



Reading at Kettering Buccleuch Academy Our Journey...





Introduction

Reading should be interwoven into the fabric of everyday school life. Not only that, but ‘Reading’ should involve all staff.

This is because we understand the importance of developing pupils’ reading in all subjects. We also understand the importance of encouraging reading for pleasure.

If students struggle to read, they are hampered in nearly every lesson of every day. This is why, we have made developing students’ ability to read, a key priority.



Why Read?



‘Enjoyment of reading has a greater impact on a child’s educational achievement than their parents’ socio-economic background.’ (OECD – ‘Reading for Change’ 2014)



‘Children who read for pleasure made more progress in maths, vocabulary and spelling between the ages of 10 and 16 than those who rarely read’ (Institute of Education 2013)



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Our Reading Journey...

We have been on a 'Reading Journey' at 'Kettering Buccleuch Academy'. This has involved transforming our academy from the outside and within.

Books greet students, staff, parents and visitors as they approach the fabulous display of books on our library exterior. Inside, our many reading initiatives show our commitment to providing students with the knowledge and expertise to be fluent readers.

To top off our success, in November 2019, we were recognised nationally by the international reading programme, 'Renaissance Learning'. We won first place for 'Outstanding Achievement'. This was as a result of our use of the 'Accelerated Reader' programme and the 'significant impact' it has had on student outcomes over time.



**RENAISSANCE®
AWARDS 2019**

Friday 29th November

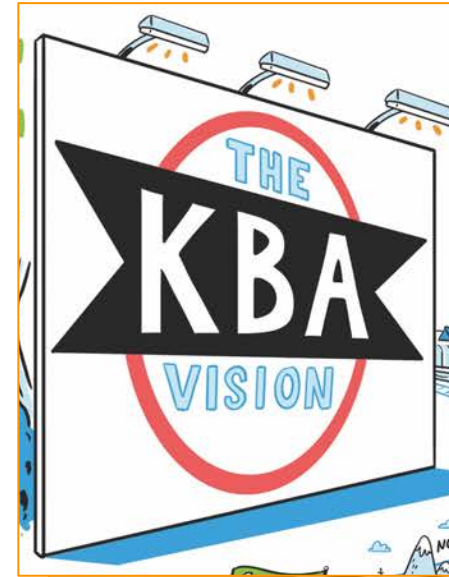
Context

In January 2015, we introduced 'Drop Everything and Read Time'. All students at Key Stage 3 were given 20 minutes of curriculum time each day in which to read an 'Accelerated Reader' book.

'DEAR' time now rotates each week, meaning that teachers across the curriculum are involved in encouraging students to read. It is not just the remit of English teachers. We also include staff on the programme who have joined the ever growing ranks of 'Millionaire' Readers.

In 2015 when we introduced our reading programme, 89.3 % of students in year 7 had a reading age below their chronological age (35% of these students had a reading age below 9 years.) When these 2015, year 7 students reached year 11 in 2019, Kettering Buccleuch Academy achieved its 'best ever year 11 results. Our progress 8 score now puts us in the top 10 % of schools nationally. Results have been on an upward trend for the last 4 years and we are convinced that our determination to encourage students to read has played an enormously significant role in our success.

In primary, the introduction of precision teaching ensures that all students are able to read fluently by the end of year 6. This too, has helped secure greater student success in both primary and secondary.



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Whole School Reading

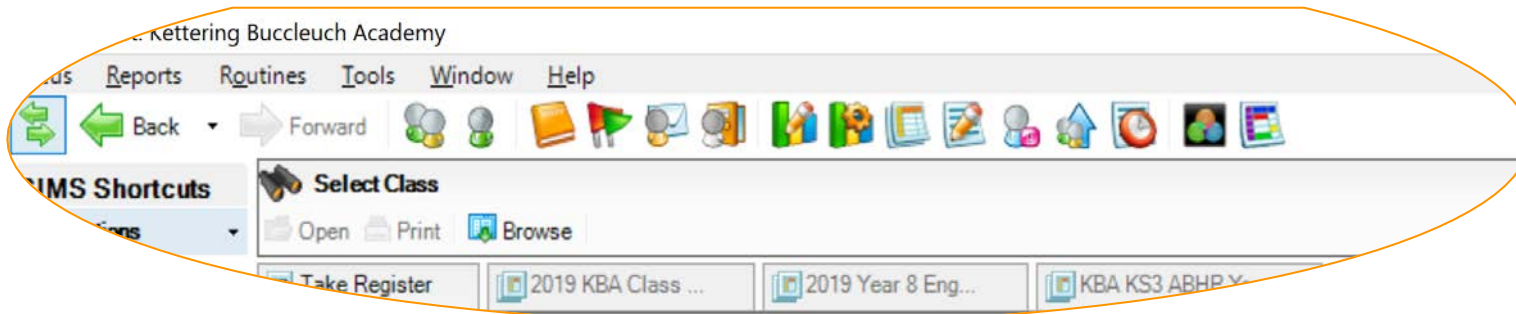
We believe that we can demonstrate the expertise, enthusiasm and determination to ensure that the pupils in our primary and secondary school become 'fluent readers'. To this end we have some key initiatives that drive this target.



