

## Reading at KAEP

We are committed to supporting our students to become confident and successful readers. Strong reading skills support students in achieving across the curriculum and are key for students' future life chances. All members of staff at KAEP value the importance of teaching reading and developing students' reading skills. Our approach to reading at KAEP is underpinned by the KGA Principles of Reading.



### King's Groups Academies

#### Principles of Reading

Knowledge and Skills	Curriculum and Resources	Pedagogy and Application	Practice and Experiences	Assessment and Intervention	Culture: Everyone a Reader
<ul style="list-style-type: none"> <li>Staff have a strong knowledge of the fundamentals of reading and the expertise to teach reading effectively dependent on the phase and/or subject</li> <li>Staff know the barriers to students becoming proficient readers</li> <li>Staff understand the importance of fluency and its impact on comprehension</li> </ul>	<ul style="list-style-type: none"> <li>The reading curriculum in all subject areas and the King's Canon ensures students engage with a broad range of high quality and increasingly complex texts</li> <li>Texts are selected to develop pupils cultural, intellectual, social, emotional, spiritual development</li> <li>A range of diverse texts ensure that all students see themselves reflected positively in the material they read</li> </ul>	<ul style="list-style-type: none"> <li>High quality, research driven pedagogy results in effective teaching of reading across phases and subject disciplines</li> <li>Staff are expert teachers of reading due to their outstanding pedagogy</li> <li>Consistent pedagogical approaches, including the teaching of vocabulary, are used that have clear impact and accelerate progress</li> <li>Teachers use reading data to plan effectively</li> </ul>	<ul style="list-style-type: none"> <li>Reading practice is regular, focused and deliberate</li> <li>Pupils are regularly able to engage, explore and respond to texts across all aspects of the curriculum</li> <li>Reading is expertly modelled to all</li> <li>All children have access to quality reading instruction</li> </ul>	<ul style="list-style-type: none"> <li>Regular assessment is used to identify students who need additional support and the identification of need</li> <li>Reliable reading data enables staff to adapt teaching to respond to students' needs</li> <li>Intervention is effective, targeted and purposeful to ensure positive outcomes for all</li> <li>Reading intervention is part of our inclusive curriculum</li> </ul>	<ul style="list-style-type: none"> <li>There is a thriving reading culture established across the school</li> <li>All students are encouraged to be motivated readers</li> <li>All stakeholders inspire pupils to read for pleasure and use reading to develop their academic potential</li> <li>Reading is valued by all</li> </ul>

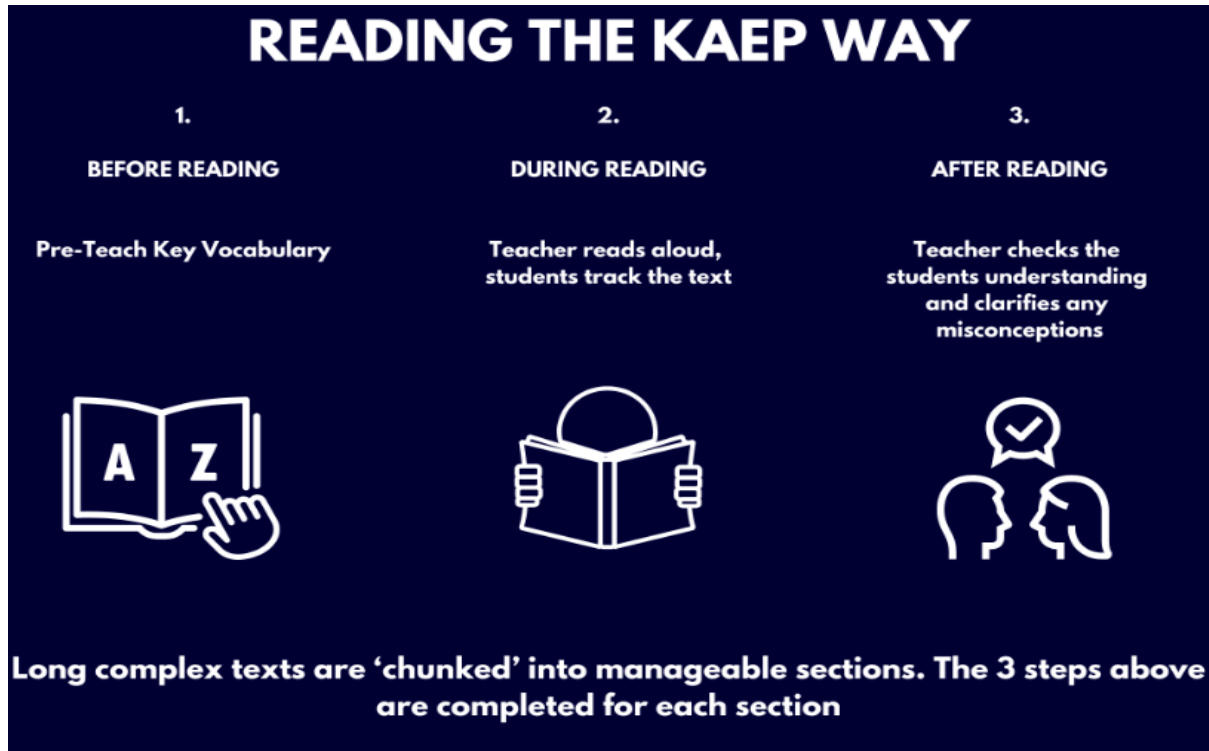
## Reading in lessons

Teachers at KAEP follow a 3-step approach when reading in lessons. This approach supports students in developing their reading skills, deepening their vocabulary (particularly knowledge of Tier 2 and Tier 3 academic and subject-specific vocabulary), and understanding and comprehending complex texts.

Step 1: Teachers pre-teach vocabulary (using strategies such as the Frayer Model).

Step 2: The text is split into 'chunks': it is broken down into manageable sections. Teachers read the text aloud (modelling fluency) and students track the text (using a reading ruler, pen or their finger).

Step 3: Teachers check for understanding.



### Guided Reading and the PREP Programme

Guided reading plays a key role in the PREP programme for students in Years 7 to 9. Tutors lead guided reading in PREP sessions, reading texts aloud and modelling fluency, and students track the text using a reading ruler. Tutors provide vocabulary instruction and encourage students to engage with texts through discussion. All students complete a book review for each book they read. A range of fiction and non-fiction texts are included in the programme.

### Reading for Pleasure

Reading for pleasure is important for both academic and personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.

There are innumerable benefits to routine reading for pleasure, such as:

- Supporting academic attainment across the curriculum
- Extending vocabulary
- Supporting cognitive development
- Increasing general knowledge
- Improving concentration
- Improving social skills and interaction
- Relieving stress
- Developing empathy
- Expanding an understanding of the world and other cultures.

Our culture of reading for pleasure at KAEP is supported through the school library and the literacy events, activities and competitions, which take place throughout the academic year.

### **Supporting your child with reading at home:**

**\*\*INSERT VIDEO HERE\*\***

Parental involvement is essential to the development of your child's reading and fostering their love of reading. Parents' involvement in reading continues to be important as your child becomes a teenager and even into their adult years.

How can I support my child's reading?

- Make reading part of your child's routine.
- Encourage variation and exploration when reading.
- Engage in discussion about the book your child is reading. Ask them about the characters or the plot in the book they are currently reading.
- Be a role model reader! Children who see their parents read for

pleasure are more likely to do so themselves.

- Encourage your child to visit the school library, or your local library or bookshop.
- Encourage your child to read a book on a topic that they are interested in and enjoy.