



Spotlight on ... Reading @KLB

Context:

- Just two in five (43.4%) children and young people aged 8 to 18 said they enjoyed reading in their free time in 2023
- There has been a 26% decrease in the number of children and young people aged 8 to 18 who read daily in their free time since 2005¹
- Benefits of reading for pleasure include higher attainment across all subjects, breadth of vocabulary, greater self-confidence, increased empathy, better understanding of other cultures², three times more likely to have better mental health³
- Improving fluency strategies has been found to have the greatest impact on reading ability

Our approach:

As part of the new tutor time programme, KS3 and year 10 tutors alongside our year 12 Reading Champions have been delivering a new evidence based KLB Tutor reading programme. Over the course of the year, students are learning and revisiting strategies to help improve their approach to reading a range of texts. Reciprocal reading and fluency strategies have been placed at the centre of the programme with the intention of making many of the hidden reading skills more explicit. Fluency is often viewed as a bridge between recognising words in sentences

and understanding what these sentences mean – something that often becomes more challenging as students are faced with increasingly academic texts as they progress through the school. To draw attention to fluency, students have had texts read aloud to them by tutors and year 12 students, and participated in echo, pair and choral reading activities. Where possible, the texts are chosen to tie in with our KLB values. So far, tutor groups have read extracts from *Bounce* by Matthew Syed, *Ghost Boy* by Jewell Parker Rhodes, *How The Grinch Stole Christmas* by Dr Seuss and *The Seventh Man* by Haruki Murakami, and considered issues as diverse as talent, unconscious bias and grief. Alongside this fluency work, students have been developing their reciprocal reading strategies⁴ to help improve their ability to monitor their own understanding as they read texts: scanning back or skimming ahead to clarify uncertainties, questioning what they already know about a topic and whether what they are reading fits in with their own predictions and expectations.

Reading opportunities at KLB:

- KS3 Book Group (Friday)
- KS4 Book Group (Friday)
- KS3 Reading Projects
- Poetry Society
- Poetry By Heart
- The Carnegie Award Shadowing Group
- The Literary Debating Club
- Wednesday Lunchtime Quiet Reading
- Small group reading extraction from extra English – key pupils are invited to focus on comprehension and vocabulary
- Library intervention, three times a week for 20 minutes, in a reading buddy scheme focusing on comprehension skills and high frequency words
- Extra English, as an alternative to a second foreign language, taught by two staff members who are Level 7 qualified in literacy, reading difficulties, and dyslexia

Fluency: The Bridge Between Decoding and Comprehension

At one end, fluency connects to **accuracy** and **automaticity** (rapid word recognition) in **decoding**.



At the other end, it connects to **comprehension** through **prosody** or expressive **interpretation**.



¹ <https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2023/>

² https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf

³ <https://literacytrust.org.uk/communities/yorkshire-coast/childrens-mental-health-week-why-reading-for-pleasure-is-vital-for-young-minds/#:~:text=Research%20from%20the%20National%20Literacy,day%20can%20have%20astonishing%20benefits.>

⁴ <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading>