

## Intent

At Cowley International College, reading is a key driver for our curriculum; it is a priority amongst students, staff and parents, and is at the heart of the curriculum.

We want to foster a love of reading and make sure that every pupil is a reader. We fully intend to encourage and nurture a love of literature and an enjoyment of reading for pleasure. We want to ensure that all students value and appreciate the importance of reading, and to make sure that reading progression is evident for every student.

In order to raise standards and to ensure that all pupils are offered the inclusivity and centrality of equality that underpins our whole school curriculum, our intent is to cultivate readers through daily reading and to ensure that all students are able to autonomously access a wide range of suitable reading material via the library services.

Our intent is to ensure that teachers and leaders diagnose students' reading capabilities to provide pupils with opportunities to develop their reading to age-related expectations and beyond.

We want to provide those who need it with a rigorous intervention programme that includes a systematic phonics and inference focus, so that students can narrow the gap with their reading ability, in order to establish a reading age that permits them to engage with the whole of the secondary curriculum and beyond.

We are determined to consider barriers to a pupil's reading development and will endeavour to overcome them. It is the intent of all staff to invest a lot of time and energy in to teaching pupils sustainable habits for developing reading skills, and to embed deliberate reading practice across all subject areas. Staff are committed to using a range of different reading strategies and texts to provoke thought within our pupils, across all subjects. Every pupil is a Scientist, a Geographer, a Historian and a Mathematician, and therefore needs to be able to read and write like a Scientist, a Geographer, a Historian and a Mathematician. It is our aim for pupils to develop these skills of disciplinary literacy in order to identify and execute the nuances of all subject requirements across the curriculum .

Leaders are committed to regular collaboration between the local council, English department, library service, Innovator Group, the SEND department and Year Team staff to identify and intervene with students who need support to better access the secondary curriculum.

We are committed to ensuring that high levels of Literacy are modelled by staff. Whole school staff training is provided regularly, either by the Literacy Coordinator during staff training days, or by department Innovators, who cascade training from activities provided during the Innovator meetings, or through external personnel from our link research schools.

## Implementation

Once each pupil has completed an online reading test to generate an accurate reading age, this data is then reviewed in order to diagnose each pupil's reading ability and to identify those who require reading intervention. Cowley offers a range of bespoke support for individuals. Weaker readers are provided with regular, focused and effective 'Rapid Plus' group guided reading intervention during registration time. Rapid Plus is a reading scheme centred around a series of levelled texts, and addresses the main components of reading -comprehension, vocabulary, fluency, phonics and phoneme awareness - through research validated approaches. Other pupils are offered regular and effective one to one 'Thinking Reading' sessions, with an experienced member of staff who takes

responsibility for individual pupils and their reading progress. This support is a rigorous, research-based, systematic initiative that was created to eradicate illiteracy and aims to ensure that no pupil leaves school unable to read well. This recent, significant investment was implemented as it underpins Cowley's mission of valuing, supporting and inspiring all pupils to become readers. In addition to this, more avid readers are challenged to become 'millionaire readers' and to aspire towards certification status. These certificates are awarded to devoted readers as a reward for meeting specific criteria that challenges them further.

All pupils are provided with a reward-driven personalised reading programme when they arrive in Y7. All pupils are given the opportunity to develop their reading as they work towards meeting a reading target that is bespoke to their ability but presents the same level of challenge for all students, regardless of their reading expertise. As a reward-driven system, the Accelerated Reader programme provides plenty of opportunities for pupils to be rewarded for not only their reading progress, but also for their effort. Pupils are provided with a 'ZPD reading range', which is based on the data from the STAR Reading Test and is personalised for each pupil. As well as ensuring that pupils use their 'ZPD reading range' to select books that are appropriate and accessible, yet challenging for them, pupils are allocated reading targets 3 times a year; we host team challenges for the highest word count, and champion pupils to become 'millionaire' readers.

Library lessons for Y7 and Y8 pupils are structured to ensure that teachers use the reading data to converse with each individual pupil about their progress, and to set goals for them to aspire to. The Accelerated Reader programme provides a detailed analysis of each student's reading capabilities, and targets are bespoke for each reader. Staff then use this information to assess how much reading is taking place, how regularly reading is taking place and the level of understanding. Appropriate targets and interventions are then implemented, if needed.

