

READING STRATEGY 2025-26

“Once you learn to read, you will be forever free.”

Frederick Douglass

INTENT:

Reading is ‘the gateway to everything else’. Being able to access, engage with and think critically about texts is the cornerstone of learning: for all our pupils to achieve the best possible outcomes to support them in developing their reading.

All our pupils must be provided with opportunities to build and apply the skills which enable them to engage with language and texts throughout the various subject disciplines and socio- cultural contexts they encounter: enhancing their vocabulary, evolving their comprehension, cultivating their critical engagement, expanding their factual and cultural knowledge, and thus improving their life chances.

With this in mind, it is essential that pupils arriving in our secondary academies with deficits in any of these areas, particularly those that place them below their chronological reading age and/or below the level of functional literacy, are given appropriate interventions to enable them to make rapid progress in closing skill, knowledge and attainment gaps with their peers and, crucially, to access learning across all aspects of (and beyond) the curriculum.

In summary:

- All pupils will be taught strategies to enable them to comprehend, infer from and critically respond to language and text;
- All pupils will experience a broad and enriching range of fiction and non-fiction which provides opportunities to widen and deepen their knowledge and understanding of the world;
- Some pupils will require more specialised and intensive support to develop their ability to decode and comprehend text and language.

THREE STRANDS TO THE READING STRATEGY:

There are three strands to the Northumberland PRU reading strategy:

- **STRAND ONE** - Teaching the mechanics of reading
- **STRAND TWO** - Reading for leisure and pleasure
- **STRAND THREE** - Reading for knowledge

IMPLEMENTATION:

STRAND ONE - Teaching the mechanics of reading:

How data will be used to inform intervention:

- **Read, Write, Inc. And GL Assessment and** to inform need for intervention:
 - Conducted as per the assessment point calendar
 - Categorise pupils into three sections based on data (see waves below) and identify their barrier to reading (decoding/comprehension/motivation issue and actually are able to read fluently)

- Impact of intervention measured by next **Read, Write, Inc.** assessment.
Additional tracking of progress to take place within different programmes in Wave 3 and Wave 2 (see table below)
 - Report reading assessment data to parents/carers and use this data for Ofsted evidence
 - Reading assessment data marked on all seating plans within staff Progress Files with reading ages considered when seating plans are designed each half-term
- **Lucid Testing:**
 - Informs need for exam concessions
 - Teaching staff updated regularly on the outcomes of these tests so that they are able to incorporate their need within lessons

Waves of intervention:

Pupils will receive the following intervention dependent upon the wave they have been assigned to:

	New Group Reading Test data (Reading+/Lexonik/GL Assessment/PRISUM)	Level of intervention needed	Type of intervention	Group size	Length of time	Delivered by	Impact testing
Wave 1	75 on NRSS and below (below functional literacy_level)	Urgent- Very intense	Read, Write, Inc.G/L Reading & Skills	Small group 1:1	8 wks 20 mins per day 3 slots 20 mins per week 30 mins per week	Trained staff	Programme produces assessment score at the beginning and end Progress is measured in rate of completed units Engagement in reading lessons
Wave 2a	75 – 84 on NRSS	Intervention Intensive- need small group intervention	Read, Write, Inc.G/L	Small group 1:3	6 wks, 1 hr per week 3 slots 20 mins per week	Trained staff	Programme produces assessment score at the beginning and end Progress is measured in rate of completed units
Wave 2b	85+ on NRSS	On watch	Read, Write, Inc.G/L				
Wave 3	100+ on NRSS At chronological age or above (and all students allocated to other waves of intervention)	Quality First Teaching	Whole-class reading strategies				

Catch-up programme:

- Catch-up programme for reading must follow the waves of intervention on this reading strategy document

Teaching the mechanics of reading within the classroom:

- Teaching staff to be trained in what reading ages 'look like' using the reading age document and to have an overview of the work being done with reading support software packages – CPD
- Teaching staff to be trained on the use of different whole-class reading strategies e.g. reciprocal reading - CPD
- Teaching staff trained on how to select and/or develop resources based on reading ages (Progress File to inform staff of range within each class) - CPD

