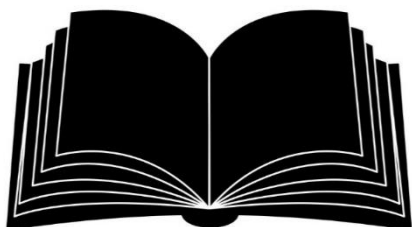


Ormiston Forge Academy Sixth Form Reading Strategy



Sixth Form Reading Strategy

We aim to build a strong reading culture at Ormiston Forge Academy Sixth Form; a sixth form in which students recognise the importance of wider academic reading, as well as reading for pleasure.



Reading is integral to the progress and academic success of our students. Wider reading around subjects, whether done during private study periods or at home, enables students to deepen their knowledge and understanding, develop subject specific technical vocabulary and help prepare for university level education; something particularly important to us given that the majority of our sixth form leavers choose to progress to university.

There is an established body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development:

- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (*Clark 2011; Clark and Douglas 2011*).
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (*OECD, 2002*).
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (*Twist et al, 2007*)
- Benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even 'a greater insight into human nature'." (*Reading for Pleasure: A research overview, National Literacy Trust*).

Developing keen readers in Ormiston Forge Academy Sixth Form.

We aim to improve reading amongst our sixth form students, and their commitment to it, in a variety of ways:

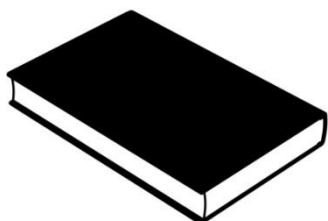


-Study Skills Workshops: Our induction programme for all new students starting the sixth form in year 12 incorporates a range of workshops that cover the essential study skills required in order to be a successful post-16 student. A reading workshop is included within the programme, which covers key reading techniques such as skim reading and scanning.

-Reading lists: Forge specific reading lists are available for the A level and BTEC subjects that form part of the sixth form curriculum. These detail principal course texts, other key texts, useful magazines / journals and podcasts etc. Our reading lists can be found [HERE](#).

-Access to texts: Copies of all principal course texts can be found in the sixth form library, which is situated in the common room. Students can also use their Forge Learning Grant to purchase their own copy of books to support their learning and deepen their subject knowledge. Information about the learning grant can be found [HERE](#)

Access to journals: We have subscriptions to journals linked to a number of the courses in sixth form. Where this is the case, students are provided with access to digital copies of the relevant publication.



Teaching reading: Our year 12 students undertake the VESPA programme during one period each week. This is a programme which helps students to develop study skills by focusing on the key areas of vision, effort, systems, practice and attitude. We have adapted the programme to also include sessions on reading skills. These include explicit teaching of strategies such as speed reading and how to summarise and pick out the most important points from texts.

Reading logs: The majority of sixth form subjects at Forge use reading logs. These are maintained by students and designed to encourage them to keep a record of the key wider reading they've conducted for a particular subject, be it reading set by teachers or articles / texts they've read during independent, private study. Reading logs also provide an opportunity for students to record any questions they have as a result of their reading, as well as words that are unfamiliar to them. This can help to inform class discussion and / or discussion with teachers. Our sixth form reading log can be found [HERE](#).

Literature reviews: Many sixth form subjects set students the task of writing a literature review about the reading they've conducted on a particular topic or concept. This task is typically set once every half term. Literature reviews enable students to evidence their understanding of what they've read and explore a particular topic or concept in greater depth.

Reading Weeks: Our sixth form students are expected to conduct wider read around their subjects on an on-going basis, be it through articles and extracts etc by teachers, or material found during independent study. Whilst reading should be an activity consistently undertaken throughout years 12 and 13, we do have reading weeks to promote the importance of reading. During these weeks morning form time is devoted to reading.

Reading for pleasure: We actively encourage our sixth form students to read for pleasure, as well as conduct wider reading linked to their studies. To this end, we have no issue with a student using some private study time to read fictional or non-fictional texts if this helps to 'switch off' and clear headspace. A section of the sixth form library contains non-academic texts, which students can either donate books to, or take books from to read.

Reading with younger students: Our sixth form students are encouraged to see themselves as role models for younger students within the Academy; role models who can play an important role in promoting reading and supporting younger students with their reading. To this end, our sixth form peer reading programme involves sixth form students reading with Key Stage 3 students whose reading age is below their chronological age. Those involved read with younger students during one form period each week.

