



KING'S LEADERSHIP  
ACADEMY BOLTON

SCHOOLS OF CHARACTER  
MAKING GREAT LEADERS

# READING PROGRAMME 2022/23



GREAT SCHOOLS  
TRUST

## **Reading Curriculum 2022-23**

### **What is King's Reading?**

'King's Reading' is both a reading programme and a way of reading that pupils engage with at King's Leadership Academy Bolton.

The main opportunity for our pupils to engage with reading is through our Mill (Form) Time reading. Pupils will engage with a range of short stories that will interest and inspire them before eventually choosing a class reader to read together. This is supplemented by non-fiction reading of a news article provided through a subscription to 'The Day'. This service adapts the difficulty of each article to the correct level for our pupils.

Mill Tutors are trained to model good reading and to provide feedback on pupils' reading aloud. Research shows that this is one of the most impactful ways to rapidly improve reading skills.

Mill tutors are also trained to follow the Reciprocal Reading model - predict, clarify, question, summarise - which Education Endowment Foundation research suggests can boost student reading further.

### **Why do we have 'King's Reading'?**

– The benefits of reading for cognitive development are well understood. By reading widely, students are introduced to vocabulary, syntactic structures and background knowledge without which they might otherwise fail to encounter.

– Listening to a skilled reader read aloud, provides students with most of the benefits of silent reading with none of the barriers for non-fluent readers. As a result, a read-aloud programme is likely to narrow the attainment gap as well as positively influence the reading culture in school.

- At King’s Leadership Academy Bolton, we believe that students are entitled to experience a wide range of texts, including various ‘classics’ that they might not otherwise encounter as well as modern, new authors.
- In order to ensure this entitlement is met, we have created a curriculum of books that we believe represent a diversity of thought and experience, as well as being age-appropriate for students in different year groups.
- Reading aloud to students is a ‘gap-narrowing’ intervention that will benefit all students but disproportionately benefit the least advantaged.
- Hearing these texts read aloud is not only likely to improve students’ reading ability and potential for academic success, but it will also give them access to a world of ideas that they may not otherwise be able to experience.
- Reading aloud fosters the family ethos and sharing in the joy of reading a book together can bond a form group.
- Pupils need to practice reading aloud and to have feedback on their reading in order to improve.

### **How do the mill time reading sessions work?**

- Lesson Zero is dedicated to two reading sessions a week. In these sessions, teachers will model reading and pupils will have a chance to read aloud and receive feedback on their reading.
- Teachers will pre-teach any difficult vocabulary to give pupils the best chance of understanding the text.
- Teachers follow the reciprocal reading model and have been given guidance on what King’s Reading looks like.
- After reading, pupils will summarise what they have read and may be asked to answer a series of questions relating to the text.

## **Reading for Pleasure**

At King's Bolton, we are committed to promoting an ethos where all of our students read for pleasure.

As part of that process, we have created the Reading Hub - a website with lots more information about reading. You can access it here:

<https://sites.google.com/kingsbolton.com/klab-reading-hub/home>

The website contains lots of advice for parents/carers and pupils.

## **What if my child is struggling with reading?**

At King's Bolton, we have a series of means through which we can identify and try to fix any problems with reading. We regularly complete reading age tests that give a good indication of whether a child is falling behind with their reading. If they are, we conduct further assessments to pinpoint the root of the problem. We can then put them into the following targeted intervention:

- Phonics programmes - we have a range of digital and taught programmes that can support pupils to decode words more consistently. Sometimes we may ask pupils to engage with these programmes at home.
- Peer reading - for younger pupils, we have a team of older pupils who are fantastic readers and will sit with them to take it in turns reading aloud. This 1-2-1 instruction is invaluable for their progress
- Taught programmes - we also have additional programmes delivered by trained members of staff to further boost reading
- Further assessment - if, after all these programmes have been delivered, there is still no progress, the school SENDCo would look into any further needs that need addressing and what support can be put in place.

**Some useful links to free reading resources which you can access online:**

A range of activities offered by the charity 'World Book Day' are available here.

<https://www.worldbookday.com/>

Look on Amazon, see if there are any free audiobooks for your child

[https://www.audible.co.uk/?ref=Adbl\\_ip\\_rdr\\_from\\_US&source\\_code=AUK30DFT1BkWS0826159058&ipRedirectFrom=US&ipRedirectOriginalURL=start-listen](https://www.audible.co.uk/?ref=Adbl_ip_rdr_from_US&source_code=AUK30DFT1BkWS0826159058&ipRedirectFrom=US&ipRedirectOriginalURL=start-listen)

**Websites to help encourage reading at home and at school:**

- Oxford Owl Press <http://www.oxfordowl.co.uk>
- Wordsforlife.org.uk [Words for Life](http://www.wordsforlife.org.uk)
- Booktrust - [www.booktrust.org.uk](http://www.booktrust.org.uk)
- The Child Literacy Centre- [www.childliteracy.com](http://www.childliteracy.com)