

ORMISTON FORGE ACADEMY READING STRATEGY

Welcome to reading at Forge



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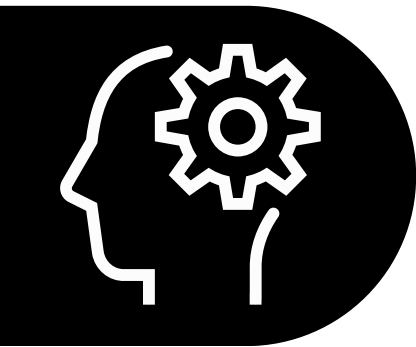
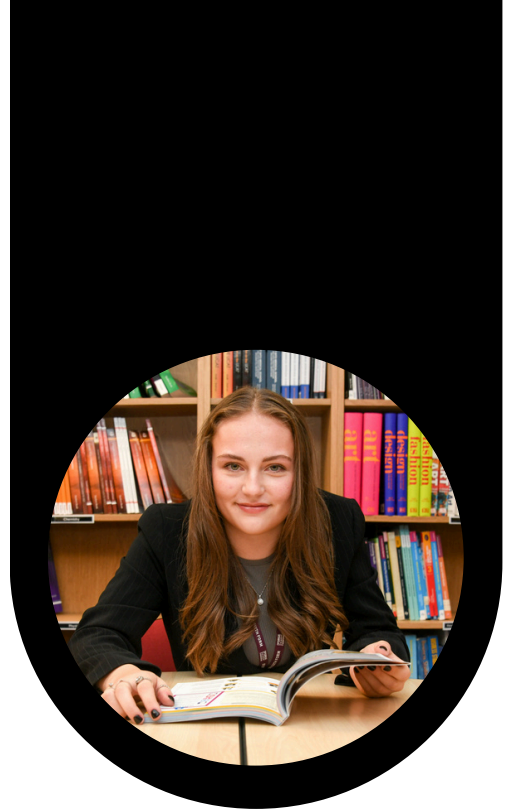


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Reading **AT FORGE**

Here at Forge, we are passionate about reading and recognise the importance of students being able to read for pleasure each day. Reading opens doors for students that might otherwise be closed and allows insight into the world around us. Reading promotes:



COGNITIVE DEVELOPMENT

- Reading stimulates mental processes, improving comprehension, critical thinking, and problem-solving abilities.
- It enhances vocabulary, grammar, and writing skills, laying a strong foundation for communication and expression.
- Studies, like those from the National Literacy Trust, show that reading develops empathy by allowing readers to experience diverse perspectives



ACADEMIC SUCCESS

- Proficiency in reading is essential for understanding textbooks, instructions, and complex concepts across disciplines.
- Strong reading skills are correlated with better academic performance, as students can absorb and analyse information more effectively



MENTAL WELL-BEING

- Reading for pleasure is linked to improved mental health, reducing stress and increasing life satisfaction. Immersing in a book can offer an escape and foster relaxation, akin to mindfulness practices

Reading **AT FORGE**

Reading promotes:



LIFELONG LEARNING

- Reading facilitates continuous learning, keeping the mind active and engaged. It broadens horizons, exposes individuals to new ideas, and builds knowledge across various fields.
- According to the Education Endowment Foundation (EEF), developing literacy skills early is crucial for lifelong intellectual growth.

PROFESSIONAL AND SOCIAL BENEFITS

- Strong reading skills are necessary for workplace communication, including reading reports, instructions, and professional materials.
- Literacy empowers individuals to participate fully in society, enabling informed decision-making and full social engagement.

CULTURAL AND EMOTIONAL ENRICHMENT

- Reading exposes individuals to different cultures, histories, and ideas, promoting tolerance and understanding.
- It also allows for personal reflection, self-discovery, and emotional growth by connecting readers to relatable stories and characters.