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Class Profiles

Teachers know their students' reading ages because reading ages are added to teachers' class profiles. This means that teachers can make adjustments to their lessons to support students. Those who need help to understand what they have read can then be supported through a variety of strategies. In our primary school, the use of phonics data is crucial in allowing teachers to understand each child. Data informs their precision teaching of phonics and is used by all teachers to target the students who need catch-up support.



...one click
for your
class profile

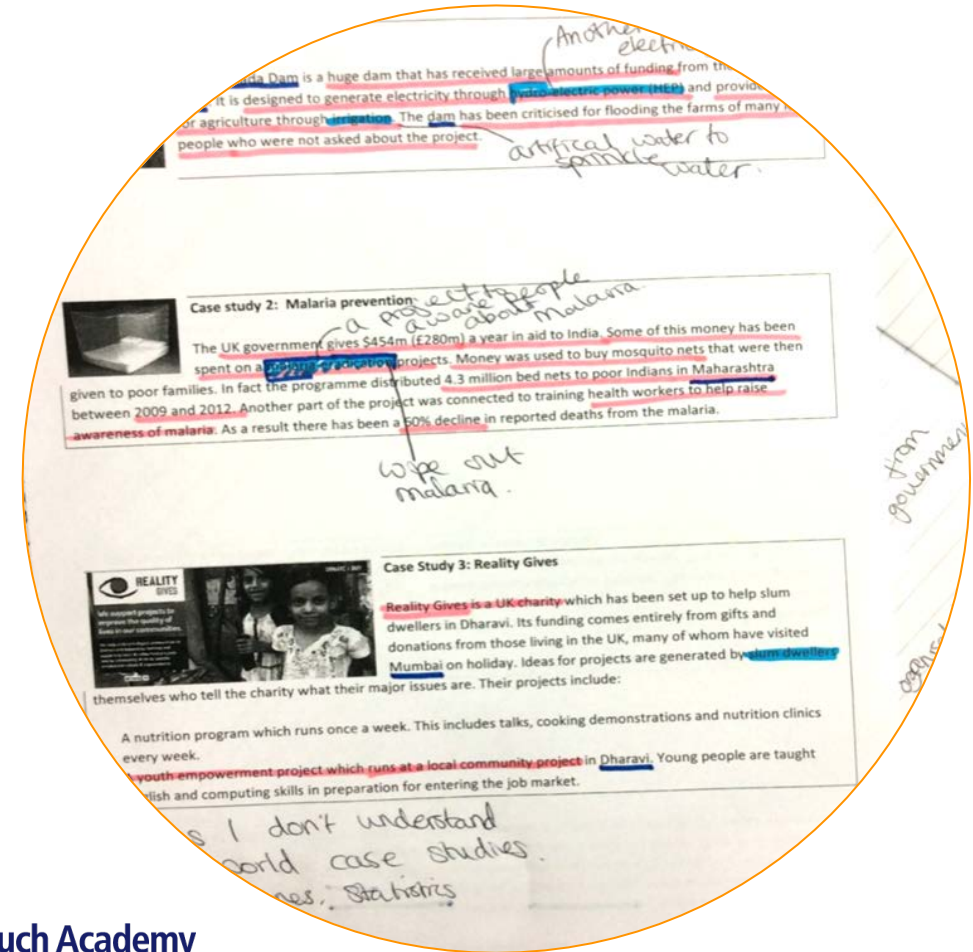


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Facilitating Reading in the classroom

Integral in developing pupils' wider reading and reading for enjoyment is how our teachers facilitate reading for meaning in the classroom. Teachers develop a repertoire of teaching methods and approaches that scaffold the reading process in a way that enables students to understand what they read. Teachers also facilitate reading for meaning through explicitly teaching vocabulary.

