

BEECHWOOD SCHOOL

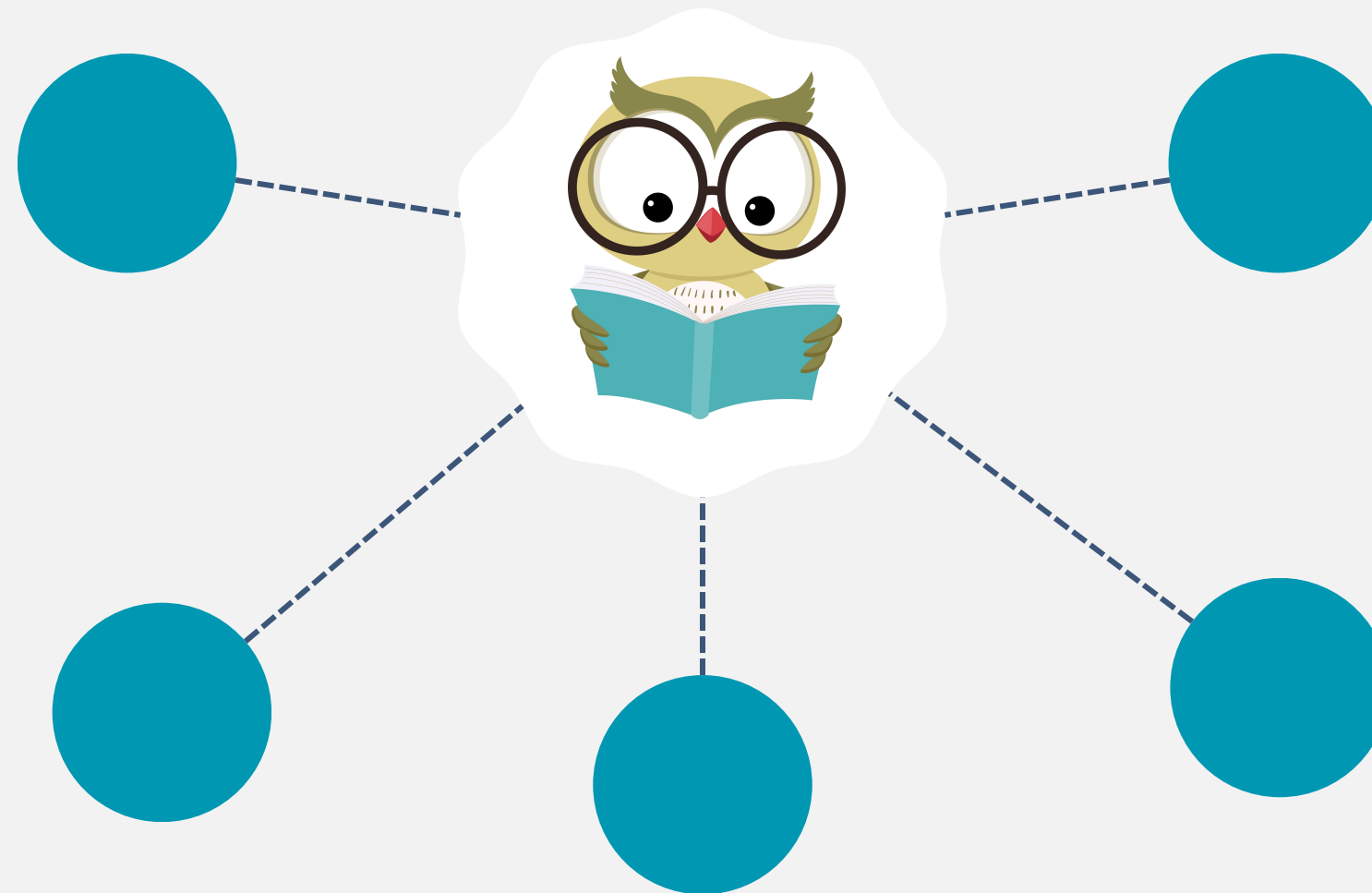
Our reading culture improves the reading ability of all students and supports the accumulation of knowledge, behaviours and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence.

Reading at Beechwood

- Pupils with poor reading struggle to read independently, and so read less. As a result, they do not accumulate the background knowledge and vocabulary they need to improve their comprehension.
- We believe the ability of all students to get better at reading is about equity for all students, especially students that are behind their peers academically.
- Our target is that the reading age of a student matches their chronological age at the end of KS3.

Reading need diagnosis

- All new students complete the NGRT reading test.
- We use a diagnostic tool, YARC, to check what specific intervention a student needs.
- First, we check for word decoding. The expected phonics level for all students is polysyllabic level.
- Then we check for reading fluency. The minimum standard in year 7 is 2 WCPS (Word Correct Per Second).
- All interventions last 6 weeks and include pre and post assessments to measure progress.
- Phonics intervention is run by our staff trained by Sounds-Write.
- We train Year 10 students to support younger students to read fluently (paired reading).



How we measure wider impact

- We use the behaviour data of all students in intervention as baseline data and compare half termly behaviour data to measure curriculum access.
- We track the curriculum progress of all students involved in intervention in text heavy subjects.
- We check students' reading ages after intervention.
- We track students' reading miles (reading for pleasure).

Reading for pleasure (RFP)

- RFP improves text comprehension and grammar (Cox and Guthrie, 2001).
- Both phonics and reading fluency interventions support RFP as a student that is unable to read fluently will struggle to read for pleasure.

Reading for pleasure in form time

- Form tutors read books from our reading curriculum to their students once a week. Every student has a copy of the book to read along.
- Vocabulary teaching and discussions of the text are both part of form time reading.

Reading in subjects

- Reading complex texts involves hard intellectual work and results in the understanding and appreciation of new world views and the internalising and ownership of organised systems of meaning (Elder and Paul, 2006).
- Each subject reads challenging subject specific texts that are planned into the curriculum.
- We check the level of challenge of a text using www.readabilityformulas.com
- We ensure that the text is between 120-200 words to support fluent reading
- We use repeated choral, paired or guided reading.