



St Bede's Catholic High School

Reading Strategy 2024-2025

Wave 1 Universal Offer	Wave 2 Additional Support	Wave 3 Targeted Intervention
All students, including those reading at or above their expected level	Students reading below their expected level or within the lowest 20% of readers, or those identified by SENCo	Students with the greatest areas of need
Monitoring for all students	<i>Wave 1 and...</i>	<i>Waves 1 and 2 and...</i>
<ul style="list-style-type: none"> • Reading tests for all students each year (NGRT & Bedrock) • Spelling Age tests for all new year 7 students 	Increased Monitoring	Further Monitoring
A Culture of Reading – Reading for Pleasure	<ul style="list-style-type: none"> • Students complete a reading test twice per year to monitor progress • Yarc diagnostic test to further identify needs 	<ul style="list-style-type: none"> • Students receive additional monitoring through data provided by Phonics assessments, IDL & Bedrock data and teacher assessment
<ul style="list-style-type: none"> • Form time for reading – including reading curriculum for years 9 & 10 • Word of the Week • Library lessons embedded into the English curriculum • Reading Roundup – Regular book recommendations for KS3 & KS4 • Extra-curricular activities: Whole School Book Club, Spooky Readers' Book Club (KS3) • Well-stocked library and librarian • Celebrations for the Literary Calendar including St Bede's Book Festival for World Book Day, Non-Fiction November and National Poetry Day 	Reading Leaders & Partners Paired Reading	One-to-one and small group intervention
Bedrock: Vocabulary, Grammar and Mapper	<ul style="list-style-type: none"> • Students are paired with a Reading Leader (a student two years above them with a high Reading Age) to support them during their form time reading • Reading Leaders receive training from Reading Charity Coram Beanstalk to support and guide their Partners in paired reading with the aim to increase confidence and reading proficiency in Reading Partners and develops leadership skills in Reading Leaders. 	<ul style="list-style-type: none"> • <i>Phonics Programme:</i> Students receive direct instruction in phonics, through the Abigail Steel Phonics programme. • <i>Reciprocal Reading:</i> Interventions involve reciprocal reading.
<ul style="list-style-type: none"> • All KS3 students are enrolled in Bedrock and Grammar • Weekly Reading homework monitored by form tutors • Vocabulary homework in English, Maths and Science to develop students use of tier 2 and 3 vocabulary 	Staff Training	Paired Reading with Teaching Assistants
Reading Across the Curriculum - Disciplinary Literacy	<ul style="list-style-type: none"> • English staff Phonics trained to provide support to all students as part of Quality First Teaching 	<ul style="list-style-type: none"> • Weekly paired reading with Teaching Assistants during Form Time Reading & Literacy
<ul style="list-style-type: none"> • Read Like An Expert - Whole school approach to reading challenging texts (based on the principles of Reciprocal Reading) • Vocabulary strategy – Focus on tier 2 and 3 vocabulary embedded into curriculum, including direct instruction on the morphology of words • Reading ages on seating plans - Students of different waves seated next to each other to support peer reading in lessons 	Bedrock at KS4	IDL
	<ul style="list-style-type: none"> • Students continue to use Bedrock into KS4 to provide additional support and guidance with their reading 	<ul style="list-style-type: none"> • International Dyslexia Learning (IDL) specialist software is used to support students with multi-sensory needs

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