



Our Ambition

At Buckler's Mead Academy we prioritise Reading for Meaning and for Pleasure. We are dedicated to empowering all of our students with a command of language that enables them to articulate and communicate thoughts and powerful ideas with an authentic voice in which they can debate, argue, entertain and evaluate. Reading is at the fundamental core of Literacy across our Curriculum. BMA staff understand the significant arc between Reading for Meaning and and Writing for Purpose. Subject leaders select and sequence challenging informational texts across their subject areas to ensure that all learners are exposed to rich vocabulary in spoken and written discourse. Our ambition is to ensure that all of our students are reading at, or exceeding, their chronological age by the end of year 9 so that they can access all texts at KS4. Our Read to Succeed programme ensures that all learners have the opportunity to engage in seminal world literature. This enables all learners to know how their context relates to the rich diversity of cultures across time and place, and to appreciate transcendent themes and concepts of the past in the present and the present in the past.

Reading across the Curriculum

We are dedicated to ensuring that all students can access the language of the curriculum. Our internal testing in year 7 identifies that our high proportion of disadvantaged learners know fewer words than their non- disadvantaged peers.

We appreciate that certain vocabulary represents powerful ideas and concepts and without this knowledge, disadvantaged students cannot access these texts as profoundly. Our ambition is to close this vocabulary gap. Tier 2 & 3 language is carefully sequenced across the curriculum. The "DESCRIBE" section of our Learning Cycle is dedicated to unpacking key vocabulary and consciously and appropriately sequence it within our curriculum to ensure it is understood within schemas and contexts across different subject areas. The most effective way of closing the vocabulary gap is to explore the morphology and etymology of words. 90% of all words have Latinate and Classical roots. In year 7 we explicitly teach the meaning of common affixations and roots. This remains a consistent approach to teaching all new vocabulary within lessons.

Read to Succeed

The best moments in reading are when you come across something – a thought, a feeling, a way of looking at things – which you had thought special and particular to you. Now here it is, set down by someone else, a person you have never met, someone even who is long dead. And it is as if a hand has come out and taken yours and said "you are not alone"

— Alan Bennett

Every day in tutor time students read a carefully selected text, for 30 minutes, from within the four pillars of literature:

- Morality and Law
- Diversity and Otherness
- Gender and Identity
- Autonomy and Agency



We know that student engagement with Reading is congruent with fluency. Tutors model fluent reading to students so that they can develop their automaticity in word recognition, appropriate use of prosody and comprehension when reading aloud in class.

Read to Succeed Expectations

<https://docs.google.com/document/d/15rJcLpQBpivMUOAdnnoCN9uefVlp1Q6w/edit>

Read to Succeed Texts

<https://docs.google.com/document/d/1WE6Lqij1MhxSiitDHOJpE4LliQqfEdL/edit>

Read to Succeed Typicality

<https://docs.google.com/document/d/10l9gXzpZccFr3q4YX6AJwH90FzDx2Hzz/edit>

Read to Succeed Teacher Support Strategies

<https://docs.google.com/document/d/1BGXzuQQRHpeoERBC0Z4XMy7ibBLh2Rxn/edit?rtpof=true>

Training for staff

We dedicate ongoing CPD to all staff in how to teach reading strategies, during INSET and T & L Twilight sessions. We have disaggregated the fundamental components of Reading and provide staff with knowledge of disciplinary Reading strategies within their subject areas. We continue to support all staff in how to mediate the language of the classroom, model explicit teaching of text structures, and consolidate comprehension through a taxonomy of effective questioning, visual cues and text summaries. We have staff members who are equipped to deliver phonics training to staff that will enable all students to decode words and demonstrate phonemic awareness in sentence segmentation.

Our Reading Recovery Programme and Testing

All students in years 7-9 are tested using NGRT twice a year. GL Assessment happens in October and again in July. This allows us to identify any issues with automaticity, accuracy, and knowledge of phoneme and graphemes. We identify the lowest 20% of students who require support and place them with 'Reading Buddies' and reading intervention groups with Miss Walls to support them with fluency. Students within this group also receive phonics and reciprocal reading strategies.

We communicate with our primary schools to ensure we have appropriate Reading intervention in place as part of transition. Our SENDCO intervenes with the lowest 5% through the Somerset ILI programme which is an Integrated Literacy Intervention Programme that focuses on high frequency precision spelling. Reading fluency tests occur twice a year and results are provided to tutors so they can plan their Read to Succeed sessions appropriately.



NAME _____

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

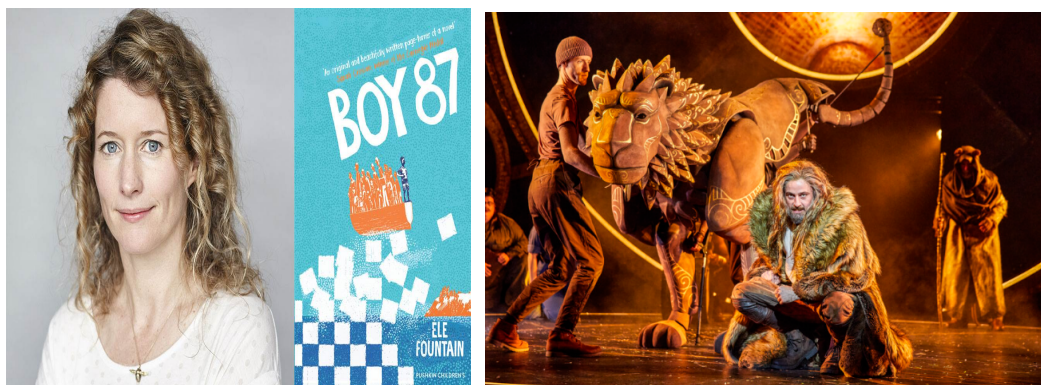
Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Rubric modified from Tim Rasinski - [Creating Fluent Readers](#)

Fostering a love of reading

"Reading in tutor time allows us to bond and have a commonality between us. It expands our views of culture and self-identity" - Year 10 Tutee



Fostering a love of reading is our first principle. Our English and Drama department arrange annual trips for all students in year 7 and 8 to watch professional performances of Read to Succeed texts



such as 'Curious Incident of the Dog in the Nighttime' and 'The Lion, the Witch and the Wardrobe' this is in addition to our whole School production of 'Oliver'.



It is important for students to learn about the writing craft and process from professional authors. This is why we have invited Ele Fountain and Anthony McGowan to discuss the craft of writing behind the texts our students are reading during Read to Succeed. Buckler's Mead becomes an open hymn to World Book Day, especially our donations of books to students so that every household has literature in the home. We are proud of our spoken word festival which happens every summer term. This encourages our students to develop confidence in speaking fluently. All students perform a speech in front of their peers and argue their viewpoint using the fundamentals of persuasive language of Logos, Ethos and Pathos.

Our Intended Impact

We want our students to thrive and gain excellent outcomes at GCSE including Grade 4+ in English. We will strive to ensure all pupils are reading at, or exceeding their chronological age by the end of KS3, they have comprehensive access to the language of the KS4 curriculum. It is very satisfying to read feedback from student voice in which the crux of our desired outcomes is being realised: students feel their range of vocabulary has increased; their knowledge of diverse ideas, cultures and contexts has widened, and their confidence when reading has developed.

Read to Succeed Student Voice (Spring 2022):

https://docs.google.com/document/d/1q_gMBYOlrgVAZblhwee4w9DJ9YwjO3H9zZ4uD9hGK5U/edit