

Reading Strategy

To ensure that all students 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

- Students are given a variety of opportunities to read for pleasure: base time, Drop Everything And Read, social times, planned library visits.
- Enrichment reading is encouraged to increase cultural capital within subject teaching.
- Opportunities are given in base time to read independently, together and with the base tutor.
- Curated book boxes are provided to each base room.
- Open access to the library during social times.
- 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.
- Drop Everything And Read (DEAR) is a daily activity for all Elements students.
- Students can have the opportunity to take reading books home to share with family and carers, along with a reading log.
- A variety of formats are available to encourage reading in school: tablets, hardcopies, comics, etc.



Reading Across the Curriculum

- Academic reading is promoted via cross-curricular reading and library sessions, with all staff having access to accurate reading-age data for each child.
- Students read high quality, academic texts in lessons.
- A separate learning journey is planned and delivered to develop reading and communication skills, through access to texts of increasing difficulty and varying subjects, developing cultural capital and ambitious vocabulary across the school.
- A common language for reading approaches and comprehension strategies is used within subject teaching.
- Cross-curricular reading comprehension strategies secure students’ understanding of texts and key vocabulary.



Reading Interventions

- KS2, NGRT and teacher-assessment data is used to identify key cohorts for further support and stretch.
- Intervention waves provide varying levels of support for those identified as requiring it.
- Staff who recognise a weakness in an area of a child’s reading can refer them for intervention between testing phases.
- 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.
- Personalised in-class approaches for high/low level readers, with alternatives such as graphic novels, ‘easy readers’, modern translations, etc.
- LSMs and TAs to provide 1-to-1 support, as necessary.
- Strategic testing includes Rapid (dyslexia screening), visual stress test (coloured overlays/paper) and exam access screening.
- Testing for exam access arrangements is undertaken around slow processing of information/ comprehension when reading.