OUR 'WHY'

Evidence highlights the importance of reading for pleasure for both educational purposes as well as personal and emotional development:

- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).
- The National Literacy Trust states that "20 minutes of reading each day has so many benefits: improved memory, enhanced creativity, reduced stress levels, expanded knowledge, enhanced empathy, increased mental stimulation, improved communication skills and increased vocabulary." We believe that all Forge students should be reading for pleasure and enjoying the benefits that it can bring.
- Children and young people who read daily had higher average standardised reading scores than children and young people who didn't read daily (Enjoyment Research Project, National Literacy Trust, 2024)
 - 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).

At Forge, we are committed to ensuring that the life chances of our young people are maximised and so we have a range of strategies and initiatives to ensure that the reading is at the heart of everything that we do.

OUR 'HOW'

How do we develop Ormiston Forge Students into confident, enthusiastic and competent readers?

Teaching general reading strategies

The explicit teaching of reading strategies to students equips them with the tools to become independent and effective readers.

At Forge, students are taught a range of reading strategies including how to:



Activate Prior Knowledge

What It Is: Before reading, students connect the text to what they already know. This scaffolds understanding and builds a foundation for new information.

How to Teach: Use brainstorming and concept maps to discuss existing knowledge.

Question

What It Is: Teaching students to ask questions about the text as they read (e.g., "Why did this happen?" or "What does this word mean?"). Questioning will ensure that students are engaging deeply with the text.

How to Teach: Model asking questions aloud while reading a passage and encourage students to practise in pairs or small groups.

Skim & Scan

What It Is: Teaching students to chunk/quickly look for clues in a text to elicit meaning without reading all of the text in detail.

How to Teach: Using a ruler/highlighter, students might look for key words such as names/places/dates in order to gain a superficial understanding of the information. This can build confidence and reading perseverance.

Predict

What It Is: Encouraging students to anticipate what a text will be about based on the title, headings, or initial paragraphs.

How to Teach: Ask guided questions like, "What do you think will happen next?" or "What clues does the author give?"

Infer

What It Is: Students learn to read between the lines, drawing conclusions from textual evidence and prior knowledge.

How to Teach: Provide practice with texts that require interpreting implied meanings, and discuss how inferences are made. Use prompt questions that support inference.

Summarise

What It Is: Teaching students to condense information by identifying key points.

How to Teach: Exploring topic sentences to look for key information and ensuring writing frames are provided to support responses.



OUR 'HOW'

How do we develop Ormiston Forge Students into confident, enthusiastic and competent readers?

Visualise/Imagine

What It Is: Encouraging readers to create mental images of the text to enhance comprehension and engagement.

How to Teach: Ask students to draw or describe what they "see" in their minds while reading.

Clarify/De-code

What It Is: Helping students identify and resolve confusion, such as unfamiliar words or complex passages often using images/icons associated with words.

How to Teach: Encourage students to use context clues, re-read sections, or consult glossaries and dictionaries. Students may be supported to look at the root meaning of words (etymology). Images/icons can support students to memorise key words.

Analyse Text Structure

What It Is: Recognising organisational patterns (e.g., cause and effect, problem and solution) to navigate and understand texts more effectively.

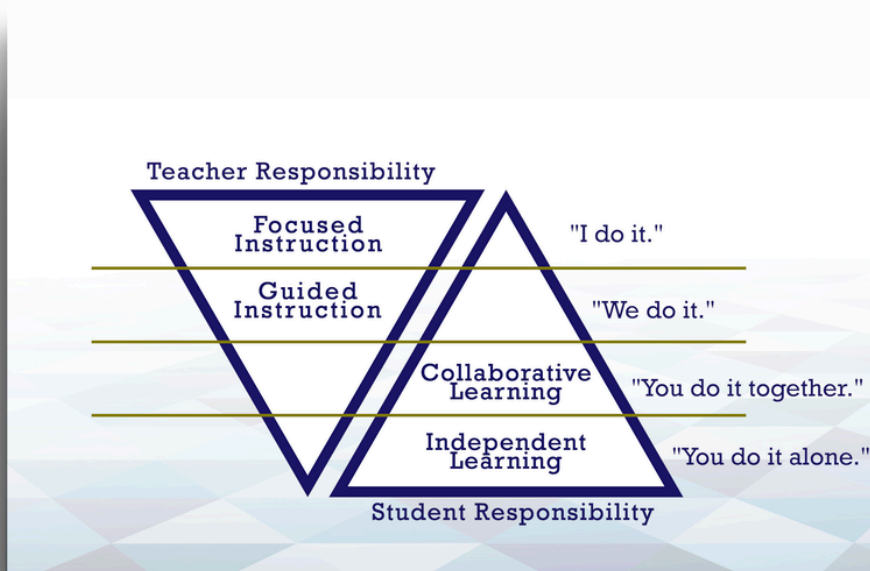
How to Teach: Teach signal words and phrases, like "because" or "therefore," which indicate text structure.

