



Introduction

At REACH Learning Provision, we want to create a healthy and encouraging strategy around reading, both for pleasure and as part of the lesson program within the Provision.

We believe that reading is the foundation of life and is an important skill that will help students improve in all areas of education. Research from The National Literacy Trust Annual Survey in 2015 found that,

'Children and young people who read outside of class daily are five times as likely to read above the expected level for their age compared with young people who have never read outside of class (23.0% vs 4.9%)'.

This reading strategy aims to ensure that all staff members are committed to getting the best out of our student's reading development.

This reading strategy will contain practical ideas to inspire staff, inform lesson practice, and help a reading culture flourish in the Provision.

'The active encouragement of reading for pleasure should be a core part of every child's curriculum entitlement because extensive reading and exposure to a wide range of texts make a huge contribution to student's educational achievement'.

(All-Party Parliamentary Group for Education 2011)

Benefits of Reading for Pleasure

Research shows that reading for pleasure has a positive impact on children's attainment in reading assessments¹ and that children who read for pleasure also have enhanced levels of text comprehension, increased knowledge of grammar, and improved writing.

Research has also shown that children who read often perform better than their peers in tests of spelling, vocabulary and even mathematics².

The advantages of reading for pleasure go beyond academic achievements,

'Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even a greater insight into human life'.

(Reading for Pleasure: A research overview, National Literacy Trust, 2006)

At REACH Learning Provision, we will develop and support our students' growth to become more active in reading for pleasure and make it an important aspect of daily teaching within lessons and other activities.

We recognise that this task will not just require the staff and students to be proactive; we will also need parents' support to really make an impact.

Further research into reading for pleasure found that 'more FSM than non-FSM pupils agree that they don't read as well as other pupils in their class, they only read when they have to, and they cannot find things to read that interest them'. It also showed that parental attitudes played a part: 'A third of FSM pupils agreed that their parents didn't care whether they read or not, compared with nearly a quarter of non-FSM pupils'³.

This statement highlights the importance of the Provisions role in improving reading for pleasure and the parent(s)/carer(s) role.

¹ Twist, L, Sizmur, J, Bartlett, S and Lynn, L (2012). *PIRLS 2011: reading achievement in England*. Slough: NFER.

² Sullivan and Brown (2013). *Social Inequalities in cognitive Scores at age 16: The role of reading*. London. IoE.

³ Clark, C. (2016). *Children's and Young People's Reading in 2015: Findings from the National Literacy Trust's annual survey 2015*. London: National Literacy Trust.

How do we intend to become an effective reading provision?

To become an effective reading provider, we must believe in the importance of developing students' discrete word-reading skills and comprehension and the need to encourage their love of books and reading. These two elements are intertwined: each relies on the other if students are to become lifelong readers.

REACH Learning Provision will:

- Place reading and books at the centre of day-to-day teaching
- Recognise that being able to read well is a key life skill for children, whatever their background
- Believe that every student can learn to read with the right teaching and support
- Acknowledge that not every student will have had the opportunity to develop a love of reading at home, so this has to be taught and encouraged in the provision – just like any other area of the curriculum
- Build time for all students to read independently, read aloud and be read to during the Provision teaching day
- Develop a coherent whole-provision strategy for promoting reading for pleasure
- Spend money and time to support reading, including buying books and developing the provision environment to support reading
- Believe that every teacher should be an advocate for reading
- Devote time to training staff so they are equipped to support students' enjoyment of reading
- Involve parent(s)/carer(s) to ensure the culture of reading that the Provision has developed extends into the home

REACH Learning Provision is prepared to prioritise reading and encourage a love of books and general wider reading skills.

Every child deserves the chance to become a reader. For many children, including those growing up in households where reading isn't a priority, REACH will be the key place where they will come into contact with books. Therefore, if families are unwilling or unequipped to introduce reading to their children, we must fill that gap. The consequences of not doing this are stark. Links can be demonstrated between, for instance, illiteracy and offending⁴.

⁴ Before custody 52% of male offenders and 71% of female offenders have no qualifications whatsoever' *Factsheet: Education in Prisons*. Civitas Institute for the Study of Civil Society. 2010



Reading great literature will open students to ideas, experiences, places, and times they might never otherwise experience. Reading for pleasure also gives opportunities to learn about a multitude of things that cannot be covered by the national curriculum.

