

LONG FIELD LOVES READING



IDENTIFYING NEEDS

- KS2 reading data, and baseline assessments, including NGRT and STAR Reader Assessment, are used to identify students who have not made expected progress in reading at KS2 and require targeted reading intervention.

The NGRT programme is used with Y7-9 students to track reading progress and intervene according to areas of need.

- Our Y7-9 students, and disadvantaged students, complete annual reading assessments. Students who attend reading interventions also take termly reading assessments to monitor reading progress.



AIMS

- At Long Field, we recognise that being able to read is empowering, and fundamental to gaining independence. It also provides wider access to new perspectives, thus strengthening analytical skills and creativity, reducing stress, broadening vocabulary and enhancing cultural capital.

- Supporting all students to become fluent and confident readers is a priority for us. We are committed to providing all our students with opportunities to read widely and often so that they may develop a lifelong love of reading and enjoy the benefits this brings.



NON-READERS, RELUCTANT READERS & WEAKER READERS

- Phonics intervention is targeted at our non-readers, as well as students who are struggling with their spelling to the extent that it is affecting their ability to fully engage with writing activities.

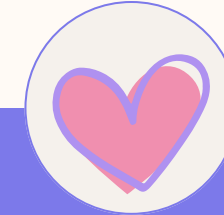
- Reciprocal Reading is an interactive reading intervention where students practise using reading strategies (questioning, clarifying, summarising and predicting) that they can use to improve their reading comprehension. This helps to develop and improve students' reading fluency, comprehension, and vocabulary.



DEVELOPING AND CHALLENGING EXPERT READERS

- Our curriculum is developed with an understanding of disciplinary literacy and the reading demands of each subject. Faculties have developed prompts to support reading comprehension in their subject area. The Long Field Ruler Reading method in common practice, encouraging students to activate prior knowledge, question, clarify, summarise and predict like a subject expert.

- Texts within the curriculum challenge our students, and encourage them to consider themes such as discrimination, intolerance and injustice, aligning with core British Values.



READING FOR PLEASURE

- Our Year 7-9 students follow the Accelerated Reader scheme and enjoy ten minutes DEAR time at the beginning of period 1 each day. The scheme supports students to select reading books that are carefully matched to their reading level and interests. Students earn reward points and prizes by completing fun quizzes about the books they have read.

- All KS3 students have one reading lesson a week where they enjoy a shared reading experience and discuss a book together as a class. The lesson provides students with the valuable experience of being read to by the teacher and the opportunity to read aloud. Reciprocal Reading strategies are embedded within these structured lessons.



OUR LIBRARY

A pivotal hub of activity within the school, our library contains over 10,000 books and is well-used by students and staff alike, with over 100 students visiting the library each day. We have had over 9900 loans this academic year. We strive to match every student with books they will enjoy reading, reflecting their Accelerated Reading level, and all students are expected to have a suitable reading book as part of their daily school equipment. Students are actively involved in the purchase of new books and care is taken to seek interesting material for our teenage readers.



GUIDED READING

Staff promote Ruler Reading. This involves guiding students through what is being read in lesson, whether that is an extract or a scientific question. This method models pace and fluency whilst simultaneously allowing staff to be responsive in their practice, addressing misconceptions and encouraging higher-order thinking.

INDIVIDUAL READING

Involves students choosing their own reading materials and reading them independently with minimal supervision. This allows students to engage with texts that interest them, fostering a love for reading and enhancing literacy skills. This takes place during DEAR time.

SHARED READING

Is a reading experience where a lead reader and group of people read a text together, often aloud. It encourages interaction and discussion, fostering a deeper understanding of the text and building literacy skills. This takes place during reading lessons.

PEER READING

When students read to each other in pairs with one student leading the reading and the other providing support and encouragement. This approach is used to build confidence in struggling readers and improve fluency and comprehension in all students. This takes place during reading intervention and MFL lessons.

DEAR

Drop Everything and Read takes place in the first ten minutes of period one each day for Year 7-9 students.