



LANTERN OF KNOWLEDGE
EDUCATIONAL INSTITUTE

LoK Reading Strategy

September 2

2024

Revised by S. Ahmed

		Next Review Date	Sept 2025
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1 Policy Statement

At the School we recognise the value that literacy brings to the lives of pupils. Not only is literacy essential to the personal and social development of young people, but it enables them to comprehend, analyse, evaluate and disseminate knowledge with confidence and clarity. Broadening vocabulary and providing pupils with strategies to create meaning from unfamiliar words enables pupils to excel in every subject across the curriculum and beyond secondary education, which is why we have prioritised explicitly teaching vocabulary in our tutor time programme.

Alongside being actively taught vocabulary, pupils will read and discuss anthologies of short stories, fiction and non-fiction extracts, which introduce them to a range of diverse voices, genres, historical periods and, consequently, the richness of vocabulary that forms these written texts. Our aim, alongside the Year 7, 8 and 9 Accelerated Reader programme, is to create a unified focus on the importance and value of reading, for purpose and pleasure, to create independent life-long readers.

2 Our Approach

Collective Reading

Excellence in any subject requires strong reading and it is our responsibility, as teachers, to prepare pupils to read with precision and independence, through modelling effective reading. For this reason, we have transitioned from individual reading, to collective reading, to enable pupils to develop fluency, through listening to adults modelling good reading. Pupils will then have opportunities to read aloud, which is essential if they are to develop fluency and, consequently, develop their comprehension, as the two are strongly associated with one another. Additionally, this approach of collective reading facilitates peer discussion, subsequently improving pupils' engagement with the written text.

Improving Vocabulary

Possessing a broad vocabulary frees up space in working memory and increases reading for pleasure and motivation to read (Alex Quigley 2018), as pupils are not having to continually grapple with unfamiliar vocabulary, which inevitably reduces the enjoyment of reading. For this reason, we believe it essential to combine reading with direct vocabulary instruction, if we are to significantly improve pupils' comprehension and engagement with written texts.

We have carefully selected vocabulary which are high frequency within cross-curricular academic writing and are important for understanding and expressing complex ideas; these are words which are unlikely to be acquired implicitly through social interaction, so it is essential that these are taught. Fundamentally, we aim to develop the confidence of our pupils, through providing opportunities for exploring, discussing and interacting with new vocabulary, discussing layers of meaning and teaching them strategies that they can use to decipher the meaning of unfamiliar words, developing independent and resilient readers.

Improving Literacy

In addition to carefully selected vocabulary, punctuation is another important determiner for successfully creating meaning through writing. Proficiency in punctuation enables pupils to convey their ideas with clarity and accuracy, creating written responses which are cohesive and sophisticated. For this purpose, we have a range of resources designed to support pupils in developing this essential skill, with a particular focus on: apostrophes, semi-colons, commas and variation in sentence types.

3 Accelerated Reader

Accelerated Reader is an online system which monitors the daily practice of reading and is increasingly being used in secondary and primary schools in the UK (and internationally) to assist and motivate reading.

Year 7-8:

In Year 7 and 8, pupils have a timetabled Accelerated Reader (AR) lesson once a week, in the IT room, in which they read and take quizzes, using the AR programme, supported by an English Teacher.

The AR programme establishes pupils' reading range, estimates reading age and assesses literacy skills, enabling library staff to match the pupils to a range of books at the appropriate level. Pupils are encouraged to read a range of fiction and non-fiction texts, during these lessons, and will engage in a combination of guided, paired and independent reading.

When a pupil takes a quiz on a book that they have read, they instantly receive a result, evaluating to what extent they have comprehended the text. There are systems in place to reward pupils for their AR quiz results and motivate them in continuing with their reading. Additionally, these results enable English teachers to determine whether or not pupils require additional support and motivation with their reading.

