





IDSALL SCHOOL



Reading – The Key to Success

‘Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status’. **OECD 2002**

The Importance of reading for all children

- Government statistics from 2022 suggest that 1 in 4 children are leaving primary school without achieving their expected levels in reading. Many of those children are then leaving secondary school functionally illiterate. Studies show that GCSE exam papers have an average reading age of 15 years and 7 months, presenting a significant barrier to pupils below that expected reading age.
- A child's reading age should match or exceed their chronological age, and it is important we do all we can to support pupils in achieving that. Multiple studies suggest that if children read for between 20 and 25 minutes per day, they continue to progress in their reading. Less than this, and children's abilities stagnate. Less than 3 minutes per day has been proven to cause a reading regression.
- At Idsall, we are committed to ensuring that every pupil leaves us feeling confident and able to express themselves precisely and appropriately, ready for further study and the world of work. Reading is fundamental to this aim. We want for our children to become fluent, independent readers who have confidence in their reading ability and have developed good reading habits, enabling them to read widely outside of school. We know that there are clear links between children who read independently and their academic outcomes.
- At Idsall, we are working hard to develop a reading culture with our pupils that will ensure greater confidence, comprehension, and fluency. Having our parents support us in this goal is equally as important which is why we're delighted you are visiting our reading page. Here you will find information about our reading programme; guidance about how you can support your child's reading at home; and announcements about reading events and competitions open to you and your family
- Our curriculum is also a powerful tool in addressing this. It is our first line of defence.

Our reading programme

- We recommend that children read for around 20 minutes per day, averaging around 2.5 hours per week. Pupils could be reading extended fiction or non-fiction texts during this time. We would be grateful for your encouragement and support with this.
- We ask that pupils then take some time to reflect on their reading and their book choices and submit a review to our LRC Manager, Miss Basini. This can be done through school library webapp AccessIT.
- AccessIT allows students to browse titles, place reserves and manage their own reading lists 24/7. The web app is easy to use and can be accessed via RM Unify at any time. AccessIT has an up-to-date list of the library's stock, including curated reading lists to help students choose their next read. Students can also create their own lists and, if they choose, submit them for sharing across the school.

Our reading interventions – Reading Families

Dickens wrote Great Expectations and other novels as an important comment on society, and the books were not meant to be exclusive. By reading these books aloud we allow all of our children in. We shoulder the burden of the fluency and pronunciation and intonation and grammar, and we open the door.

- All students at Idsall have their reading age assessed using sophisticated NGRT testing. This is a standardised test that reliably measures reading skills against the national average. It provides clear information regarding sentence completion and comprehension skills. The assessment is adaptive – questions are automatically presented based on a pupil's ability as they complete them, so more competent readers can be challenged, while weaker readers are kept engaged.
- Students with a reading age two years or more below their chronological age are offered a place in a reading family. These are small group interventions with a ratio of four students to one leaders. They take the form of twice weekly guided reading sessions led by a trained reading leader. Students progress will be assessed each half term to ensure they are making progress.

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'In listening to and following a text read aloud by a more capable reader, who provides scaffolding, a less fluent reader can experience autonomy and fluency and bypass frustrating 'sticking points' at phonemic, semantic or word level to focus on comprehension.'

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Wood et al 1976, Kuhn et al 2010

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Participation in shared reading groups is linked to enhanced relaxation, calmness, concentration, quality of life, confidence and self-esteem, as well as feelings of shared community and common purpose.

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[Longden E., Davis P., Billington J., et al (2015) Shared Reading: Assessing the intrinsic value of a literature-based intervention Medical Humanities

Our reading interventions – Fresh Start (Read Write Inc)

Functioning in a society without literacy becomes more difficult: those who cannot acquire basic literacy skills have fewer opportunities in every area of life
(Cree et al., 2012).

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- Students with a reading age below 9.6 years of age demonstrate significant reading difficulties. This means they cannot use reading, writing, and calculation for their own development. This has a considerable negative effect on personal, economic and social development.
- Students at Idsall school who have a reading age of below 9.6 will be offered a daily intensive reading programme either individually or in a small 'progress' group for 25 minutes each day led by a trained reading leader. This means they learn at their 'challenge' level for over two hours a week.
- The number of weeks students spend on the programme will depend on each student's starting place. Some students might need only a few weeks' tutoring; others may need two or three terms.
- Students will take home their Fresh Start module at the end of each week. Anthologies will also be available for additional home reading. The Virtual Classroom has over 600 lessons. A lesson can be sent home after it has been taught in school. This is particularly helpful if a student has missed schooling.

Helping at home

Parents and carers have suggested that, as their children have grown up and become more competent readers, they have felt less need to read with them, as they have required less and less support over time.

This is completely normal, but there is no reason why reading together cannot continue and we encourage our parents to get involved in their child's reading again. This could be finding the time to read together independently, or simply asking about what they are enjoying about their current read.

Useful Links

[LRC webpage](#)

[Idsall AccessIT](#)

[Key stage 2 attainment, Academic Year 2021/22 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#)

<https://www.ruthmiskin.com/programmes/fresh-start-backup/secondary/about-fresh-start-for-secondary-schools/>

