

Reading Strategy-Elevate Pathway

We will ensure that students on the Elevate pathway at Elements Academy will be:

Competent ‘decoders’ – The child has the ability to use their secure phonic knowledge to segment and blend sounds, in order to decode words in a text.

Confident ‘comprehenders’ – The child is confident in their ability to read and understand what they are reading. When questioned, they can explain about what they have read, not just repeat the words back verbatim.

Creative ‘inferers’ – The child is able to think creatively as they read and find the hidden meanings, alternative interpretations and subtle nuances within written texts.

Critical ‘receivers’ – The child is able to question and investigate what they read. Their mind is curious and probing, especially when faced with subjective or opinion-based texts.



Reading for Pleasure

- Many learning sessions are delivered in local libraries, providing regular opportunities to access different reading materials tied to both the curriculum and students’ individual interests.
- Enrichment reading is encouraged to increase cultural capital within subject teaching.
- Tutors and key workers role-model reading for pleasure through discussions of their own reading habits and preferences.
- Tutors and key workers regularly discuss the mental health and well-being benefits of reading for pleasure.
- All students are registered with getepic.com, allowing free access to thousands of books online during school hours.
- World Book Day, Readathon and other calendared activities occur throughout the year.



Reading Across the Curriculum

- Fostering engagement in learning is at the heart of everything we do. Elevate students follow a highly bespoke curriculum tailored to their interests, abilities and learning styles.
- Academic reading is promoted via cross-curricular reading and library sessions, with all staff having access to accurate reading-age data for each child.
- A common language for reading approaches and comprehension strategies is used within subject teaching.
- Where students are following a more academic pathway, reading skills are taught explicitly in the context of English lessons and reinforced through other curriculum areas which follow a thematic approach.
- For students following a more nurture-based approach, reading skills are developed at every opportunity, with a focus on skills to prepare them for adulthood in areas of interests.



Reading Interventions

- KS2, NGRT and teacher-assessment data is used to identify key cohorts for further support and stretch.
- Reading recovery curriculum via interventions: Read, Write Inc (Primary stage); Fresh Start (Secondary stage), following the Fast-Track Tutoring Programme. NGRT testing used regularly to track progress.
- Testing for exam access arrangements is undertaken around slow processing of information/comprehension when reading.
- The highly bespoke nature of the Elevate pathway means that students can be supported to build skills and confidence in their own reading. This could be in such forms as filling ‘gaps’ in their phonic knowledge from missed periods of education, developing fluency or working on the deduction and inference