In primary, students read four times a week. Teachers build students' skills by modelling fluency, teaching vocabulary, and use a variety of creative reading tasks.



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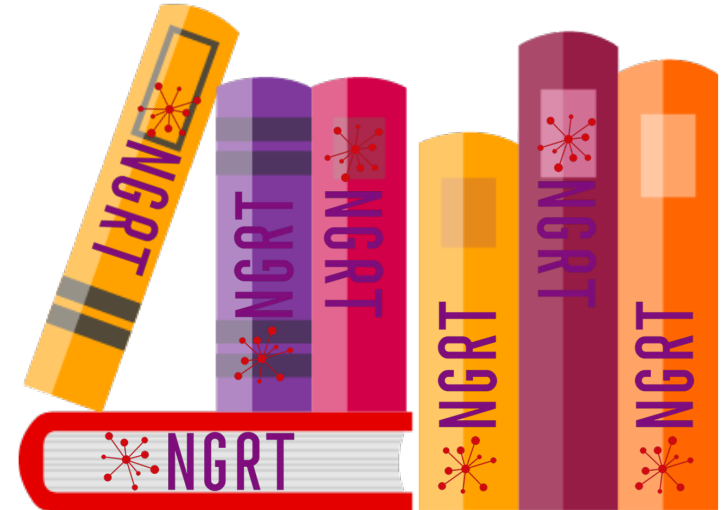
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NGRT Reading tests

All students have an NGRT reading age test twice a year. This enables us to measure progress and highlight students who need catch-up.

In year 3 to year 6, students have a reading fluency test once a term. Students in secondary who are significantly below their chronological age are tested three times a year in order to monitor and evaluate our provision of intervention.

NGRT – New Group reading Test



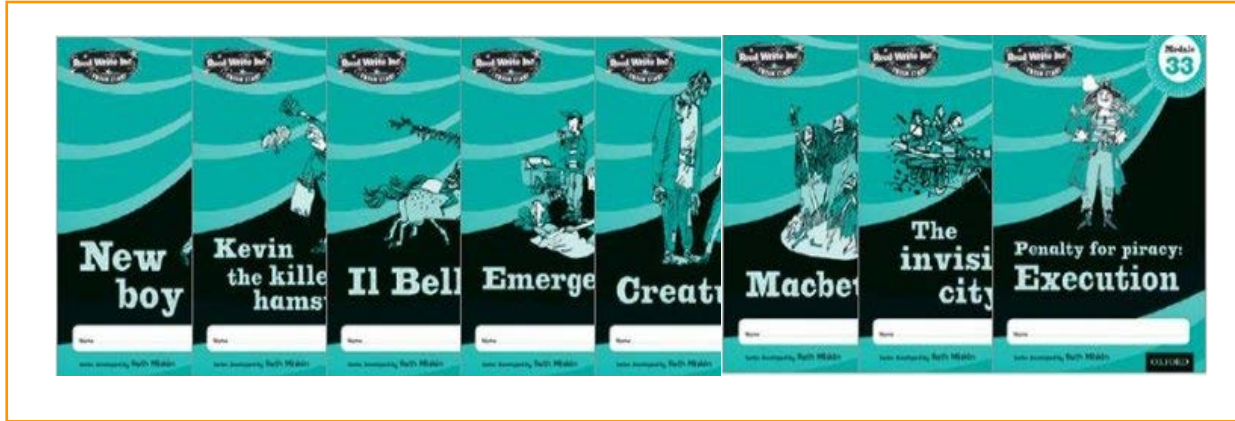
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Reading Intervention

Students with a reading age significantly below average have literacy intervention. This provision at Key Stage 3 has been highly successful at ensuring that the weakest students have access to 'catch-up'. We recognise that students who cannot read are hampered in nearly every lesson, every day, which is why we provide targeted support through our Ruth Miskin 'Freshstart' phonics programme and our Mc Graw Hill 'Direct Instruction' lessons.

At key stage 1 and 2 all students read to an adult each week. The weakest students and our pupil premium students read with an adult three times a week. The focus here is reading fluency, understanding and supporting students.

Students who struggle to read fluently at key stage 1 and 2 read with an adult three times a week. They also have precision teaching of phonics for 10 minutes each day, to further support their progress.



Reading
Is Fundamental



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Accelerated Reader



We use the 'Accelerated Reader programme from year 3 in primary to year 9 in secondary. We have high expectations of students on this programme.

