

Campsmount Academy



Reading and Literacy Policy

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	SMO	New policy	March 2021	September 2021
2.0	SMO	Addition of Literacy Assessment Online Testing Pathway Information	September 2021	September 2022
2.1	SMO	No change	September 2022	November 2023
2.2	SMO	Addition of GL NGRT Amendments to ASPIRE Addition of Sparx Reader and Fresh Start Amendments to 'Book Look' criteria	November 2023	November 2024
2.3	SMO	GL assessments removed and replaced with Sparx Reader assessments. All KS3 students to complete Sparx Reader homework.	November 2024	November 2025
2.4	SMO	Addition of Glossing as a key strategy to support clarification of vocabulary	November 2025	November 2026

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1. INTRODUCTION

1.1 Literacy can be defined as the ability to read, write and communicate effectively. In relation to reading, it is important to note that 'reading instruction' and 'reading for pleasure' are not the same. Reading instruction is orientated towards learning how to read, decoding and comprehension and is a minimum entitlement; all students should leave school being able to read at an expected standard for their age. Reading for pleasure is about encouraging a culture of reading, so that young people choose to read, are engaged and responsive and become lifelong readers (Cremin et al, 2014). If both of these aspects are evident in a child's educational experience, attainment and achievement will improve.

1.2 It has been found through international research that reading for pleasure results in increased: attainment in literacy and numeracy (Anderson et al, 1988, OECD, 2010; Sullivan & Brown, 2013; EEF, 2020); general knowledge (Clark and Rumbold, 2006); vocabulary knowledge (Sullivan & Brown, 2013); identity explorations (Rothbauer, 2004) and imagination, mindfulness and empathy for others (Kidd and Costano, 2013). It is clear therefore, that this applies to all subject disciplines and is a priority for everyone.

1.3 Since The National Literacy Strategy (1998), there has been an insurmountable amount of research into these areas, most notably due to the fact that if literacy and reading can be addressed effectively, most educational inequalities can be minimised and social mobility will improve. Whilst this policy seeks to address reading, it will inevitably address literacy too. They are irrefutably and inextricably linked and must be discussed in conjunction with each other.

1.4 In 2019 nationally, 65% of KS2 children achieved a combined scaled score in mathematics and English at 'Expected Standard'. In reading alone, 73% (a 2% decline from 2018) achieved this. At Campsmount Academy in 2019, 62% of students arrived working at 'Expected Standard' in reading. This was 11% below National Average and overall 38% of students were unable to read at the required standard to be successful in all subjects-not simply English. This is a pattern across all year groups and is therefore an urgent issue for all departments. It is vital therefore, that as an academy we develop a strong culture that promotes reading to enable students to unlock their potential and go on to perform and lead happy, healthy lives. It has been found that adults with poor literacy and reading skills (a massive 16.4% or 7.1 million adults in England) are more likely to: suffer from poor physical and mental health, criminally offend, and live in poverty.

1.5 The 'Read on, Get on' campaign established in 2014, has set the goal that by 2025, all young people aged 11 should be able to read age appropriate texts with success, including whole novels, and have the ability to decode words using contextual cues. Key groups within this goal are boys and children from deprived backgrounds. If the issue surrounding reading is not addressed, it has been predicted that it will cost the UK economy 32.1 billion pounds (pre-Covid 19).

2. AIMS

2.1 At Campsmount Academy, it is our mission to ensure that all students are equipped with a range of reading and literacy strategies that enable them to achieve their potential. Reading and literacy is therefore:

2.2 a job for all of us. As an academy, we must develop a culture of 'reading for betterment', pleasure and enjoyment, alongside equipping students through clear reading instruction strategies. This will not only unlock greater performance in all subjects, but will improve the life chances of the young people in our care; this is a moral obligation as much as an academic one.