Year 9-10:

Accelerated Reader is available to all Year 9 pupils and selected Year 10 pupils. This is to ensure that pupils continue to experience a broad range of fiction and non-fiction texts, maintaining the important focus on reading for pleasure. Each half term, the Year 9 English teacher will encourage and monitor pupils reading the following:

- i. independent choice,
- ii. non-fiction,
- iii. a play,
- iv. class novel,
- v. a fiction text which falls within a specified genre.

Structuring the reading in this way results in pupils reading a variety of texts, which they may not have chosen if allowed the freedom of any text at all. As a result, they will be reading widely and often; key requirements for creating engaged and confident readers.

This strategy means that pupils spend the majority of their time reading independently, by Year 9, as our aim is to foster independent reading.

4 Reading Interventions

To become confident and independent readers, we recognise that some pupils may require a little extra support, to ensure that they are making the progress that they deserve to make and are capable of making. To facilitate this progress, we provide a intervention session, twice a week, with a specified teacher or teaching assistant, who supports a small, carefully-selected group of KS3 pupils, who are determined to develop their reading. It is expected that this will be mainly for year 7 and 8 pupils.

At any one time there may be 1 or more (or no) such groups each with the same or different adult supporting them.

During this time, each pupil has the opportunity to read aloud and be read to, in a small and supportive group setting, enabling the teacher/TA to continually assess progress. At the end of each session, the teacher/TA leads a group discussion, to determine comprehension and enable pupils to collectively engage with and explore the ideas in the text. The following session then begins with a recall task, to ascertain to what extent pupils are retaining and recalling this information, enabling us to provide further support if necessary.

Pupils read a wide range of texts and after reading the blurbs together, pupils decide which text they would like to read, to maximise engagement and provide them with control and, consequently, independence over their reading.

Appendix A: Advice to Parents

Accelerated Reader is an online system which monitors the daily practice of reading and is increasingly being used in secondary and primary schools in the UK (and internationally) to assist and motivate reading.

At the start, pupils undertake a diagnostic test (STAR Test) which establishes their reading range, estimated reading age and assesses their literacy skills. We are then able to match the pupils to a range of books at the appropriate level.

We ask our pupils to aim to read for 20 minutes every day at home. They are provided one lesson a week in the IT room for reading. Any interest and encouragement that you can provide at home, including discussing or listening to reading, will be important for the success and improvement in pupils' reading. Your child can read an online book, a book that you provide (e.g. from a library) or a book from our library. If your child takes a book from our library, you will need to have it protected by a plastic wallet in their bag at all times. Please encourage your child to read (and return books on time) for the reading strategy to work. Please note: we charge £5 to replace a lost or damaged book.

During their reading lesson, pupils will be guided to choose and read a fiction or non-fiction book. This can be done as guided reading, paired or independent reading. Pupils then take a quiz on the book that they have read. Pupils receive an instant result showing how well they have done. Teachers also receive information that will enable them to assist pupils in further reading choices. It also shows whether pupils are engaged with their reading or whether they need additional support.

The Accelerated Reader Program will involve your child in the following:

- Selecting appropriate books for their individual reading level and interests.
- Reading books and keeping track of what they have read on their AR computer account.
- When each book is finished they will take a Reading Quiz in the IT room or it may be taken at home (each quiz may only be taken once).
- The quiz is a multiple-choice comprehension quiz and pupils gain points according to the percentage correct. It is recommended that pupils aim to get an average of at least 85% correct as meeting this target has the greatest effect on reading growth.
- Information from the quizzes is provided in easy to read format.
- School staff will have access to assessment information to help motivate reading, monitor progress and target personalised instruction to accelerate reading growth. We will also be able to intervene with pupils who need extra support and guidance.
- Merits and Certificates are awarded to reflect organisation, effort and achievement.

It is the responsibility of teachers and parents to use their best judgement when guiding children to appropriate books, and we would be grateful therefore, if parents would still engage with and support reading at home. Please use the following website to check if any books that you have at home have quizzes www.arbookfind.co.uk

There is an option for parents to sign up for the **Home Connect link** which enables parents to see what their child's quizzing history is for Accelerated Reader.

If you have any further questions or require additional information relating to our library books please do not hesitate to email Admin@lanternofknowledge.org.uk