The English Department sets reading homework each week at Key Stage 3.

Students are expected to visit the library and quiz on books they have finished reading and they attend after school support if this expectation isn't met.

In primary, students have allocated slots in the library and their own designated time for reading each day.



Fortnightly Reading Lessons at Key Stage 3



Students have fortnightly library lessons in English at KS3 and teachers target students who are struggling. Teachers read with students and to them to encourage fluency and understanding. Students also have the opportunity to chat to the librarian who has a huge knowledge of children's fiction and an ability to find a book to suit all tastes!

Our library loans have rocketed over the past 5 years and to say that, on average, our loan figure sometimes reaches 200 per day would not be an exaggeration. In summary, we feel that students' enjoyment of reading has massively improved students' academic success and shows our determination to encourage students to become fluent and successful readers.



Students are taught how to track their reading progress

The screenshot shows the Accelerated Reader interface with the following data:

Metric	Current Value	Target
% Correct	94.3	95
Fluency	3.3	3.5
ATOS Level	2.2	2.5
Books Read	7	7
Words Read	8,372	100.0%
Minutes Read	0.0%	0.0%

Four callout boxes provide instructions:

1. Look at 'Today'
2. Look at your target
3. Does the orange line on 'Today', meet the orange line on your target line? That's the one in the middle!
4. If it does, then you have been reading and passing your quizzes. This means you are on 20 minutes minimum 'engaged time'!



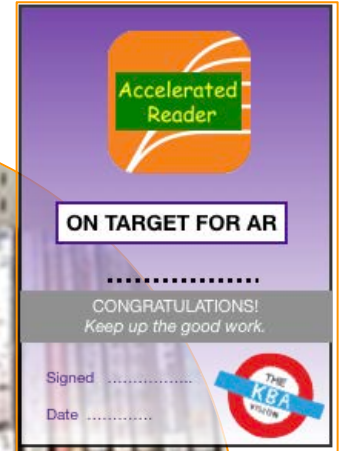
Students are taught how to track their reading progress



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Celebration of Success

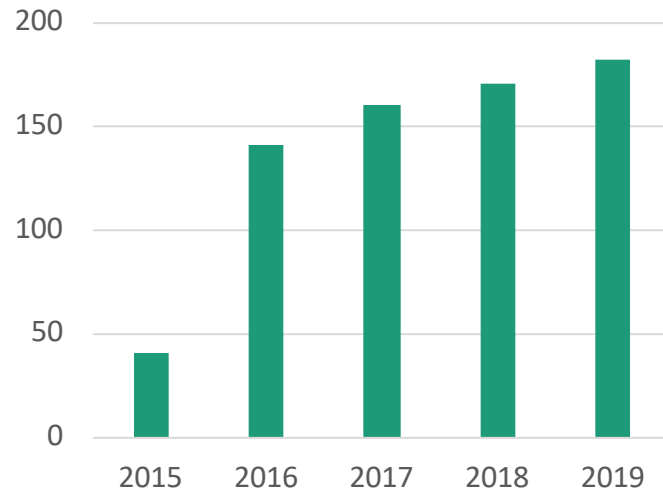
We always celebrate student successes across primary and secondary. Evidence of this celebration can be found on 'Twitter', in our school magazine 'What's Your Calling?', student prizes and 'Millionaire' reader rewards. We build enjoyment for reading through our House and Form competitions too. Forms with 100% of students on target are awarded a certificate for their 'Formopoly' board and there is a significant amount of points to be won for the annual House Reading competition each term.



Millionaire Readers

A Reading Millionaire is a student who has read a million words in one academic year. Our tally of millionaire readers has risen year on year. In fact, we know from our feedback from 'Renaissance Learning' that we can probably boast the largest number of millionaire readers in the UK!

