



New College Leicester

Reading Improvement Strategy



Whole School Provision

Wave 1

Accelerated reader
Establishes a reading age - via the star reading test which is used to match to an appropriate level book

DEAR
Drop Everything And Read. Once per week, students read for 20 mins in every lesson across the school

Word of the week
Students are given a tier 2 vocabulary word in their tutor group. They complete their 'WoW slips' in tutor time and stick it into their planners and are encouraged to use the word in that week

Literacy assessment online
Used to establish a reading age

Staff CPD on Reading

Vernon Spelling test
Establishes a spelling age which in conjunction with the reading age ensures targeted reading material

NGRT Reading test
Used as part of the Oracy hub school project

World Book Day
Celebrating reading for pleasure across the school

Author visits

Staff Oracy CPD

Reading week
A week of reading activities

Library
Stocked with banded books to match reading age

In class strategies (Deployed by the class teacher/TA)

Wave 2

Clarifying—students identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning

In English, KS3 students read for 15 minutes at the start of every lesson

Summarising — students describe succinctly the meaning of sections of the text

Visual images to support the text

Students encouraged to read aloud in class

Activating prior reading knowledge

A range of fiction and non-fiction texts used

Explicit teaching of vocabulary Tier 2 and Tier 3

Questioning—students generate their own questions about a text in order to check their comprehension

Prediction—students predict what might happen as a text is read

Targeted Interventions based on need

Wave 3

Toe by Toe
RA below 6 years

BRWP
KS2 data Reading and spelling age data - 10.5 years and below 22/23

Phonics Screen
BRWP students who are 2 years or more below chronological age

L3 TA support
Funded hours
Inference training for the student/literacy/reading/addressing gaps in key knowledge in reading.

Dyslexia screening
A concern is Identified via class teachers/parents, then the SENDCo screens
Blue/yellow copying/overlays are used to meet the reading need where appropriate.

EAL Reading Interventions

Admission meeting with HoY/Parents/Carers
Ensure students have received a recent eye test and purchase a bilingual dictionary.

NASSA Assessments in reading and writing
Rigorous baseline assessments prior to commencing on roll.
For all students resident in UK less than 2 years, ascribed as EAL learners. Proficiency codes assigned following assessment. Classroom strategies supplied to staff specific to each proficiency in English code.

Induction with the Inclusion Team and EAL Co-ordinator
The importance of continued reading in first language explained. LRC Induction. All students asked to recommend first language books held within the LRC.

The Language School Tutor Group
A vertical tutor group. Students with a proficiency code A and having a low NVR score. Phonics instruction. Tutor time consists of scaffolded Personal Development delivered to a vertical tutor group.
Vocabulary acquisition Reading for meaning strategies. Vocabulary booklets checked daily.

Paired Reading
Requested for individual students who would benefit from 1:1 instruction.

Subject specific vocabulary lists
Available in first languages. Texts to be studied can be translated and checked for accuracy.