

# Reading Vision at Airedale Academy

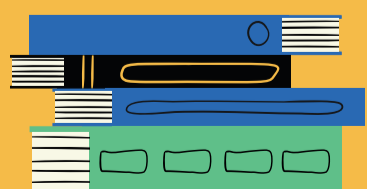


## Reading for Pleasure

At Airedale Academy, reading is at the heart of all that we do. This means our daily routine begins in a calm, purposeful way through a shared reading experience. The form time reading programme has been carefully designed to encompass a well-balanced, interesting, and meaningful diet of reading material including texts which have been chosen to promote our Academy values and texts which are underpinned by our British Values. Reading unlocks new experiences and allows our readers to envisage a world which may seem far beyond their own; the carefully selected novels within the form time reading programme can each be seen as a portal to real life issues and facilitate important conversations which can lead to positive social and emotional outcomes. We are acutely aware that reading choice and reading interest are inexplicably linked and, because of this, form time reading books are revised and updated based on staff and student' feedback.

Our curriculum has been designed to devote regular time to allow reading for pleasure. This includes: bespoke weekly reading lessons for KS3, strategically planned Drop Everything and Read sessions for all year groups and extra-curricular reading clubs. Across the academy, there is vast opportunity for 'book talk' as our young people are supported to make appropriate reading choices which both challenge and enthuse them to read outside of the classroom setting.

Reading for pleasure is valued at Airedale Academy with regular celebrations, live author events, whole-school reading initiatives, expert staff readers and Reading Ambassadors in all year groups. The impact of positive reading role-models, both staff and students, is invaluable to our reading mission.



## Reading for Academic Success

Reading proficiency is the key to academic success. Reading ability is assessed and intervention is designed to remove barriers in order to enable our students to have the ability to read for pleasure and for purpose.

The correlation between reading ability and academic success is prevalent across the Academy and supported by Castleford Tigers' 'Read to Succeed' programme.

The design of the curriculum at Airedale Academy allows students to achieve mastery level of subject content in order to fulfil every child's academic potential. Reading CPD is undertaken by all faculties meaning that expert reading takes place in our classrooms and our teachers understand how to remove reading barriers. Reading opportunities are planned to suit curriculum content and enhanced through the implementation of Drop, Everything and Read. To aid comprehension and analysis, students are guided through the exploration of Tier 2 & Tier 3 vocabulary using Airedale Academy's Vocabulary Vault strategy.

Our emerging readers are supported and nurtured through bespoke intervention including, 'Rise and Read' intervention and the personalised reading programme, Lexia.

Students are given the opportunity to develop their reading fluency through exposure to modelled expert reading and planned, regular opportunities for reading aloud.



## Reading in the Real World

At Airedale Academy, we know that reading is integral in fostering life skills for our young people. We empower our students to overcome their personal reading barriers, build self-esteem and gain confidence in shared and independent reading activities.

Placing a high value upon reading across the Academy enables our students to fully understand how reading is essential to their post-16 prospects.

Through Castleford Tigers' Read to Succeed programme, our students are presented with positive reading role models and will gain an understanding of how reading is a key component of sports' professionalism.