This is how our millionaire tally has risen:



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ohoo! Broom up witches and wizards!
#HarryPotter @KBuccluechA
#wbstudiotourlondon @KBALibrary
@AccReader





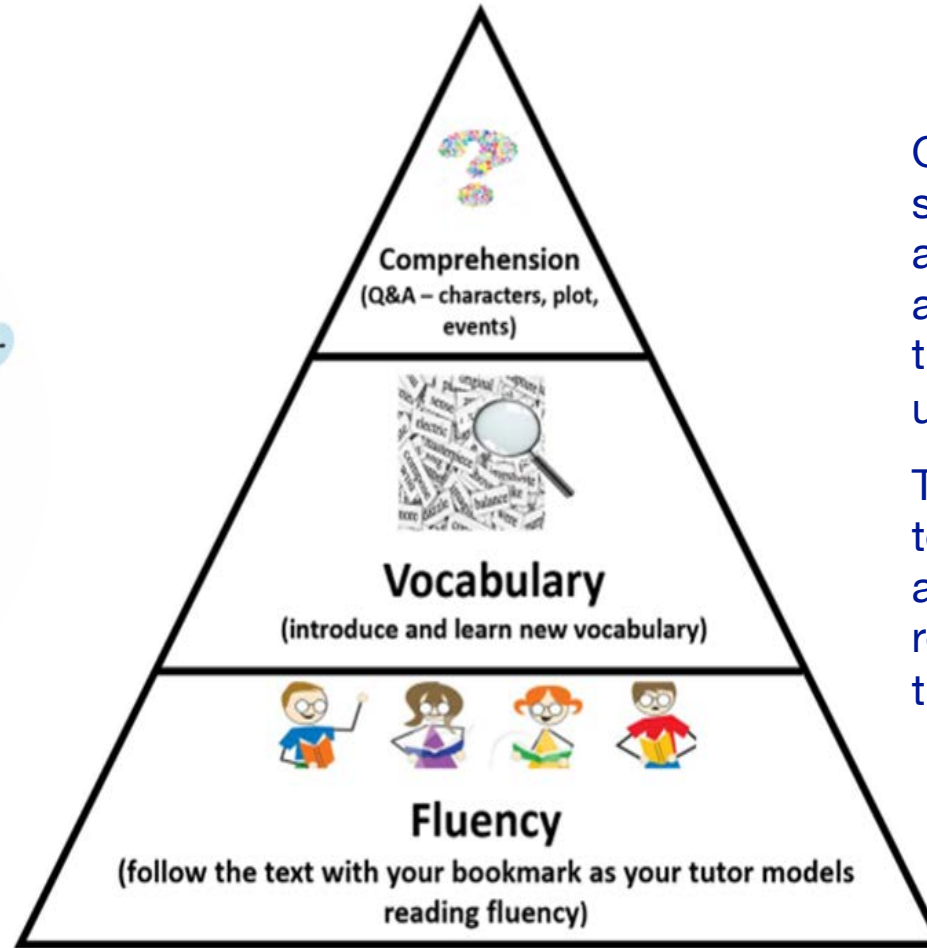
Tutor Time Classic Reading

In 2019 we introduced the reading of classic texts in 'Form Time'. The aim, was to increase weekly reading time for our students and to introduce a wider and more challenging range of texts. Books were chosen based on their merit in promoting the school's values and focus on Character Education, as well as providing a range of classic fiction and more modern non-fiction, thus providing students with 'cultural capital'.

In primary, teachers share a class story at the end of the day. This fosters a love of reading and gives children the opportunity to hear and enjoy a story each and everyday.

	7	8	9	10
Term 1	Private Peaceful Michael Morpurgo	The Sign of the Four Arthur Conan Doyle	Mystery Stories of the 19 th Century / H G Wells, 'The War of the Worlds	Macbeth Shakespeare
Term 2	Private Peaceful Michael Morpurgo	The Sign of the Four Arthur Conan Doyle	Mystery Stories of the 19 th Century/ H G Wells, 'War of the Worlds'	Macbeth Shakespeare
Term 3	The Secret Garden Frances Hodgson Burnett	Animal Farm George Orwell	To Kill a Mocking Bird Harper Lee	A Christmas Carol Charles Dickens
Term 4	The Secret Garden Frances Hodgson Burnett	Animal Farm George Orwell	To Kill a Mocking Bird Harper Lee	A Christmas carol Charles Dickens
Term 5	A Charles Dickens Selection	Lord of the Flies	1984 George Orwell	An Inspector Calls J B Priestley
Term 6	A Charles Dickens Selection	Lord of the Flies	1984 George Orwell	An Inspector Calls J B Priestley

Tutor Time Classic Reading



Our aims across primary and secondary are to model reading fluency and through explicit instruction, build and develop students' knowledge of tier 2 vocabulary and therefore their understanding.

