



**Blessed Robert Sutton**  
**Catholic Voluntary Academy**

**Reading Intent**

**November 2022 v2**



'Academic excellence, spiritual development  
and social awareness through Christ.'



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust



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We are committed to providing high quality reading opportunities for all pupils.

We follow the synthesis of research provided by Doug Lemov's book, '*Reading Reconsidered*' which surmises that there are four key reading priorities when it comes to learning.

### **Our approach to Literacy**

- All pupils will read for five minutes in each lesson
- Pupils will complete the Form time reading programme.
- Reading ages determined and intervention put in place where applicable.

*"The more you read, the more you know. The more that you learn, the more places you'll go."*

Dr Seuss could have been talking about the students at Blessed Robert Sutton with this quote, as reading has become a core part of everyday life.

By the end of Year 11, our students will have read a huge number of books with challenging themes and vocabulary. When you walk around the building in the morning, there is a sense of calm and focus as students enjoy their latest book.

Our reading programmes have really helped to increase literacy levels but also to develop a love for reading in our students.

"The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you will go."  
-Dr. Seuss



## Tutor Time Reading Programme



"The more you read, the more you know. The more that you learn, the places you'll go." Dr Seuss could have been talking about the students at Blessed Robert

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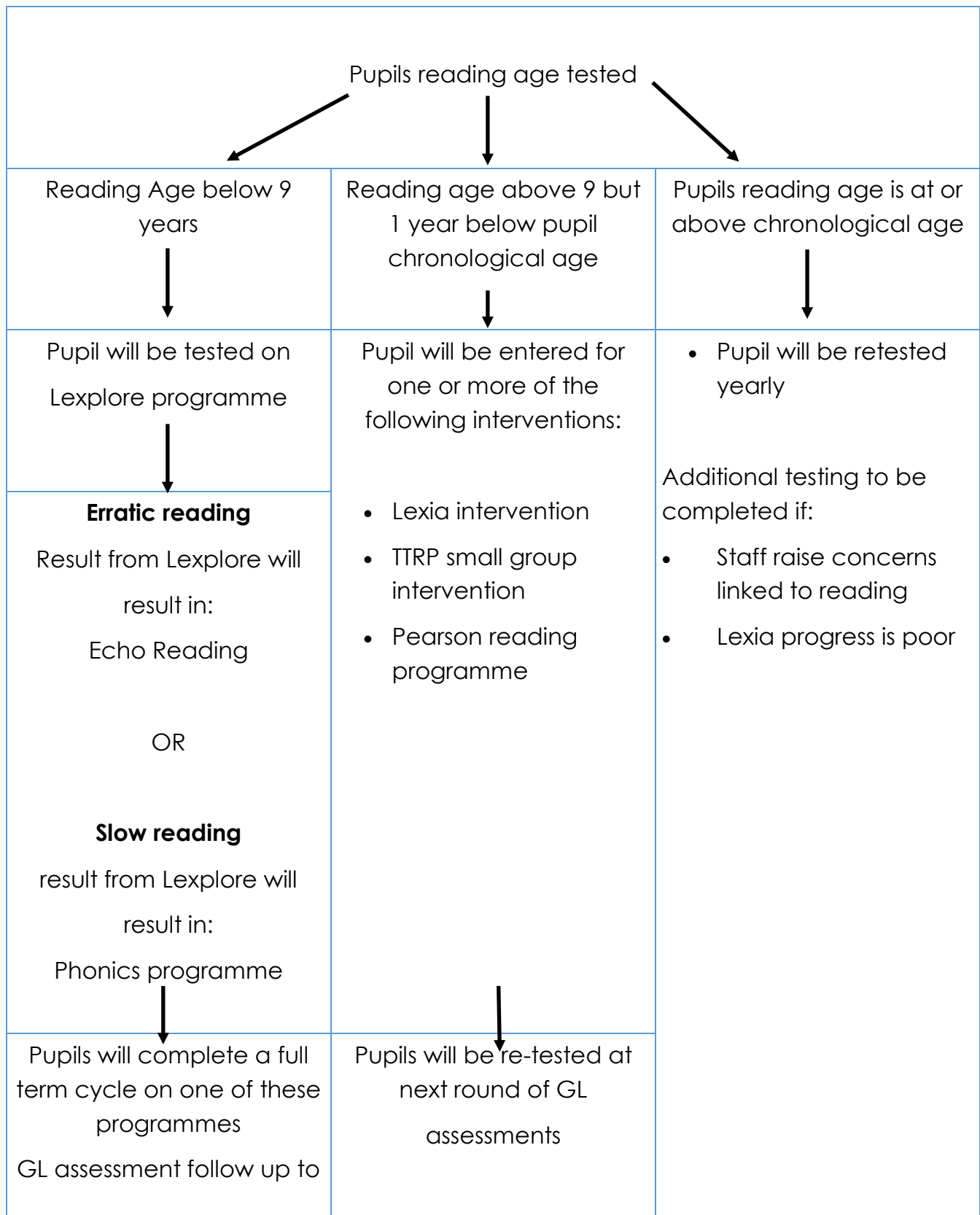
Our unique and inspiring reading programme gives our students the opportunity to read modern literature every morning. These texts include: 'Killing Honour' By Bali Rai, 'Checkmates' by Stuart Foster and 'The Haven' by Simon Lelic. These are just a few of the titles that our students have enjoyed. By the end of year 11, our students will have read a huge number of books with challenging themes and vocabulary. When you walk around the building in the morning there is a sense of calm and focus as students enjoy their latest book, but don't be surprised if you see staff touched by the emotion of the books like 'A Little Bird by Flies' by Karen McCombie.

