



The Sandon School Reading Strategy

Read. Understand. Enjoy. Succeed.



OUR INTENT

At The Sandon School, we believe confident reading unlocks the curriculum, broadens horizons and enables every student to aim higher. We develop confident, fluent and independent readers by explicitly teaching students how to access increasingly challenging texts, rapidly addressing barriers to reading and creating a culture in which reading is visible, valued and enjoyed.



"Every teacher understands the tremendous value of reading – for school success and so much more."

— ALEX QUIGLEY



"Reading fluency ... is the crucial bridge from word recognition to language comprehension."

— EDUCATION ENDOWMENT FOUNDATION

1 | ENJOY

Reading for Pleasure



We create readers, not simply students who can read.

- Welcoming, well-stocked library with high-quality, diverse and engaging books.
- Student voice surveys shape library provision and purchasing
- Purchasing responds especially to Disadvantaged students and reluctant readers
- Staff advocate reading and model themselves as readers
- Sandon Six Book Challenge, engaging texts
- Word millionaire launch with badges and Reading Scholars
- Opportunities to read during the school day including assembly and Drop Everything and Read

'Success is when we see them reading on the buses'

2 | ACCESS

Reading for Curriculum Success



Reading is the gateway to curriculum knowledge.

- Independent Curriculum cites the texts to support with challenge and aspiration.
- Students are taught to question, clarify, infer and summarise key ideas.
- Cold calling and explicit teaching of key curriculum vocabulary unlocks meaning and enhances understanding.
- Reading ages and literacy scaffolds for students are considered as part of a supportive approach to curriculum accessibility without reducing ambition.
- Reading ages of key assessments are QAd to ensure accessibility and ensure validity in reporting specific curriculum content.

3 | CATCH UP

Reading Fluency & Intervention



Reading difficulty must not become a barrier to an ambitious curriculum.

- Triangulation of regular Reading Age Screening (Star Reader), Dialogue with Primaries, Feedback from teachers and wider assessment identifies students requiring further support.
- We diagnose the barrier and provide the support.
- Morning interventions match precisely the need, including phonics, where required. (Reading Plus/Rapid Reader)
- Progress is regularly reviewed and provision adapted accordingly.
- Interventions are a priority but do not come at the expense of wider curriculum access, knowledge and breadth.
- Sixth form and Year 11 students act as reading partners (Rapid Reader) to support with comprehension and targeted interventions.

4 | CULTURE

Leadership & Accountability



Reading is a whole-school responsibility.

- AHT Inclusion, AHT Curriculum and DHT Raising Standards maintain strategic oversight of reading
- Literacy is a fundamental part of our Sandon Six
- Reading for access is discussed in additional needs reviews
- The impact of reading and support for enhancing reading is communicated with parents in our information evenings and parent bulletins
- Reading, in particular key subject vocabulary forms part of our Quality Assurance of Teaching and Learning across the school.
- Leaders evaluate and refine the implementation of specific interventions for reading and whole school reading strategy.

HOW WE KNOW IT IS WORKING



- ✓ Students read more and increasingly choose to read.
- ✓ Students confidently access increasingly complex curriculum texts.
- ✓ Students understand how to approach reading differently across subjects.

- ✓ Students falling behind are identified quickly and make demonstrable progress.
- ✓ Disadvantaged students and students with SEND become increasingly successful and independent readers.

Aiming Higher Together