



Whole-school reading strategy

Rationale:

At St. Joseph's College we recognise the importance of reading. In order to fulfil the demands of the secondary school curriculum, pupils need to be able to read age appropriate fiction and non-fiction texts fluently. We also understand the many mental-health and wellbeing benefits of reading.

"Of the subjects taught in school, reading (and, therefore, literacy) is first among equals - the most singular in importance because all others rely on it" (**Lemov and Driggs, Reading Reconsidered, 2016**)

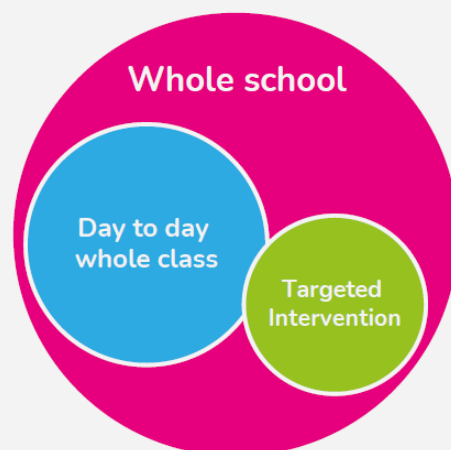
Aim: Every pupil becomes a confident, knowledgeable reader who can access challenging subject texts, and who reads widely beyond school.

SIP 2025/26 Intention:

- To champion a love of reading for ALL

Provision framework for supporting pupils with reading needs

fft Unlocking Reading



Whole school reading strategy

Developed by FFT and RHUL, 2025



Whole-School Reading Approach:

1. **Whole school reading for pleasure** (culture, systems, leadership, consistency)
2. **Whole-class approach to disciplinary literacy** (every subject improves pupils' reading ability)
3. **Identification and targeted intervention** (precise support matched to specific need)

English and library lessons:

All Key Stage 3 students have access to reading lessons: in library lessons in Year 7 and Year 8 and in English lessons in Year 9. Pupils are guided and supported to understand how to use a library, select texts and read individually and as a group.

Across all Key Stages the English curriculum is highly ambitious. The English department curriculum intent statement begins:

We all have a story to tell, but in order to make people listen to our story, we have to tell it in a compelling and persuasive way. Often it feels as though the society we live in wants to decide our story for us. Having the power to make people listen to the story you want to tell depends on how well you tell it. Language gives us the power to control our own narrative.

By the end of their time at KS4 all students will have been exposed to a range of texts in English lessons, including, but not restricted to:

Shakespeare plays

Pre 19th Century fiction and non-fiction

Modern poetry and prose

Critical essays

Novels

Poetry anthologies

Newspaper articles from a range of newspapers and magazines

KS3 forms have dedicated form reading time: with both whole-class and individual reading books in order to allow students to enjoy a range of texts for pleasure.

***It is important to note that whilst the English department will play a significant role in the promotion of reading, all staff are responsible for its promotion and the support of students with their reading.**

1. Whole school Reading for Pleasure:

What	Who is responsible	Rationale	What does success look like?
Y7 & Y8 library lessons	Librarian	Encourages reading for pleasure	Fortnightly library lessons for Y7 & 8 students.
Y9 reading lessons	English department	Encourages reading for pleasure and specific reading skills.	Fortnightly reading lessons in Y9 English lessons. Identification of struggling readers.
Y7 Transition sessions to promote reading	SC / SS / RG	To ensure that students join Y7 with an understanding of the importance of reading	All Y6 pupils provided with a Stoke-on-Trent Reads on booklet in transition sessions.
KS3 shared form-time reading	SC / HOY / FTs	Students experience fluent readers	FTs / audiobooks used in form time weekly; students follow in their copy of the text.
KS3 individual form-time reading	HOY / FTs	Students practice reading texts of their choice in order to increase / maintain engagement and enjoyment	Students reading independently each week in form time.
'I am reading display'	SC	To encourage conversation around texts and to model reading to students	Display updated at least twice yearly with a range of material.
Staff reading profiles displayed outside classrooms	LMc	To encourage conversation around texts and to model reading to students	Classroom doors display staff reading profiles.
Wig Wednesday	CS	To encourage conversation around books	Wig Wednesday outfits worn.
Struggling readers identified and supported appropriately	All staff	All staff are responsible for the identification of struggling readers in their form or subject	Students are identified and supported as per the process outlined below.
Ongoing updates of books in the library	Librarian	Regular new texts available for students to read and borrow	Students are exposed to an evolving range of texts to read and borrow, including dyslexia-friendly books
At least annual	Librarian	To provide students	Scholastic book fayres

Scholastic book fayre		with the opportunity to purchase books of their preference	are held at least once a year
Subscription to SORA reading app	SC / Librarian	Offer a wide range of ebooks and audiobooks free of charge to students	Students use SORA, borrowing ebooks and audiobooks
Ongoing reading competitions & incentives	SC / Librarian / other staff	Encourages students to engage with books and / or reading	Regular competitions run with success celebrated publicly.
World Book Day activities	SC	World Book Day becomes a high-profile event in the school calendar	Book-related activities are run on World Book Day
Poetry Recital	English department	To encourage a love of poetry	A range of students and staff attend and read at the Poetry Recital
Parent / guardian reading information evenings	SC	To provide support and guidance to parents / guardians with regards to their child and reading	Parent / guardian reading information evenings held
Promotion of reading on school social media and school website	SC / AG	To ensure that reading maintains a high profile to all stakeholders	Social media and school website provide regular reading updates and celebrations.
Use of National Year of Reading materials	SC	The National Year of Reading has been developed in order to increase engagement in and enjoyment of reading	Use of NYOR materials where possible and appropriate.
Assemblies for students with a reading focus	SC	To ensure that students are reminded of the benefits of reading both for pleasure and academic success	Reading assemblies for KS3-5 held.
Word of the week linked with reading	CH / SC	To ensure links between reading and social Catholic teaching	Word of the week linked with reading on assembly / form resources.
Regular student feedback on reading	SC	To ensure that students' voices are heard with regards to reading	Regular pupil panels and surveys.

2. Whole-class approach to disciplinary literacy:

What	Who is responsible	Rationale	What does success look like?
Reading CPD provided to staff	SC / CA	To ensure that staff have the skills to support students with reading	Inset day input, use of staff briefings and CPD time.
All subjects teach vocabulary deliberately	SC / Subject leads	To ensure that students are equipped with key subject-specific vocabulary, and also the skills to decode vocabulary	Subjects use a consistent approach to teaching vocabulary for their subject.
All subjects model fluent reading	All teaching staff	Students experience fluent readers in subject-specific context	Teachers model reading in lessons where appropriate.
Students track their own copies of texts being read and annotate where appropriate	All teaching staff	Students are able to use visual and auditory channels when reading texts and make useful notes on texts	Students hear and read texts being read when appropriate, making annotations that they understand.
All subjects use scaffolds for students reading. e.g. pre-teaching vocabulary, partner rehearsal and discussion, echo reading, choral reading...	All teaching staff	Scaffolding reading will benefit all students	Use of scaffolding strategies within lessons.

3. Identification and targeted intervention:

Identification of struggling readers begins with the triangulation of data on entry in Year 7:

- KS2 SATs results
- NGRT screening test
- CAT test

This approach provides early and accurate screening. Students are then categorised into the following groups:

- Emerging Readers
- Dependent Readers
- Growing Independent Readers
- Independent Readers

The SEN department undertakes diagnosis on a one-to-one basis with students identified as Emerging Readers and support key students in a bespoke and appropriate manner.

In Year 8, students classed as Emerging Readers are screened once again via NGRT and appropriate diagnosis and support undertaken.

All Year 9 students are screened via NGRT in Half Term 2.

At Key Stage 4 subject leaders take a lead on subject-specific disciplinary literacy level tracking and intervention.

Year 12 students are screened using EXACT.

Parent / Guardian Communication:

St. Joseph's College will:

Provide support and guidance to parents / guardians to help them support their child with reading.

Ensure that the school website and social media channels inform parents / guardians about reading at St. Joseph's College, including celebration of student engagement and success with reading.

Share recommended reading that complements and enriches the curriculum.