On the following pages, we will outline our Provision strategy to becoming an Outstanding Reading Provision. They will include:

- Developing a healthy and encouraging reading culture
- Engaging families
- Developing spaces for reading
- Using resources and opportunities effectively

Strategies to build an Outstanding Reading Provision



SUPPORTING STAFF

Equipping staff with the skills and knowledge they need to teach children to be accomplished and keen readers

For children to become lifelong readers, teachers must be skilled in:

- > Knowledge about authors and books.
- > The language of books.
- > Reading stamina.
- > Choosing books - encouraging children to choose to read and also enabling them to choose a book they might enjoy.

Teachers will need to have a strong understanding of the National Curriculum and a clear understanding of what children of all ages and stages should be able to achieve.

Staff will need a good knowledge of books to help them meet the different demands of the school curriculum and support pupils in choosing books that interest them.

Teachers will also need to ensure they have a strong grasp of each child's strengths and areas for improvement. After identifying these gaps, they will need to plan carefully on how to close those gaps and move the students' reading forward.

Effective professional development will also be a vital part of supporting staff.

TEACHING THE READING CURRICULUM

Making use of every opportunity the curriculum offers to teach children to become life-long readers

An effective way of developing student's love of reading is through organised units of lessons around motivating books and texts. Good text-based, whole-provision teaching will help to provide opportunities for learning and reinforcing:

- > Word reading – helps with encountering unfamiliar words and discussing them.
- > Grammar and punctuation – through seeing them in context and considering how they are employed for effect.
- > Comprehension – through listening to, reading and discussing challenging text.
- > Vocabulary and spelling – by encountering a new language.
- > Spoken language through participating in discussions about books, learning from both specific languages modelled by the teacher and also their peers.
- > Writing.

Having a teaching structure that allows students to read and listen to texts and authors they might not have chosen to read for themselves gives them the chance to encounter new or unfamiliar genres.

While we understand that having a clear objective for the lesson is important, we also believe that teachers should be prepared to deviate from that planning if they sense that the level of challenge is not right or if there are other learning opportunities to explore.

ENGAGING PARENTS

Helping to bring enthusiasm of reading from parents to ensure the culture of reading developed by the Provision extends into the home

Involving parents will play an important role in ensuring that students engage fully in reading both at the Provision and at home. We want our students to be reading at home by choice, so encouragement from parents is vital.

Making effective links with parents will help extend the culture of reading we have developed into the home.

We will invest in harnessing a collective relationship with parents to ensure we get the best outcome for their children. This will be a positive relationship that will allow parents to talk with us about their child's reading at any time.

This supportive structure will help both parents and students.

Creating creative ways to engage with parents will be a continual priority.

DEVELOPING A POSITIVE READING ENVIRONMENT

Understanding the role that a physical environment, including libraries, book areas, displays and reading nooks, can play in developing a positive attitude to reading.

Developing a positive reading environment is key to keeping reading at the forefront of students' minds. We also understand that there is a balance needed to ensure that students don't feel too overwhelmed.

We will create reading resources in the provision and display positive reading text around the provision to help spread the joy of reading.

We will also spend funds to build a substantial library that the students will be able to use and enjoy. This library will include books of all genres, ensuring that we are giving them a wide choice.

'A good school library supplements the prescribed curriculum with that other curriculum, the hidden, secret world of your own favourite books'. (Alan Gibbons, Writer)

TARGETING RESOURCES

Use a wide range of different reading material to teach children to become readers.

Resources have to be introduced to students through excellent teaching and learning.

We will work to create great resources within the provision, including a range of texts that will challenge and inspire students.

We will plan book selection based on student levels and needs. We will also focus on levelling up.

Levelling up will consist of analysing the students' current reading journey, current book choices, etc., and seeing if there is room to level them up. This could be to a book that will challenge them more or moving to a different genre that might make them start to think in a more creative way.

Opening children up to different and exciting resources will only encourage a future positive outlook on reading.

We will conduct guided reading sessions to ensure that the student is capable of reading and understanding the text before assigning it to them for further reading.

We will also make sure that staff are available for any queries they may have about a particular resource.

CELEBRATING READING

At every opportunity we will celebrate all pupils reading achievements.

We will ensure that all learners reading achievements are promoted and displayed around the provision.

We will encourage learners to share information about any interesting books, articles, etc., that they have read or are reading.



We will continually audit and develop our reading strategy to ensure we can get the best results from our learners. We will also make sure that the pupils have a voice and can express their feelings towards books openly, and we will encourage them to explore different genres to help open their minds to the world around them.