Training needs:

- Train teaching staff on the use of reading ages to inform planning
- Train teaching staff on how to effectively use pedagogical strategies outlined in reading and literacy CPD to support whole-class reading

- Train LSA's and other support staff with how to effectively provide provision for weakest readers (1:1 support), how to use reading support software and how to use Accelerated Reader

Approach to literacy:

- Removal of any current reading structure to replace with the key vocabulary outlined on Northumberland PRU lesson Starter Slides and with subject specific terminology to 'speak like a geographer' etc. Subjects are responsible for overt teaching of 'their' vocabulary over the half term (tier 2 and 3 vocabulary).
- Tutor period 'Phonics & Literacy' slot – paired reading/ quiz (spelling/ vocabulary)
- Tutor period 'Ruler Reading' lessons
- **Weekly timetabled 'Reading & Skills' lessons** are delivered to all students, focusing on **active reading strategies, question generation, and strategic text navigation**. These sessions are designed to build reading fluency, comprehension, and confidence. As part of this approach, **phonics is integrated** where appropriate, reinforcing key **letter-sound combinations** and **grapheme-phoneme correspondences** to support students who require additional decoding skills.
- Removal of half-term approaches e.g. this half-term we are working on apostrophes; to ensure we have focus on the key priorities over the year (strand 1).

Reading Routes:

- Read, Write, Inc. program in place for Year 7, Year 8, Year 9 and Year 10 and Year 11 pupils led by the Literacy Coordinator (Headteacher)
- Celebration of reading through social media, assemblies, Northumberland-wide celebration events
- Reading and Skills lesson taught on a weekly rolling programme by staff from all subjects (KS3)
- Train staff ahead of delivering lessons to ensure rigour with weekly lesson delivery
- Development area: to encourage more pupils to read more than one book per half term (20 Book Challenge)
- Evaluation through borrowing analysis and student voice to be formalised into uniform methods which can then be analysed centrally and responded to.

Enrichment Events:

- Literature Conference & Active Literacy to take place academic year 2025-26
- Reading Routes reward events – author visits
- Northumberland PRU Reading Routes Book Quiz

Use of the library:

- Pupils actively encouraged to visit the library at break time/lunch time
- Enrichment programme run from within library to encourage safe space for reading
- Student librarians

STRAND TWO - Reading for leisure and pleasure:

Staff championing reading within each School:

- 'Today I am reading' on cycle of display screens around the school along with the praise work of pupils.
- Staff displaying their Reading Routes books in their classroom
- Staff displaying favourite books/ subject specific books in their classroom
- Staff conversations with pupils about reading around the school, including the A0 size posters in frames on corridors as pupils pass them. Staff need to know these books and how they relate to either the local area or curriculum (Skellig for example).

STRAND THREE - Reading for knowledge:

'Reading/writing/speaking like a ...':

- Actively encouraged within the Feedback Policy
- Staff to model language of their subject within teaching and to model how to read within their subject e.g. in History, expected to read critically, questioning reliability and validity of information (this should be built in through demands of the curriculum already)

Tutor:

- Weekly reading of local, national, global news articles/content within tutor and discussion based around this topic (this also feeds into relevant student satellite groups, student newsletter etc)

Subject specific reading:

- Non-Fiction Routes in Reading Routes and in Reading & Skills lessons
- 'Classroom bookshelves' (journals, magazines, texts) – teachers to actively promote reference to, and use of these materials.
- Reading lists for each subject and liaison with the library, possibly develop homework around this or challenges/ competitions with rewards to incentivise this further

ASSESSMENT POINT

Year 7, 8 and 9

Literacy:

Reading test to be used on entry for new starting students and twice per year to assess reading baseline and impact of strategies embedded within Northumberland PRU

