to read with a critical eye evaluating ideas presented. Students can access book lists, journals, online resources which support University prep. Scholarship work plays a significant part of the advanced learning required to perform highly at A Level. This is monitored termly through an online Scholarship log.

EPQ / UNIVERSITY PREP / OXBRIDGE

The Extended Project Qualification helps to develop a range of extra study skills in preparation for university or work and is highly valued amongst higher educational institutions as it demonstrates dedication to independent learning. The majority of SHSF students choose EPQ as their additional qualification and become adept at researching and writing an academic dissertation.

The majority of our Year 13 leavers enter university with 67+ percent opting for a Russell Group institution. With this in mind, competent literacy, academic critical reading and reading for pleasure to relax are all valued within the SHS Curriculum.

DEBATING AND PUBLIC SPEAKING

The art of oracy through public speaking and debating is a valued skill supporting individuals with developing advanced communication skills, boosting intellectual confidence and critical thinking. Students have the opportunity to join debating as part of the P6 enrichment offer in KS3/4 and can debate at local, national and international levels through European Youth Parliament in KS5. Students in Year 12 partake in United Nations work often delivering speeches on Women's issues at Commission on the Status of Women, New York.

READING - A SPIRIT OF FUN

World Book Day – Highlight of the school calendar sees everyone partake in the annual Literary fancy dress day.

Whole School Readathon – Through local charity 'Read for Good' whereby all students are sponsored to read for pleasure and donations raise funds for children's hospitals.

Carnegie Prize – Ran through the Librarian.

Hennessy Essay Prize – Sixth Form students write an academic paper on a topic of their choice which is read and commented on by Lord Hennessy.

Book Club – Period 6 hosts a book club for students to read and discuss literature with their peers.

Staff Book Club – Teaching and support staff join together to share thoughts on a nominated book of choice.



PLANNING FOR CHALLENGE

Challenge through knowledge

- Require students to recall deep and highly specific subject knowledge
- Requires students to apply deep and highly specific subject knowledge

Challenge through language

- Requires students to justify and validate their position
- Use precise technical and disciplinary language
- To understand and apply ambitious vocabulary and concept

Challenge through independent learning

- Meta-cognition and self-directed learning
- Opportunities for student leadership
- Requires students to work under pressure and with pace
- An open-ended task with limited instructions

Challenge through thinking

- Intellectual playfulness
- Flexible and Fluent thinking
- Originality
- Evolutionary or revolutionary thinking
- 'Big picture' thinking
- Critical and logical thinking



Stroud High School | Beards Lane | Stroud | Gloucestershire | GL5 4HF
01453 764441 | admin@stroudhigh.gloucs.sch.uk www.stroudhigh.gloucs.sch.uk

Everything Is Possible.

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