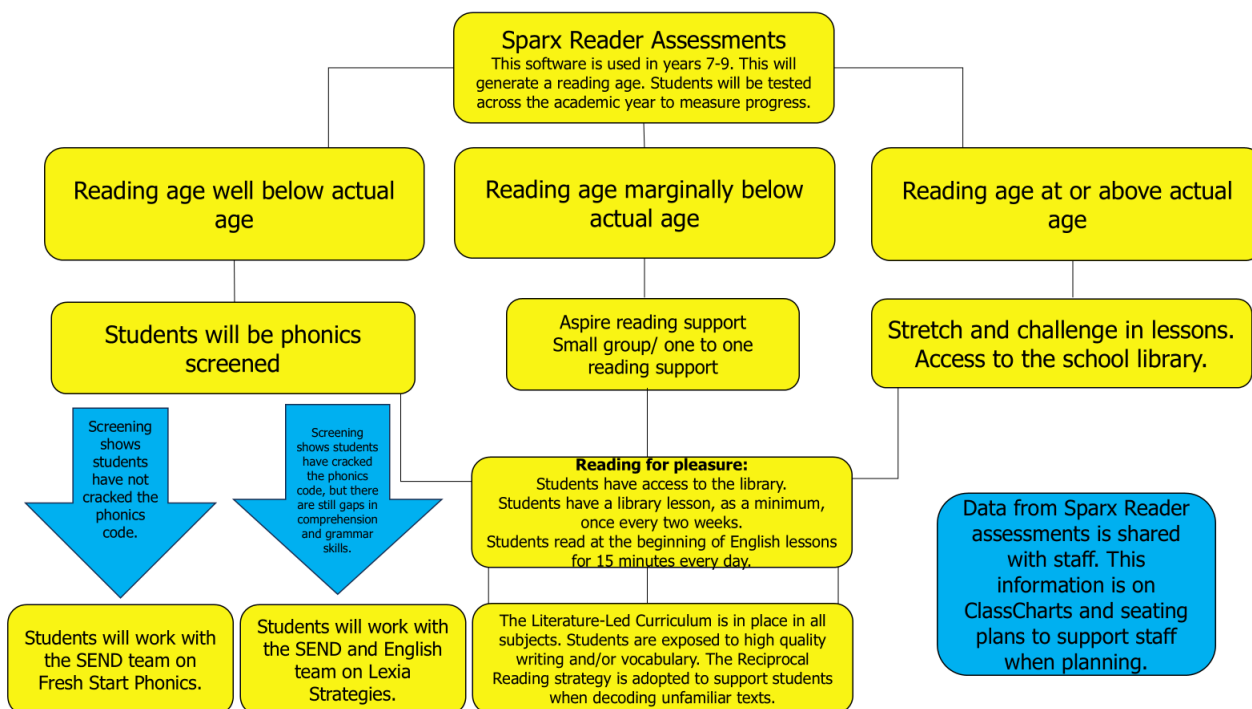
2.3 something to be enjoyed. Enjoyment is vital and is correlated with higher level performance-we must support our students in establishing their own unique 'reading identity'. It is important that

teachers are seen to be readers who support the creation and maintenance of this culture because reading enjoyment + reading frequency= increased reading attainment.

2.4 linked to aspirations and high standards for all. We must be ambitious for our students, embedding challenging academic texts, where appropriate, in our curriculum design. This, accompanied with academic Tier 2-3 vocabulary and reading instruction, will support students' reading development. 'Academic texts' relates to any literature that stretches and challenges students' minds and extends their repertoire of vocabulary. These types of extracts can be found on the BBC, The Guardian or Tween Tribune. This is necessary because GCSE examinations have reading ages of 16 years+.