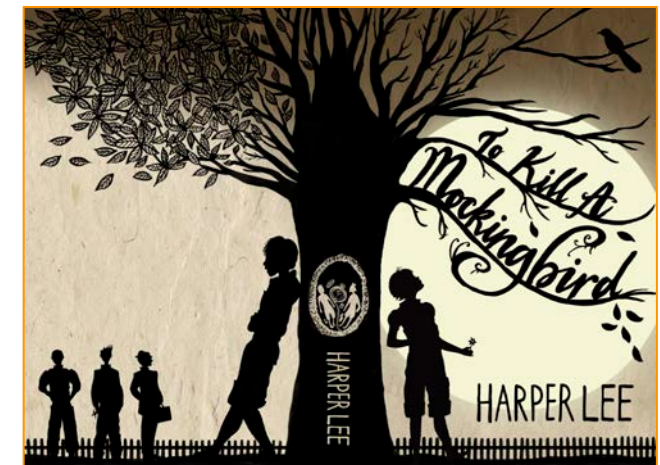
The process of modelling fluency, teaching vocabulary and building the ability to understand what has been read, is developed in primary across the whole week.



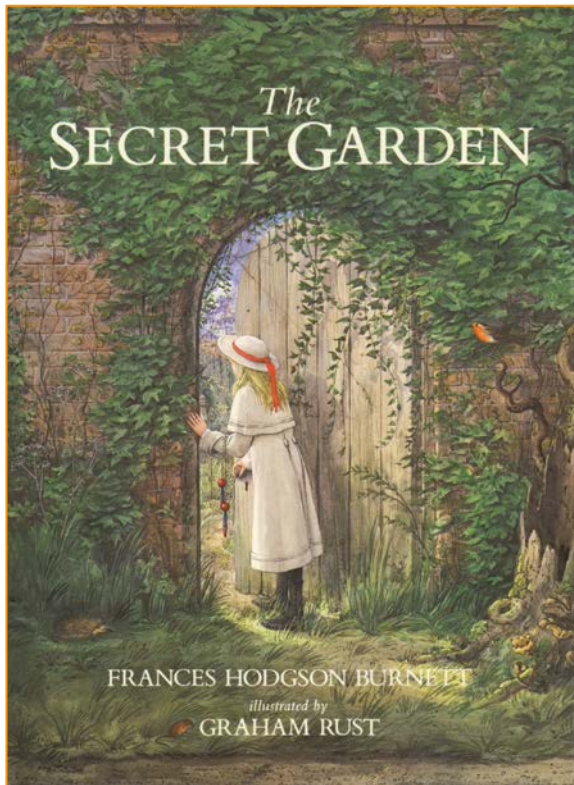
Vocabulary Acquisition and the Classics

Students are provided with 'Knowledge Organisers' for 'Tutor Time Reading' which include banks of tier 2 words. These support comprehension of the text, background and contextual information.

To Kill a Mockingbird - Vocabulary List					
1/2	apothecary— one who prepares and sells medicines	5/6	aloof— distant; unfeeling	9-11	analogous— possessing connections, similarities
1/2	assuaged— made less severe or burdensome	5/6	benevolence— inclination to perform charitable acts	9-11	antagonized— created an enemy or an antagonist
1/2	indigenous— occurring or living naturally in an area	5/6	benign— compassionate; incapable of causing harm	9-11	articulate— to speak clearly and in distinct syllables
1/2	malevolent— having or exhibiting hatred	5/6	bewilderment— condition of being confused	9-11	contemporaries— those who exist/live at the same time
1/2	mortification— a feeling of shame or humiliation	5/6	cherub— a winged, chubby angel	9-11	evasion— an act of escaping or avoiding
1/2	piety— religious devotion and reverence to God	5/6	ensuing— following immediately afterward	9-11	inconspicuous— not noticeable or prominent
1/2	sojourn— a brief, temporary stay	5/6	morbid— gruesome, gloomy, or dark	9-11	ingenious— characterized by cleverness or
1/2	unsullied— spotlessly clean and fresh	5/6	obliged— under force of necessity; obligated	9-11	nauseating— causing nausea or upset stomach
1/2	vexations— irritations or annoyances	5/6	pro prowess— superior skill or ability; strength or courage	9-11	mausoleum— a magnificent, decorated tomb
1/2	wallowing— heavily indulging in; rolling in	5/6	tacit— unspoken; understood without being expressed	9-11	provocation— causing aggravation or annoyance
3/4	abominable— detestable; unpleasant	7/8	aberrations— deviations from the proper course	12-13	acquired— obtained possession of something
3/4	amiable— pleasant; good-natured	7/8	accosted— approached in a harsh manner; assaulted	12-13	altercation— an angry dispute; quarrel
3/4	auspicious— presenting favorable circumstances	7/8	ascertaining— discovering with certainty; determining	12-13	compensation— something given to make up for something else
3/4	contentious— tending to fight; quarrelsome	7/8	cleaved— adhered to closely; clung to	12-13	contemptuously— showing contempt; scornfully
3/4	dispensation— a special allowance; privilege	7/8	embalming— treating with preservatives to prevent decay	12-13	ecclesiastical— having to do with the church or the clergy
3/4	expansively— with a willingness to talk, share	7/8	feeble— physically weak from age or sickness; frail	12-13	formidable— hard to overcome or deal with
3/4	fractious— inclined to make trouble; unruly	7/8	meditative— given to contemplation or deep thought	12-13	inconsistent— not consistent; not in agreement
3/4	persevere— to persist in a purpose, idea, or task	7/8	unfathomable— difficult or impossible to understand	12-13	permanence— being permanent; lasting
3/4	tranquility— state of calm, peacefulness, serenity	7/8	vigil— wakefulness maintained in reverence to another	12-13	prerogative— a right or privilege
3/4	tyranny— a government in which a single person assumes absolute control	7/8	whittle— to carve or shape	12-13	qualms— sudden, disturbing feelings of uneasiness
Whole Academy Reading 1 of 2		Page 3		Year 9: January	



