



John Hanson Reading and Oracy Strategy

John Hanson is recognised for providing education of the highest quality to its local community and preparing its students for life after school. At John Hanson our T&L strategy is underpinned by Rosenshine's Principles of Instruction. From these, as a school, we actively ensure Reading and Oracy are evident within schemes of work, long and medium-term planning, and within the classroom on a daily basis, across the curriculum.

We want all of our learners to be confident readers, writers and speakers who can: access the curriculum; read for pleasure; grow both morally and intellectually, have high aspirations, and ultimately, achieve.

Our Commitment:

John Hanson recognises that it has a responsibility to ensure that students are confident readers, writer and speakers including for specific sub-groups (such as SEND and disadvantaged students) who are disproportionately affected by weak literacy from an early age. We believe that the only way to do this is to read as much as possible. We also believe that every teacher is a teacher of literacy; our curriculum is therefore designed to support this. Good readers have better vocabulary across the subject range, so become better writers. The school is committed to promoting the value of reading within the school ethos in order to raise student attainment and for success in life after school.

This commitment has the full support of the Governors and the Headteacher.

Strategic Outline

John Hanson aims to:

- Empower all our students to read, speak and write confidently;
- Raise expectations and treat all our students as individuals;
- Promote equality and challenge stereotypes;
- Support students to progress in their studies through their reading;
- Accurately identify students who require additional support with their reading and deploy proven strategies/interventions.;
- Develop and design curriculum provision that allows practise at reading, writing and talk;
- Provide opportunities for students to read throughout the school.

Reading at John Hanson:

- **Tutor time class reader:** class reading two times per week within tutor groups with targeted fiction texts for each year group and time for discussion. These are regularly updated to keep them current and engaging. There will also be a guided reading session which uses fiction and non-fiction extracts linked to the personal development curriculum, cultural capital and national events.
- **Vocabulary work:** this includes a focus on Tier 2 words (exam vocabulary) and Tier 3 words (difficult subject specific words) as part of knowledge recall and application. As well as the teaching of idioms and how to dual code. We use key word lists and definitions and Frayer models are also used to unpick new vocabulary either individually or as a class.
- **Guided reading:** modelling reading through the use of reciprocal reader – which all staff have been trained in to model to students how to unpick texts using prediction, clarification, questioning and summarising, and the use of paired reading, modelling annotations using the visualiser, and opportunities to read aloud.
- **Processing tools:** such as the explicit teaching and use of Cornell notes as an academic style of note taking to ensure they understand what they have learned and can create a set of logical notes and

summarise them for later use. Reducing as a technique where students take what they have learned and reduce it down to perhaps a series of points, images or sentences. Sequencing ensures students are able to chart events or an activity in a logical order. Mind mapping allows students to use images and infographics to dual code

- **Curriculum reading:** opportunities for extended reading both within class and flipped learning home learning tasks across the curriculum.
- **Staff training:** in phonics, utilising guided reading, writing skills, and Oracy, and in the use of data from NGRT reading tests and standardised spelling tests.

Oracy at John Hanson:

- **Conversation:** is used as a teaching tool including Think – Pair – Share to give students the opportunity to think about, and discuss their ideas.
- **ABC discussion:** Add, Build, Challenge discussions used to support students in developing their thoughts and ideas before they get it written down.
- **Talk Before Writing:** students given the opportunity to discuss their ideas before they commit it to paper
- **Talk like an expert:** Students encouraged to use key vocabulary and learning to challenge themselves to speak like an expert (e.g. like a historian, like a scientist, like a writer).

Our reading interventions include:

1. Abigail Steele KS3 phonics programme.
2. Lexonik Advance, to support with comprehension, fluency and vocabulary.
3. Fix It / Precision teaching to develop word accuracy.
4. Guided Reading sessions using the VIPERS model.
5. Toe by Toe, analytical phonics programme.

Students who are identified as being weaker readers through standardised testing, will be re-tested using a diagnostic reading test to hone in on key areas of weakness; they will then be placed on one of the reading support pathways above.

Other Reading and Oracy initiatives:

- **Reading Ambassadors:** the introduction of student Reading Ambassadors to support us in promoting a love of reading across the school.
- **The LRC:** the effective use of the Learning Resource centre (LRC) to provide a quiet working space and to loan books; to celebrate national days; to participate in reading and writing competitions; to carry out 'Book Swaps'; to host book sales; to share book reviews. This is also one of the spaces used for Aim High study after school in KS3. The new 'Reading Room' provides a quiet reading space for students to read for pleasure at break and lunch times.
- **Classroom libraries:** these are well stocked in every English classroom and all classrooms across the school have dictionaries for students to use.
- **Literacy Instagram page:** updated regularly with current books to further encourage reading for pleasure.

Responsibility:

There is a designated Literacy team in the school, consisting of: two members of SLT (including the SENDCO), our Head of English and the entire English faculty, who are all responsible for Literacy, a Reading Fluency teacher, and the entire staff body, who will ensure the school's curriculum is up to date, relevant and effective.

Monitoring & Evaluation:

- The teaching of Reading and Oracy is monitored and evaluated annually through discussion with Governors and SLT;
- The school follows Hampshire and National guidelines;
- Student voice activities are carried out at various times of the year to assess student awareness and understanding of the importance of Reading and Oracy;
- School leaders – at both middle and senior level – monitor the Literacy curriculum closely over the year through learning walks;
- The Literacy team provide regular staff training.

Review and publication:

This Strategy will be reviewed annually and published on the school's website.