Assessment and reporting cycle

Year 7	Assessment	Reporting
ASSESSMENT POINT 1	Read, Write, Inc. G/L Assessment	Reading baseline, Effort
Year 8	Assessment	Reporting
ASSESSMENT POINT 1	Read, Write, Inc. /GL Assessment	Reading intervention impact, Effort
ASSESSMENT POINT 6	Reading test	Reading intervention impact, Effort
ASSESSMENT POINT 6	Reading test	Reading intervention impact, Effort
Year 9	Assessment	Reporting
ASSESSMENT POINT 1	Read, Write, Inc. G/L Assessment	Reading intervention impact, Effort
ASSESSMENT POINT 6	Reading test	Reading intervention impact, Effort

READING INTERVENTIONS

Intervention	Wave	Identification	Implementation	Intended Outcome	Impact
Read, Write, Inc. G/L	All	Appropriate for any reading age	A programme whereby pupils read increasingly more independently at their reading age, a system of monitoring and managing independent reading practice while promoting reading for pleasure. This underpinned by regular assessment.	<ul style="list-style-type: none"> Improved reading ages of pupils Allow increased access to reading materials in all lessons Promote independent reading Increase word recognition through phonics, comprehension and vocabulary 	<p>Measure by repeated reading test in Assessment point cycle.</p> <p>Progressive movement through the Reading+ book levels, using results of Reading+ assessments.</p> <p>Improved love of reading.</p>
Reading Programme Paired Reading	2a & 3	Appropriate for any reading age	<p>Reading Programme in class</p> <p>Paired reading with a buddy to provide 1:2:1 intensive support. In Phonics and Literacy/Reading and Skills lesson</p>	<ul style="list-style-type: none"> Improved reading ages of pupils Close gap between reading age and functional literacy age Allow increased access to reading materials in all lessons Promote independent reading Increase word recognition through phonics, comprehension and vocabulary Targeted TA support derived from identified gaps in Reading+/GL Assessment/Lexonik Monitored by inclusion co-ordinator on a weekly basis 	<p>Measure by repeat reading test in Assessment point cycle.</p> <p>Improved access to the curriculum.</p> <p>Improved love of reading.</p>

LITERACY INTERVENTION FLOWCHART

Literacy Co-ordinator has strategic overview of the whole process

Assessment completed by ALL Y7 & Y8 (Assessment point 1)-Y9 pupils (Assessment point 2)

Headteacher responsible for:

- Instruction of Data Manager to organise tests are available and provide individual login details
- Organisation for testing timetable
- Reallocation of TAs to support testing
- Booking of ICT rooms
- Ensure IT technicians booked for slots to support with any technical issues
- Ensure sufficient working headphones for each group



Data Manager individual scores in rank order from weakest to highest



Data Manager inputs the data into the central spreadsheet



Data analysis configured centrally producing 4 groups into:

1. Pupils that are functioning at their chronological age or above
2. Pupils that are functioning >1 month - 6 months below their chronological age
3. Pupils that are functioning >7 months - plus their chronological age
4. Pupils functioning below functional literacy (9.6 years)



Literacy Coordinator leads cross reference groups with SLT and Catch-up funding co-ordinator



According to their category pupils receive the appropriate intervention (see below)*



Intervention is monitored through quality assurance process



Literacy coordinator writes an impact report half termly in conjunction with library manager and SENDCO.



Teaching staff receive reading updates on individual pupils at the end of each assessment point cycle to inform planning

Intervention	Wave					
	1	2a	2b	2c	3	>3
Read, Write, Inc.	x	x	x	x	x	x
Reading Programme	x	x	x	x	x	x
Reading & Skills lesson KS3 targeted phonics Alphabet code	x	x	x	x	x	x
SENDCO/Highly Experienced English teacher					x	x
Paired Reading		x				
Quality First Teaching	x	x	x	x	x	x

NORTHUMBERLAND PRU BENCHMARKS:

9:6 – functional literacy

12:6 – fluent/ comprehending reader

At chronological age

16+ - expert reader

Approved by the Headteacher, Mr R Carr	Date: 31st July 2025
Last Reviewed On:	Date: 31st July 2025
Next Review Due By:	Date: July 2026

Intent:

Northumberland PRU's Teacher Development (CPD) sessions need to support the training of staff on the implementation of a range of reading strategies within the classroom. The implementation of the reading strategy needs to form part of a wider Northumberland PRU teacher programme that is dependent upon the needs of the school, as identified by the Senior Leadership Team.

