



Faringdon Community College – Reading Strategy 2023-24

Our aim is to develop confident readers who understand the importance of reading. We understand that every teacher has a role to play in this process. We promote the idea that reading is an important part of a healthy lifestyle.

<i>In the Classroom</i> <ul style="list-style-type: none">• Classroom teachers to be aware of ‘struggling readers’ and those with a reading age below average, providing students with Quality First Teaching Wave 1 support.• Reading ages and ‘struggling readers’ to be flagged and identifiable through Bromcom and on seating plans.• Teachers promote their own reading and discuss this, as appropriate, with students.• All classrooms will have mini libraries of books available for students to borrow.• All lessons at KS3 will begin with a settler of silent reading to promote the reading culture.• Pre, during and post-reading strategies to be adopted by staff.• Quality modelling and engagement with texts as a subject specialist (reading as a historian, a geographer, a mathematician and so on).• Teachers model fluency when they read to the class, through their intonation of pitch, stress and rhythm.• Explicit teaching of vocabulary across the curriculum.	<i>Outside the Classroom</i> <ul style="list-style-type: none">• All of Y7 will receive an hour a fortnight of Accelerated Reader.• Students who only study one foreign language in Y8 will study an hour a fortnight of Accelerated Reader.• Y8 and Y9 students who are ‘struggling readers’ will receive Accelerated Reader intervention once a week during the dedicated reading tutor time.• Reading buddies from the sixth form and FCC support staff will work with struggling readers across Y7-10.• Students to be assessed four times a year to ascertain reading age and competencies in Y7-10. Data used to identify struggling or weaker readers and appropriate intervention provided.• Each year group, Y7-10, to have a dedicated reading tutor time session, focused on a range of fiction and non-fiction texts, which support the wider curriculum.• Additional, targeted intervention to be adopted where necessary: Lexonik Leap used for word reading support; Rapid Readers for decoding and comprehension.	<i>In the Library</i> <ul style="list-style-type: none">• Regular visits and talks by authors.• School-wide celebration of World Book Day in conjunction with the English Department.• Dedicated lessons, each year of KS3, as part of the English curriculum, to (re)induct students to the library.• Books colour-coded to match AR reading levels to support students in selecting appropriate texts for their reading ability.• Promotion of reading and discussion through Carnegie Shadowing.• Celebration of the art of story writing and publishing through participation in The Oxfordshire Book Awards.• The Book Trust Letterbox Club parcels are provided for Y7 PP students to develop literacy and numeracy skills.• The Book Trust BookBuzz provides all Y7 and Y8 students with their own book to keep.	<i>At Home</i> <ul style="list-style-type: none">• One hour of reading related home learning is set each week on Google Classroom.• A variety of reading promoted: students’ own choice, as well as subject recommendations.• Reading support evenings provided for parents each year.• Regular competitions: readathons, reviews, creative tasks, etc.• Termly newsletter with recommendations, tips and advice for students and parents.
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