Metacognitive Strategies

What It Is: Teaching students to think about their thinking during reading to monitor comprehension.

How to Teach: Encourage self-reflection questions, such as "Do I understand this paragraph?" and strategies like annotating texts.

At Forge, teachers are encouraged to use the **"Gradual Release of Responsibility" Model** for the effective teaching of reading and writing. (Pearson & Gallagher, 1983)



I Do:

The teacher models the strategy (e.g., thinking aloud while summarising a paragraph).

We Do:

Students practise with the teacher's guidance (co-construct), often as a class or in small groups.

You Do Together:

Students work collaboratively, applying the strategy with peers whilst teacher facilitates.

You Do Alone:

Students independently practise using the strategy with texts.

OUR 'HOW'

Teaching Disciplinary Literacy:



Disciplinary literacy

is an educational approach that emphasises the specific ways of reading, writing, thinking, and communicating that are unique to each academic subject. In addition to general literacy strategies that apply across all disciplines, disciplinary literacy focuses on how experts in different fields—such as historians, scientists, mathematicians, or literary scholars—interact with texts in their domains. Teachers are encouraged to promote specific reading strategies in their subject areas through:

-Subject specific vocabulary and conceptual understanding – using, understanding and applying vocabulary that is unique to each subject area to build confidence, skill and expertise.

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-Subject specific reading skills – in addition to general reading strategies, subjects are encouraged to promote the strategies that are most appropriate to their subject area. For example, historians analyse primary and secondary sources, assess bias, and construct evidence-based responses whereas scientists read technical articles for methodology and results and write using precise, objective language. Mathematicians decode symbolic representations and explanations in equations whilst artists learn to read artworks by analysing elements like line, colour, shape, and texture, and principles like balance, contrast, and movement. They interpret symbolism, context, and meaning, much like critics or historians.

OUR 'HOW'

Opportunities to read at school every day



E.R.I.C

Forge students in years 7-9 and staff participate in ERIC (Everyone Reads In Class) each day and we all enjoy the opportunity to drift off into imaginary worlds with characters and storylines that fire up our imagination.

In order to maximise this reading time, we encourage all students (in years 7-9) to have their own reading book with them every day. We want students to be able to enjoy reading books in their entirety and have the satisfaction and fulfilment of appreciating a story in full. Students are very much encouraged to borrow from our academy library and local libraries are a valuable and free resource available to us all. There is NO expectation that books have to be new and purchased.

Class teachers delivering ERIC have an essential role in building our reading culture. Teachers will receive a weekly power point slide with prompt discussion ideas and questions to be displayed on their board during ERIC and engaged with at the end of their ERIC session.

TEACHERS WILL:

- Check equipment at the start of the lesson
 - Role model reading to students
 - Discuss reading habits with students
- Ask students to share what they have read each ERIC session / ask questions
 - Listen to students read
 - Record on the ERIC tracker
 - Share concerns with Literacy Leads
- Provide subject specific material for an ERIC task if you deem appropriate
 - Reward students with house points for remembering their book.

TEACHERS WILL NOT:

- Use the time to undertake personal tasks
 - Condone the illusion of reading
 - Ignore those blatantly not reading
- Accept inappropriate reading material which doesn't develop vocabulary
- See ERIC as a nuisance that takes away from curriculum time – we are all teachers of reading.
- Use reading as any form of punishment during detention or similar.

