

## **Creating a whole-school reading community**

### ***Whole-school vision***

When the challenges to reading presented by other calls on young peoples' time and energy are well documented, it is our responsibility to make sure that pupils have a full range of reading skills coupled with a secure knowledge about books and other forms of text as they move through and on from secondary school.

We must provide students with reading skills that are portable and functional, ensuring that they have every chance to become engaged, motivated and independent readers who enjoy their reading, are eager to access the curriculum and who go onto fulfil their potential and achieve economic well-being in later life.

There are few better ways to improve students' chances at school, and beyond, than to enable them to become truly independent readers.

### ***Visibility of Reading***

In order to establish a reading culture, it is important to raise the visible profile of reading throughout school. Initiatives already embedded in the school reading calendar include: a free book for all Year 7 students; Literacy lessons for students in in all years; reading challenges; author visits; assemblies; reading displays and dedicated reading time .

### ***Cross curricular links***

Students need to see that reading has a place beyond English lessons. Therefore, it is important for all faculties to support the development of students' literacy skills, in particular employing reading comprehension strategies in all subjects.

Encouraging students to read will have an impact on their attainment in other subjects. All teaching staff need to actively promote reading in and out of lesson time, seeing themselves as teachers of literacy regardless of their subject specialism.

Curriculum delivery should integrate methods to develop students' reading independence as well as promoting reading for pleasure and research beyond the classroom.

Ideas for promoting reading will be integrated into the school's inset programme to support teachers in considering the approaches to reading used in their lessons. Students' reading ages will also be provided for all classes to aid with this.

Whenever students are required to read we will employ a pedagogical process based around the four key strategies of Prediction, Clarification, Questioning and Summarising. These can be used flexibly and adapted depending upon the text or students.

### ***Student involvement***

Research shows that young people are most likely to identify role models from their immediate social environment.

Student librarians already recommend books and offer ideas for improving the library. A Peer Reading programme has also been established involving students in Years 8, 9 and 10 reading together and teachers encourage students in Years 8 and 9 to share their reading experiences during Literacy lessons. Students are encouraged to choose from a wide range

of available materials and have access to a broad spectrum of texts that cover a range of topic areas to encourage students to read within, and outside of, their interest areas.

### ***Student Support***

Each year all students will have their reading age and comprehension skills tests. The reading age data provided will be used to identify students requiring additional reading intervention in order to access the curriculum effectively. These provisions will range from intensive intervention to peer reading support.

### ***The School Library***

The Library is a welcoming environment that is well stocked and accessible to students. It caters for the broad range of materials that young people enjoy such as magazines, comics and graphic novels as well as providing curriculum support. Both students and staff have the opportunity to suggest new reading materials and faculties are actively encouraged to take advantage of the resources available to support them in promoting reading.

The Library is central to the current initiatives being developed in school to promote reading for pleasure. Reading groups and homework club take place in the Library and it is used as a venue to hold special events over the course of the year to generate excitement and interest in reading.

### ***ICT***

Teachers need to recognise the importance of students reading websites for enjoyment, as well as finding information, as a good way to validate students' image of themselves as readers.

Ways to make use of the available technology to make reading recommendations to students and staff and engage students in reading will continue to be explored.

### ***Transition***

We need to ensure that children don't lose interest in reading when they come up to secondary school. All students are given the opportunity to be members of the Jersey Library as well as being given a free book in their first half term. Reading challenges are promoted throughout Year 7 to promote reading enjoyment.

### ***Family involvement***

Parents are a child's first educator and have the greatest influence on their educational development. All students are given a reading guide for parents with their free book and this is also available on the website along with other parental engagement ideas.

### ***Community involvement***

Links with the Jersey Library Service to promote reading for pleasure and get students involved in national/island events are being developed. We also participate in events such as the Jersey Festival of Words. We are always looking at ways to bring Literacy into the community and allow our students opportunities to develop these ideas.