Tutor Time Reading 'Knowledge Organiser' Reading Support.



The Secret Garden - Characters	
<p>Introduction</p> <p>The Secret Garden is a children's novel by British writer Frances Hodgson Burnett, first published in 1911. The story of Mary Lennox who was born in India to wealthy parents. Mary's life in India suddenly comes to an end when her parents die as a result, she is sent to live with her uncle, Archibald Craven, in his Yorkshire manor. There, Mary's world shifts radically as she discovers a secret garden and her own selfish nature and loneliness.</p> <p>The book opens by introducing Mary Lennox, a sour and disagreeable 9-year-old girl. She lives in India with her father, a British statesman, and her mother, a self-absorbed woman who frequently is out at parties and socializing. Mary has been mostly raised by her Indian servant names and the other servants are extremely docile and will indulge Mary's every whim, which has led her to become a very spoiled little girl who expects others to do everything for her.</p>	<p>Mary Lennox - One of the novel's two protagonists, Mary Lennox is a ten-year-old girl who, after the death of her parents in India, is sent to live with her uncle in Yorkshire, England. Mary changes drastically over the course of <i>The Secret Garden</i>: she evolves from a spoiled, unloved and unloving creature to a girl who is full of spirit and surrounded by friends. She begins the book as its central character, but is later displaced by Colin.</p>
<p>Historical Context</p> <p>From 1848 to 1947, Great Britain had complete control over India and some of its neighbors. Their control of India is remembered as the British Raj, a word in the Hindi that means 'rule' or 'government'.</p>	<p>Colin Craven - The other of the novel's protagonists, Colin Craven is Archibald Craven's ten-year-old son and heir. He was born shortly after the death of his mother, and his father could not bear to look at him because of his resemblance to her.</p>
<p>The British Raj - 1858 to 1920</p> <p>The British had a number of colonies, parts of the world that they controlled, prior to taking over all of India. Many of these colonies, including India, did not have the power to fight back against the British. India was divided, making it possible for the British to take over the whole region. Some British leaders had power in India for over two centuries due to their position in the East India Company, a trade business owned by the British. In 1858, however, Great Britain had to take control of the colonies as British leaders began a war for independence that led to a much more unified India over the entire continent.</p>	<p>Susan Sowerby - The mother of Martha and Dickon (as well as of twelve other children), Susan Sowerby functions as a symbol for the concept of motherhood itself. She is all-nurturing, all-knowing, and appears dressed in a hooded blue cloak like that of the Christian Virgin Mary (the mother of Jesus Christ). Both Mary and Colin express the wish that she were their mother; stories of her sustain each of them before their respective transformations.</p>
<p>Ben Weatherstaff - Ben Weatherstaff is a gruff elderly gardener who is only permitted to stay at Misselthwaite because he was a favourite of the late Mistress Craven. He introduces Mary to the robin redbreast, and helps the children keep the secret of the garden.</p>	<p>Archibald Craven - The master of Misselthwaite Manor, who suffers from a crooked spine and general ill health. He has been in a crushing depression ever since the death of his wife, ten years before the novel begins. Archibald spends most of his time abroad.</p>
<p>Lillias Craven - Archibald's late wife, who died ten years before the outset of the novel. Her spirit is associated with both roses and the secret garden. Her portrait hangs in her son's room beneath a rose-colored curtain, and she is described by all who know her as the gentlest, sweetest, and most beautiful of women. She represents an absent ideal.</p>	<p>Martha Sowerby - Mary's friend and maidservant, Martha is distinguished by her charming frankness and level-headed approach to all aspects of life. Her simplicity and kindness are a great help to Mary after the latter's arrival at Misselthwaite. In her very ordinariness, Martha represents the goodness of all the people of Yorkshire.</p>
<p>Mrs. Medlock - The head of the servants at Misselthwaite Manor, Mrs. Medlock is distinguished by her punctilious obedience of all of Master Craven's odd rules. Beneath her rigid exterior, she, like all the people of Yorkshire, is basically kind. She and Susan Sowerby were friends in their girlhood.</p>	<p>Dr. Craven - Archibald's brother and Colin's uncle, Dr. Craven is the latter's illness. He is a bit stuffy and officious, but he laughs at him at every opportunity. Described as a pessimist, he hopes for Colin's death so that he might inherit the manor.</p>