Northumberland PRU Teacher sessions:

		Session outline	Responsibility
	September CPD	Direct staff to populate seating plans with reading ages, and to take into account pairing stronger readers with	Headteacher/Assistant Headteacher

ASSESS MENT POINT 3 (Jan 2026)		less able readers in seating plans where possible* Introduction to Reading and Skills Lessons As part of our commitment to improving literacy across the curriculum, new Reading and Skills lessons have been introduced. These include a structured phonics programme designed to support students in mastering the English alphabetic code . This targeted approach ensures that all learners, particularly those who need additional support, are equipped with the foundational reading skills necessary to access and succeed in the Key Stage 3 curriculum .	Data Manager to provide data Subject Leads to quality assure
	Session 1**	Introduction to reading strategy (one page overview to teaching staff). Reiterate the importance of reading and share the <i>Reading Toolkit</i> with a demonstration of how two/three strategies work. Staff to trial in their lessons.	Headteacher
	Bitesize	To share good practice amongst departments and to demonstrate further strategies depending on school need. Reading skills and Phonics check point measured against national curriculum levels	Headteacher Subject Leads
	SEND	Half-termly SEND input to ensure that strategies to support SEND pupils with below chronological reading ages are covered (this does not need to be the focus of the full session)	SENDCO

ASSESSMENT POINT 4	Session 2	Disciplinary literacy and subject specific vocabulary – reading in different subjects, how this may differ depending on subject requirements and strategies to teach vocabulary	Headteacher Subject Leads
	Bitesize	To share good practice amongst departments and to demonstrate further strategies depending on school need. Reading skills and Phonics check point measured against national curriculum levels	Headteacher
ASSESSMENT POINT 5	Bitesize	To share good practice amongst departments and to demonstrate further strategies depending on school need. Reading skills and Phonics check point measured against national curriculum levels	Headteacher
ASSESSMENT POINT 6	Bitesize	To share good practice amongst departments and to demonstrate further strategies depending on school need. Reading skills and Phonics check point measured against national curriculum levels	Headteacher
ASSESSMENT POINT 1	Bitesize	To share good practice amongst departments and to demonstrate further strategies depending on school need. Reading skills and Phonics check point measured against national curriculum levels	Headteacher
ASSESSMENT POINT 2	Bitesize	To share good practice amongst departments and to demonstrate further strategies depending on school need. Reading skills and Phonics stop test (diagnostic assess Reading skills and Phonics check point measured against national curriculum levels ment) measured against measurable based line scores	Headteacher

**** The placement of the sessions within the half-term is at the discretion of the Senior Leadership Team taking into account the whole-school priorities.**

Northumberland PRU Support – NON-TEACHING STAFF

Intent:

Northumberland PRU support sessions need to support the training of non-teaching staff on the implementation of intervention for pupils in Wave 2 and Wave 3.

Staff required:

- SENDCO
- Headteacher/Literacy Coordinator
- Assistant Headteacher
- LSA's (number at the discretion of the Senior Leadership Team)

		Session outline	Session delivered to (minimum)	Delivered by
Wave 3	Read, Write,Inc.G/L	Development of supporting students when they meet barriers throughout the Read, Write,Inc.G/L programme. Development of suitable resources to support pupil area of weakness.	TA's	Headteacher/ SENDCo
Wave 2b	Read, Write,Inc.G/L	Initial refresher on the mechanics of Read, Write,Inc.G/L and the use of quizzes to inform movement. Training on questions for reading comprehension and inference.	TA's	Headteacher/ SENDCo
Wave 2a	Read, Write,Inc.G/L	Coaching session on how to support students (Do's and Don't's). Training on questions for reading comprehension and inference.	TA's	Headteacher/ SENDCo

If possible, online training sessions provided so that staff can access easily if there are staffing changes.