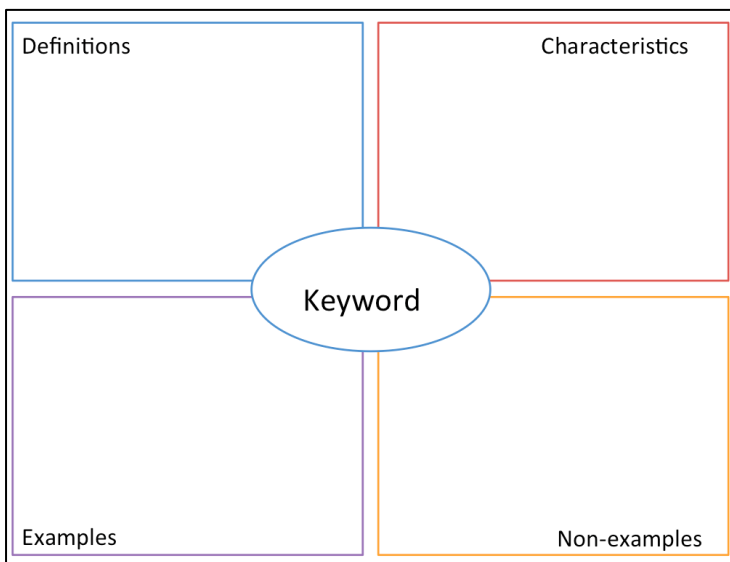
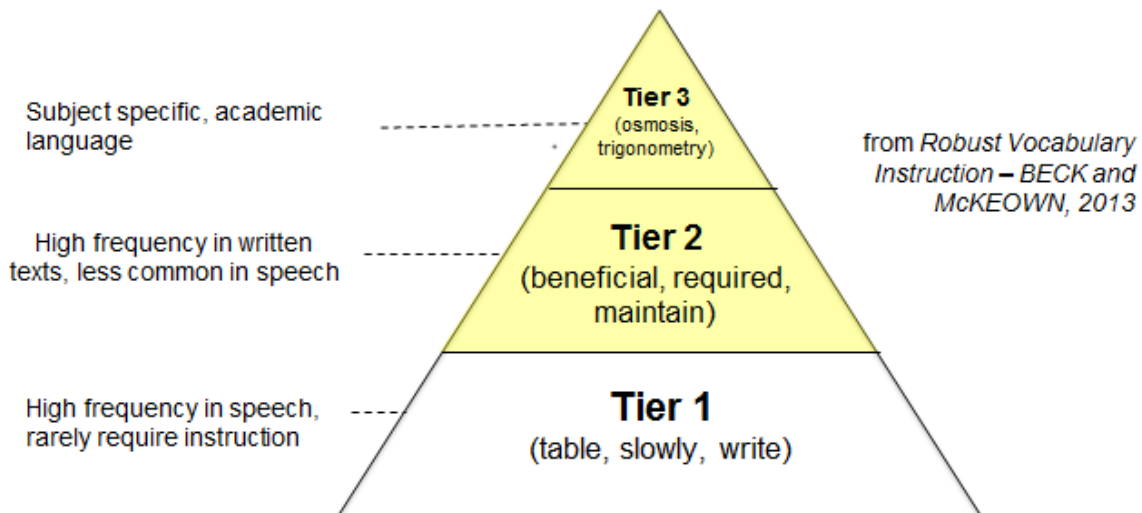
3. ROLES AND RESPONSIBILITIES

3.1 At the beginning of the academic year, students' reading ability will be tested on Sparx Reader. We will look closely at students' Standard Age Score, Stanine and reading age. These tests will take place at key intervals across the academic year as detailed on the whole school calendar. The information generated from the software will be crucial in deciding which pathway our students follow, as described in the diagram below:



3.2 Curriculum maps identify all keystone vocabulary and opportunities for wider reading. Reading and key vocabulary for schemes of work should be identified and actively and explicitly taught throughout a scheme of work. Students should be exposed to vocabulary repeatedly and through a range of strategies to support retention. It is the responsibility of all teachers to include these strategies in lessons. Directors of Faculty and Heads of Department must ensure that they are embedded in curriculum design. The Deputy Headteacher will support, monitor and quality assure the strategies described in curriculum intents and the implementation of these strategies with the view of measuring impact during key intervals across the academic year.

3.2 Vocabulary, particularly Tier 2 and 3 vocabulary, should be taught using a range of strategies such as: The Frayer Model; etymology grids; morphemic analysis; retrieval grids and through contextual cues (Quigley, 2020). When curriculum planning, staff will identify keywords for each topic. It's important that these words are explicitly taught and explained. That does not mean students should be spending time writing out definitions. Glossaries or completed Frayer Models are some ways that students can refer to these words. Definitions of these words must be student friendly and agreed as a department. When explicitly teaching a keyword (perhaps one key term per sub-topic) staff may adopt some of the following methods to support clarification:



3.3 The Frayer Model is an effective way of teaching new vocabulary to students. This includes placing a keyword in to the middle of the grid. Students should be asked to explore the definition; any important characteristics related to the keyword; examples of the word used in practice and any antonyms. This enables students to develop a thorough understanding of

the term.

Keyword				Write definition	
Etymology (word origin) Describe word origin	Transform it <i>Transform the word into an image to help you remember it</i>	Debate It 'xxxxx'	Use It Can you use the following in three different sentences? 1. 2. 3.		
Quotations from 'xxxxx' that link to keywords			Link It What links can you make to other vocabulary you already know?		