The News: Form time affords opportunities for students to spend time watching the news each week and discussing current affairs and important news items to open their mind to the world around them. Further opportunity to discuss their reading habits linked to the theme of the week will be made available to years 8 and 9 each fortnight. Teachers are encouraged to utilise relevant news stories in their lessons to promote engagement, discussion and general knowledge of the world.

OUR 'HOW'

Reading Intervention and Support for weaker readers



Reading Fluency Intervention

Reading fluency intervention runs each morning during form time and gives students opportunity to engage in 1:1 intervention either with an LSA or 6th form peer mentor. Students make good progress through repeated reading of 200-word passages and increase confidence with fluency and vocabulary throughout the process. This intervention is coordinated by Miss Jo Smith – our Literacy Lead.

LEXONIK Reading Intervention

We are really excited to be part of a new reading intervention this year that will support students with reading skills particularly comprehension and phonics. Mrs Katie Tolley (Assistant Principal) is the LEXONIK lead here at Forge. Lexonik is a fast, focused, and fun programme, enjoyable for all ages and all mainstream abilities. It stretches everyone allowing them to achieve success at a higher level than they are currently achieving. The teaching sessions are very intensive and highly effective, and for this reason must be delivered by experienced, trained teachers to groups of four students. Lexonik is based around the following five key areas:



1. Setting high expectations - build self-belief and aim high
2. Phonological awareness - awareness and manipulation of the sound structure held within speech
3. Vocabulary - developing root-word knowledge and an understanding of how prefixes and suffixes alter meaning
4. Metacognition - the awareness and understanding of how you think
5. Automaticity – direct teaching, repetition and speed is key if students are to master their own learning

LEXONIK

There are two strands to the LEXONIK programme:

LEXONIK LEAP

LEXONIK LEAP effectively resolves phonics gaps for learners who find literacy particularly challenging and those for whom English is not their first language, rapidly progressing reading, spelling and oracy.

Based on an initial diagnostic assessment, the programme can be adapted to allow for an individualised learning pathway, meaning the duration of the programme is dictated by the level of need. Because of this it's perfect for older or English as an additional language (EAL) learners as well as young learners. Lexonik Leap as a literacy programme can be delivered 1:1, but is best as a small group intervention. Ideal for learners with a standardised score of less than 85 or the EAL learner.



LEXONIK ADVANCE

LEXONIK ADVANCE is a unique, research-based literacy intervention programme for schools, leveraging metacognition, repetition, decoding and automaticity. Lexonik Advance trains learners to develop phonological awareness and make links between unknown words using common prefix, stems and suffix definitions. Delivered by our staff in six one-hour sessions, Lexonik Advance works best with students with a standardised score between 85-115 and is delivered in groups of 4 students. Over the course of six weeks, learners improve their phonological awareness by working with common syllable sounds, practising until they reach

automaticity to aid reading accuracy and fluency. In parallel to this, learners explore polysyllabic, academic vocabulary and are taught a methodology that supports the morphemic analysis of words, which can be applied independently when they need it most.

Learners are selected based on existing internal school assessment processes, then receive a baseline and post assessment to determine progress.



OUR 'HOW'

Promoting a Culture of Reading for Pleasure



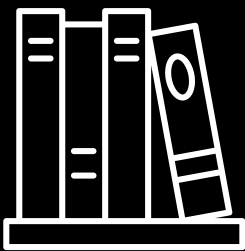
FORGE READING CORNER

- Forge Reading Corner: In main reception we have our reading corner where we invite students and staff to spend time reading for pleasure. We want to celebrate the enjoyment that we take in reading and how important it is to us all here at Forge. We will hold half termly 'readathons' where students can sign up to be part of a day of reading and spend time in the reading armchair.



YOUR TEACHER READS

- Your Teacher Reads: Each term students in year 7 will be visited by a staff member during one of their ERIC sessions and they will be read to by the teacher. We want to ensure all students have the opportunity to listen to expert readers and experience a shared pleasure in a text chosen by the teacher.



LIBRARY EVENTS & COMPETITIONS

- Library Events & Competitions: Reading groups, calendared events, a quiet space to sit and read at lunch – the Library has it all and more. We are excited to develop the resources and opportunities that are on offer from the Library so that our students are well served by this facility.