One to one support from our own Sixth Form Students.

We are fortunate enough to have a team of dedicated 6th form 'Reader Leaders' who support younger students. This one to one support has been enormously valued for the students and the older students have enjoyed the experience of working with these students too. They track their progress on record sheets and students are encouraged to keep a record of their reading too.

The form is titled 'Reading log' and includes a 'Name:' field. It is divided into two identical columns for tracking reading progress. Each column contains a 'Title of the book I'm reading:' field, a table with columns for 'Date', 'Pages read', 'Minutes read', and 'Adult check', and a 'Quiz result (if quizzed)' field. The table rows are labeled with days of the week: Mon., Tues., Wed., Thurs., Fri., and Weekend.

Reading log		Name:							
Title of the book I'm reading:		Title of the book I'm reading:							
Date:	Pages read	Minutes read	Adult check	Date:	Pages read	Minutes read	Adult check	Quiz result (if quizzed)	Teacher check:
Mon.				Mon.					
Tues.				Tues.					
Wed.				Wed.					
Thurs.				Thurs.					
Fri.				Fri.					
Weekend				Weekend					
Quiz result (if quizzed)		Teacher check:		Quiz result (if quizzed)		Teacher check:		Quiz result (if quizzed)	



Book Clubs and Extra Curricular Reading Opportunities

Our students have a host of ways to participate in activities that promote a love of reading. Our librarian runs a popular book club each week where there are always 'book' related activities to take part in. Each year students shadow the reading of all the books that have been nominated for the 'Carnegie' award. This involves students reading all of the nominated books and awarding their own winner on the same day as the winner is officially announced. Our Carnegie ceremony is hosted either here or at other local schools. Our librarian also coaches students for the annual 'Big Book Quiz' and students have the opportunity to attend the annual 'Hay Festival'.



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The Next Steps on Our Reading Journey...

We have recently become a 'Renaissance Partner School'. This means we have joined an already established network of partners to share experiences and insights, and learn from experienced users of Renaissance products. This will allow us to share what we do and learn from others to develop a good understanding and practice of how Renaissance products can continue to contribute to raising educational standards.



The Next Steps on Our Reading Journey...

As one of many schools in 'UL' we have opportunities to collaborate and discuss how we promote, develop and improve students' life chances through reading. This year, through our collaboration with 'Northampton Academy', we are planning on joining their, 'LitFest'. This will give students the opportunities to meet authors and participate in reading workshops.

We will also continue to target support at the weakest to ensure that their journey through school and beyond is not hampered by their inability to read. We have recently introduced a 'Direct Instruction' reading programme and our pilot of this programme will be evaluated and shared across UL.

We will continue to work across the school, in primary and secondary, to discuss strategies and share what we do. We will continue to meet regularly to use our expertise to support and extend what we offer students across the academy.

We will continue to build and develop teachers' knowledge, confidence and expertise through CPD and shared good practice so student's have the vocabulary, fluency and comprehension to Improve their reading skills.



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“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

Dr Seuss



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If you would like any information on any of our strategies or would like to speak to a member of staff regarding reading please contact:

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School Librarian



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