

The Oakwood Academy

Reading Plan

2025-26



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Academy



Equality and Achievement

The Oakwood Academy follows the Trust approach to reading and is committed to ensuring that reading sits at the heart of the curriculum. It recognises that reading is an essential skill relevant to all subject areas, a skill that gives students access to success at both school and in their future lives.

Our Aspirations

- By the end of Year 9, all students will have a minimum reading age of 15
- By the end of the first term, all Year 7 students will have a minimum reading age of 9 years 6 months
- No student will leave school unable to read at their age-related level

Principles

To ensure that our aspirational targets are met, we follow the Trust principles:

1. Developing reading skills is prioritised in every subject through Wave 1 teaching.
2. Opportunities to read, and be read to, will be built into the overall curriculum model.
3. The progress of students' reading ages will be rigorously monitored.
4. All students whose reading age is below chronological will be monitored and, where appropriate, given additional support to close the reading gap.
5. Developing a reading-rich curriculum will sit at the heart of Trust-wide strategic planning.

Accelerated Reader and DEAR

At The Oakwood Academy, we recognise the importance that reading has in ensuring that students achieve well academically as well as expand their knowledge and vocabulary. With this in mind, we invest curriculum time in Years 7, 8 and 9 to ensure that students read widely and make rapid improvements in their reading ages. As part of the Redhill Trust, our aim is for all students in Year 9 to have a reading age of 15.

Reading in Years 7, 8 and 9.

Students in Years 7 and 8, will have one lesson in the library a week. This is known as their **Accelerated Reader** lesson. Students will work with a programme called Accelerated Reader which helps students to understand the level of book they should be reading. Once a student has read their book they complete a short online quiz to check their comprehension of the book and then discuss with the librarian, based on these results, what to read next.

Students can log onto Accelerated Reader here :<https://ukhosted74.renlearn.co.uk/1895453/>.

You can read more about how AR works in this [Parent Guide](#) and [Parent Guide - Helping your Child with Literacy](#) too.

Students in Year 9 have a **dedicated reading hour every week** which is differentiated based on their ability and graduated response in reading.

Students in these years will also all have 15 minutes a day **Drop Everything and Read (DEAR)** time. This allows them to read for 15 minutes every day. The time for this is rolled through the periods of the week (e.g. in the first week it will be 15 minutes every period 1. The week after it will be during period 2). During DEAR students are encouraged to discuss the big reading question which is sent to staff weekly. Beyond this, we encourage students to read for 30 minutes extra a week to improve their own reading ability and enthusiasm.

Reading in Years 10 and 11

Although they do not have a daily reading slot, students in Years 10 and 11 are encouraged to bring a book or revision guide to school as part of their ready to learn equipment as they will have one DEAR period during a tutor time slot. Further to this, Y10 and Y11 have a curriculum which is designed to give ample opportunity for reading and develop their skills in line with our whole school approach of disciplinary reading.

Reading Interventions

Students are tested on entry in Year 7 to establish their Reading Age, and how this compares to their chronological age. They are re-tested regularly throughout years 7, 8, and 9. This data is used to inform reading interventions as well as quality first teaching.

We have a graduated response for intervention based on the stage in which a student is on their reading age journey. This may include

- Phonics baseline for students who are under the Reading Age of 7 or present traits of requirement of phonics intervention
- Group Reading in Accelerated Reader lessons
- Tracking based on key reading skills such as fluency, decoding and comprehension
- Buddy reading with post-16 students
- Curriculum design based around reading skills such as reciprocal reading
- Trust wide events for students who want to challenge their reading beyond the classroom, including Poetry by Heart.

Reading in the wider curriculum

A big focus for our school and as a Trust is that we have put reading as a focus point to our curriculum delivery. In lessons across all subjects students are given different reading strategies based around the concept of Disciplinary Reading. Students are also encouraged to read a range of subject specific books through our subject-specific reads. This allows our students to develop their own concept of non-fiction reading, while also pursuing their own subject specific interests.

Additional Literacy classes and intervention

Students throughout the Academy that are identified as requiring extra help with their literacy are given this support as part of their normal timetable. Students have literacy lessons taught by specialist teachers based on the Hackney Literacy Project



TOA Reading and Literacy Intervention Structure

STAGE 1 Upon arriving in year 7, the following actions are taken for all students:

- KS2 reading data is assessed and students are allocated into sets based on ability for English.
- Students in sets 3-6 receive an extra Literacy lesson per week.
- All students complete an ARTI reading test to obtain an estimated 'Reading Age' compared to the chronological age. This data is also shared with all teachers across all subjects in school.
- Students in sets 3-6 are taught in one Literacy lesson per week as additional support with reading and writing comprehension.
- The SEND team complete a phonics screener with all students in set 6 English. Students are assessed in their phonics performance and students who need support are selected for the phonics intervention.

Phonics Intervention

Students are identified through the phonics screener and/or the ARTI testing. They engage in No Nonsense Phonics led by inclusion team members. Students are assigned to a booklet 1-9 dependent on ability, and will progress through the booklets over time until they graduate from the 9th booklet.

Zone Reading Comprehension Scheme

If students complete the phonics scheme but leaders feel further support is needed, students will then engage with a reading comprehension scheme.

Low/Middle Ability AR Intervention

Students who show lower/middle ability progress in reading and comprehension are selected by SLE & AR teachers to work in groups of three with SLE for reading comprehension and vocabulary practice. Students are grouped by similar ZPD to support with progress and they are assessed by AR quizzing monitored by teachers.

Small Group Read

For students who struggle to concentrate on reading independently for the full AR lessons, some AR teachers are completing a small-group read for students to complete quick-reads together and then take AR quizzes to practice comprehension.

Sixth Form Reading Buddies

Y7 students who show they have some strength but need additional support with reading are identified through the ARTI test data to be paired up with a Sixth Form student. They meet to read with them once a week.

Higher Ability Challenge & Incentive

Higher ability, proactive readers are incentivised through the AR rewards scheme wear badges can be won for the number of words read and prizes can be won for the number of completed reading logs.

Word Count Champions scheme to incentivise and reward students who are reading the most words, with Christmas tea parties and other prizes.