### AN EXAMPLE OF SOME OF THE TEXTS WE READ:

YEAR 7	YEAR 8	YEAR 9	YEAR 10
Talking to Alaska <i>By Anna Woltz</i>	Checkmates <i>By Stuart Foster</i>	Web of Darkness <i>By Bali Rai</i>	Killing Honour <i>By Bali Rai</i>
Abomination <i>By Robert Swindells</i>	13 Hours <i>By Narinder Dhani</i>	The Haven <i>By Simon Lelic</i>	Cold Sunflowers <i>By Mark Sippings</i>
City of Ghosts <i>By Victoria Schwab</i>	Max Kowalski <i>By Suzie Day</i>	Boy at the Top of the Mountain <i>By John Boyne</i>	Countless <i>By Karen Gregory</i>
Bus Stop Baby <i>By Fleur Hitchcock</i>	Skylarks <i>By Karen Gregory</i>	Maggot Moon <i>By Sally Gardner</i>	The Cost of Knowing <i>By Brittney Morris</i>
Smart <i>By Kim Slater</i>	Ghost <i>By Jason Reynolds</i>	Pigeon English <i>By Stephen Kelman</i>	After the Fire <i>By Will Hill</i>
Street Child <i>By Berlie Doherty</i>	After Tomorrow <i>By Gillian Cross</i>	The Island <i>By C.L. Taylor</i>	The Places I've Cried in Public <i>By Holly Bourne</i>
Little Bird Flies <i>By Karen McCombie</i>		The Wasp Factory <i>By Iain Banks</i>	My Sister The Serial Killer <i>By Oyinkan Braithwaite</i>
			The Lovely Bones <i>By Alice Sebold</i>



# Reading Age Support and Interventions



## Intervention Explanations



Intervention	Explanation of intervention
<b>Lexia</b>	PowerUp is a computer-based programme that adapts instruction to the specific needs of adolescent learners. The activities in PowerUp support and build on your school's reading curriculum, focusing on developing reading skills in three areas: word study, grammar and comprehension.
<b>Lexplore</b>	The eyes of a pupil with a high reading ability generally move through a passage of text with short, quick movements, whereas the eyes of those with a lower reading ability tend to move much slower, and they may fixate upon individual words. By studying such differences in saccadic movement and fixation time, we can quickly evaluate how effectively the main processes involved with reading work together.
<b>Echo Reading</b>	Echo Reading involves the teacher reading aloud a text line by line or sentence by sentence, modelling appropriate fluency. After reading each line, the students echo back the reading of the line with the same rate and prosody.
<b>TTRP small group</b>	Pupils complete the same TTRP book package. However, the small group setting allows pupils to discuss different levels of language for further understanding.
<b>Pearson Reading Programme</b>	The Pearson reading programme uses fiction, non-fiction and script work to build on reading fluency and comprehension skills.
<b>Phonics</b>	Phonics programmes look at the decoding elements of reading, supporting with pupil understanding of language. Phonics is knowing that sounds and letters have a relationship. In other words, it is the link between what we say and what we can read and write. Phonics offers beginning readers the tools they need to sound out words

**Lexplore**



## Reading Reports



Improving the literacy skills of all our students requires a determined, collective effort. It is essential that our pupils become confident and independent readers.