OUR 'HOW'

Supporting our children at home

Families play a crucial role in supporting a child's reading development at home. Here are several practical ways they can foster a love of reading and help improve literacy skills:



Create a Reading Routine

set aside regular time for reading and establish a consistent time each day when the family reads together or when the child reads independently. Even just 20 minutes a day can make a significant impact on literacy development.

Choose the right books

Select age-appropriate books and encourage children to read books that are not too difficult, but still challenge them. Books should align with their interests to keep them engaged.

Ask Questions and Encourage Discussion

Engage with the text - After reading, ask open-ended questions like, "What do you think will happen next?" or "Why do you think the character did that?"

Model reading behaviour

Children learn by example. If they see their parents reading regularly, they are more likely to value reading themselves. Research studies from the National Literacy Trust show that when parents engage in daily reading with their children, they improve their child's reading ability and foster a lifelong love for books

Offer a variety of texts

Include a mix of fiction and non-fiction, as well as different genres, to broaden their exposure to different writing styles and vocabularies. Research from the Education Endowment Foundation (EEF), informs that ensuring children read widely and with a purpose helps them develop both fluency and comprehension skills

Discuss the story

Encourage your child to talk about the book. What did they like? What did they learn? This helps reinforce comprehension and critical thinking skills. The National Literacy Trust highlights those parents who engage their children in meaningful discussions about what they read help develop their comprehension and critical thinking skills.

OUR 'HOW'

Supporting our children at home

Families play a crucial role in supporting a child's reading development at home. Here are several practical ways they can foster a love of reading and help improve literacy skills:



Incorporate Reading into Everyday Activities

Use everyday experiences: Reading labels, instructions, signs, or even recipes can help reinforce reading skills in a practical context.

Provide access to books

Create a home library or use local libraries, where children can access a wide variety of books to explore.

Make Reading Fun

Turn reading into a fun activity by playing literacy-based games like word searches, spelling challenges, scrabble, wordle or creating stories together. Be expressive by using different voices for characters or ask your child to act out parts of the story. This makes reading a more enjoyable and engaging experience.

Encourage Independent Reading

Let children choose books: Encourage your child to pick books that interest them, whether they are about animals, sports, or adventure. This autonomy in choosing reading material can foster a sense of ownership and motivation.

Use Technology and Audiobooks

Apps and e-books can be a useful addition to traditional reading materials. Audiobooks are also helpful, especially for struggling readers or children with learning differences. Many interactive opportunities are made available through this platform.

Support Struggling Readers

Be patient and supportive: If your child is struggling with reading, be patient. Offer gentle encouragement and avoid pressuring them. Use phonics, sight words, and other strategies to help build their confidence and skills. Provide extra practice for children who find reading challenging, additional practice at home can help. Break down difficult words or sentences into manageable chunks.

By creating a supportive environment, parents can make a significant difference in their child's literacy development. The key is to make reading a consistent, enjoyable, and meaningful activity. For more in-depth strategies, you can refer to resources from the National Literacy Trust and the Education Endowment Foundation.



OUR 'WHAT'

By having a clear rationale, purpose and strategy in place we are committed to ensuring that reading remains a priority here at Forge.

What we want is:

- For our students to be confident readers who appreciate the importance of being able to access texts competently and effectively.
- For our students to enjoy reading and to take pleasure from the experiences that it can offer
- For our students to have acquired a vast vocabulary and are proficient with grammatical structures.
- For our students to develop skills of empathy and sympathy; to be tolerant, respectful and understanding of different cultures and traditions.
- For our students to have healthy minds because of the relaxation and wellbeing opportunities that reading can afford them.
- For our students to be culturally, emotionally and socially enriched because of the experiences that reading has offered them.
- For our students to be academically successful both at school and throughout their lives because of the reading skills that they have acquired.
- For our families to join in reading experiences with their children so that pleasure and enjoyment can be a shared, collaborative experience.

6TH FORM

READING STRATEGY

Welcome to reading at Forge



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6th 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.



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:

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.

ORMISTON FORGE ACADEMY READING STRATEGY