Pupils are well trained in accessing the library services, obtaining appropriate reading material, and in navigating the library system - which includes newly adopted e-book platforms. Library lessons for Y7 and Y8 pupils provide opportunities for staff to support pupils on a one to one basis, as well as assessing reading progress. The rigorous Accelerated Reader system enables staff to know and understand each reader's ability in terms of decoding and language comprehension, as well as an individual's interest level and general reading diet. During the library lesson, each pupil is provided with dedicated teacher time to discuss reading progress, set targets, be awarded for targets met, converse about texts and resolve any queries or general barriers to reading.

Good reading habits are promoted by staff and adopted by students, from the start of a pupil's Cowley career. We place a great emphasis on raising habitual readers: our students partake in regular reading activities across the whole school, which are embedded into the teaching of all subjects.

To ensure that students are maintaining a regular reading diet, all KS3 pupils participate in DEAR. This provides students with an opportunity to read for 15 mins a day, on a weekly rotating timetable. Staff also use DEAR time effectively in terms of modelling good practice, listening to pupils read and conversing about texts in order to help to promote the love of reading that underpins the Cowleian values. Also, pupils are expected to read for an average of 15-20 mins per day at home.

In addition to this, Y7-10 pupils partake in ERIC twice a week, during registration. ERIC (Everybody Reads In Class) is an opportunity for staff to promote a love of reading through voicing a selected text to the pupils in their team. Staff inspire pupils through their read-aloud skills, and ensure understanding through appropriate questioning. At Cowley, all staff understand that reading a class

text is vital for creating a positive and pleasurable reading experience which, in turn, creates positive and independent readers who read for pleasure. Eric provides a plethora of benefits: pupils encounter new words and enrich their vocabulary; appreciate the beauty and rhythm of language; understand and enjoy texts beyond their own reading ability; improve their critical and creative thinking skills; expand their general knowledge and experiences of the world; develop empathy skills as they make connections with characters; witness fluent and expressive reading being modelled; condition the brain to associate reading with pleasure – and, most importantly, ERIC plants a desire to read. Our intent is to create a sense of community through shared reading experiences, which is why each individual year group reads the same text. These texts are carefully selected to engage pupils and inspire them to read independently, for pleasure, as well as being a source of conversation and reference during assemblies.

In addition, the Innovator Group, which consists of staff from every subject area, fosters a range of Teaching and Learning development. Through this system, departments are constantly reviewing and developing their practice of explicit vocabulary teaching of both tier 2 and tier 3 words within their lessons. Schemes of work for all subject areas are in the process of being amended to include a more consistent and effective vocabulary focus.

Cowley offers a programme of opportunity to cherish and enhance a love of reading. The library is the heart of the school and hosts a wide range of extra-curricular activities throughout the year. Pupils are able to take part in the BASH Awards, which provides trips out to other libraries for reading workshops; the Book Buzz, which enables all pupils in Y7 to attend a reading workshop and to then be gifted with a free book of their choice; we have visiting authors to inspire readers; the Summer Reading Festival, which ties in with the Scholastic Book fair and offers pupils book swap shops and reading related games and crafts, is always well attended. We also host the annual Harry Potter World Book Night and run the popular Reading Café for World Book Day. We ensure that pupils are able to access the library as easily and as regularly as possible, and so we operate a fully inclusive wrap around system. Pupils can visit the library before and after school, during break and dinner times, and are offered assistance by either the staff on duty, or the small group of pupil library monitors.

### Impact

As a result of the reading practice, strategies and intervention that takes place at Cowley, pupils become habitual readers who absorb a regular reading diet through all subject areas. They are competent in independently accessing library resources and in progressing through the reading stages of the Accelerated Reader Programme.

Outcomes improve at the end of each year and most pupils make encouraging progress.

The impact of reading progression results in many pupils becoming more aspirational and self-motivated.

Pupils have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read. The implementation of the reading strategies result in pupils becoming inspired by literature and will read for pleasure, as well as them recognising the subtle nuances that different text types and purposes contain. This, therefore, provides pupils with the reading wherewithal to take full advantage of all reading materials in all subjects.