As a school we recognise the essential importance of literacy in order to raise our students' attainment and progress, as well as to equip our students with the necessary skills to be successful in life. The development of an effective literacy skillset (speaking, listening, reading and writing) is fundamental to the achievement of a rich and fulfilling education and life after education. We use these skills every day in order to communicate with, and make sense of, the world around us.

We want every pupil to reach a minimum of age-related expectations. Word conscious students are able to more easily access the breadth of the curriculum at secondary school, as well as finding ways to understand unfamiliar content.

Following reading age assessments, a tailored reading report will be sent home to parents/carers to allow them to support their children with their reading, as well as offer additional guidance on developing comprehension and understanding.

### **Guidance for Parents**

Questions to help engage your child in the reading process. These are the type of questions we use in English to help our pupils to fully engage with/analyse the texts they are reading. By selecting some of these when your child is completing reading homework/reading a text outside of school, you will be helping them to develop their skills (and can be really checking that they have understood the text/completed tasks set, if relevant).

Helping your child to engage with FICTION texts—30 questions to ask

1. What happens in that chapter?
2. What would you say are the most significant events and why?
3. If you had to teach someone else about this part of the book, what would you want them to learn?
4. What do we learn about the characters?
5. Why are the characters behaving in the way they do? What are their motivations?
6. Why has the writer decided to make that character behave in that way?
7. With which characters can you sympathise?
8. Which actors would you get to play these characters in a film version?
9. How do you feel about that behaviour?
10. Do you think the author approves of the character's behaviour?
11. How do you think the character feels at this point?
12. Have you ever felt the same way? If so, when?
13. What questions would you ask the character if you met them at this point in your reading?
14. Would any of the characters make a great Prime Minister? Why?
15. What do you think the author really means when he/she writes "..."
16. Which words do you think are used particularly effectively?



17. What messages do you think the author is trying to give us?
18. Which big ideas about life is the author trying to get across to us?
19. Which techniques does the author use in this part of the novel to really engage the reader?
20. Is the writer using dialogue, narrative, description or reflection most in this chapter? What is the effect?
21. How has the author prepared us for events in this chapter?
22. Is the narrative chronological (events move from a to b to c in sequence) or non-linear (uses flashbacks; plays with narrative time)?
23. Does this part of the text mirror any others?
24. What do you think will happen next?
25. What works well about the way the events are narrated?
26. Do you like this book? Why?
27. Can you think of other literary texts (plays, novels, poems, etc.) that this text reminds you of?
28. What connections can you make between this text, your life, your background, your experiences and your family?
29. What does this text teach you about the world that you didn't already know?
30. Does the book teach you about other cultures (ways of life)?

If, in your discussions with your children, you have asked questions that have opened up a really great conversation we would love to add them to our list!

### **Understanding NON-FICTION texts: 20 Questions**

We often ask our pupils to analyse or recreate non-fiction texts. Below is a list of questions you can ask them whilst reading through them so that they can really engage with the text and the elements that make it up.

1. What is the purpose of the text? How can you tell?
2. What is the text about?
3. How is the text sequenced/ordered?
4. What type of language does the text use?
5. How does the text use presentational devices (colour, font size/type, headings, strap-line, images, links)?
6. How is the text laid out?
7. What is the message of the text?
8. What type of text is it?
9. Which audience is the text aimed at? How do you know? Which features might particularly appeal to the audience?
10. What are the typical features/conventions of this type of writing?
11. How does the text speak to its audience?
12. Does the text tell the audience to do anything? If so, what?
13. How effective is the text at getting its message across?
14. How engaging do you think the text is? What features work particularly well?
15. Do you think the message of the text is clear?
16. Is the purpose of the text obvious?
17. Do any pictures work well with the writing?
18. How do the pictures reflect what is being said in the text?
19. How might you improve the text?
20. What do you learn from the text about this type of writing?