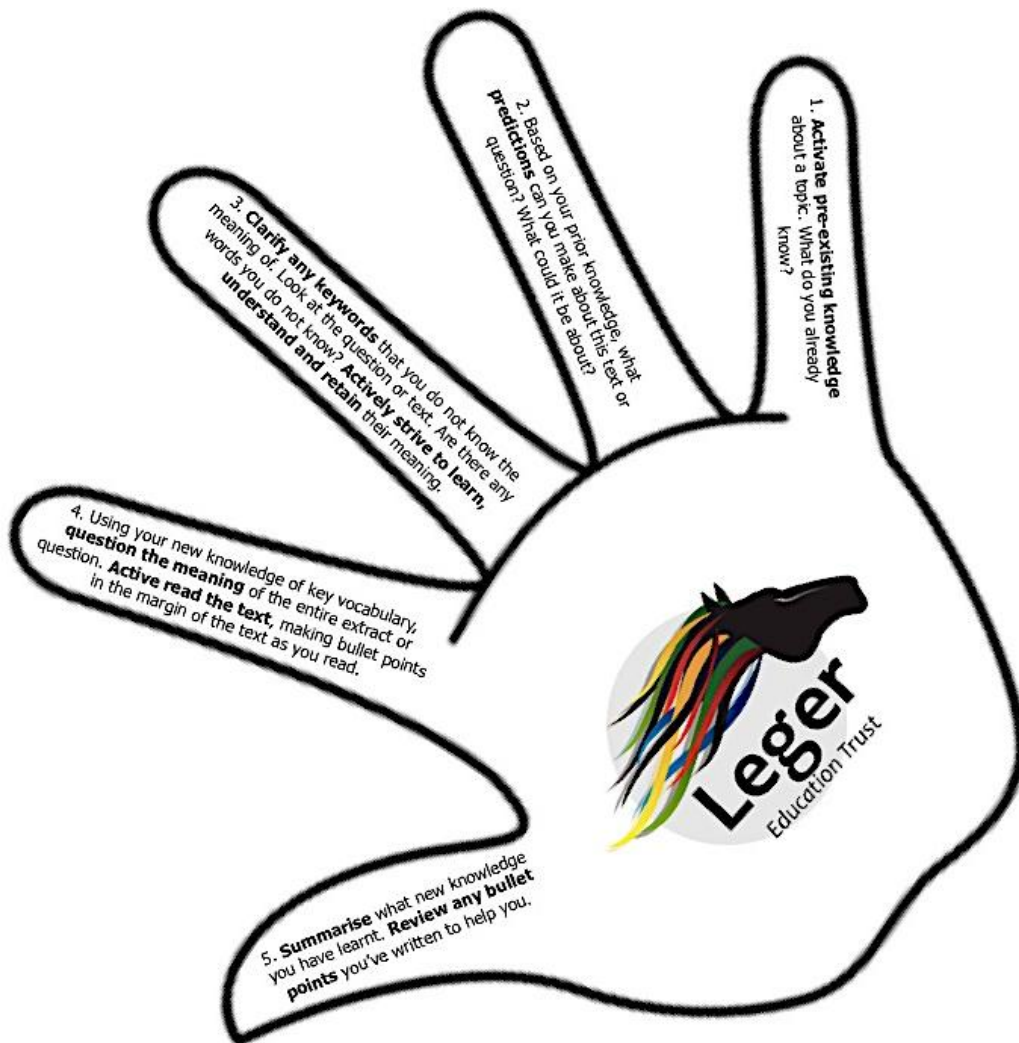
3.4 The use of etymology grids is another effective strategy to support students in remembering key vocabulary. The process of understanding the history of the word further builds students' background knowledge and starts to encourage morphemic understanding too.

3.5 The clarify slide is the most straightforward way to teach vocabulary. It requires the selection of

keystone words for the lesson, a definition, and good practice would state, the use of the word in context. It is important that when selecting images to represent words, that they are concrete examples and not abstract. If a picture is too subjective, busy and colourful, this can clutter a student's working memory and the word may not be committed to long-term memory. This must be avoided. The use of symbols, as encouraged in Olivier Caviglioli's 'Dual Coding With Teachers', is strongly recommended. If an appropriate image cannot be sourced, the use of the keyword in a sentence (contextual cue) is more appropriate.

3.6 The process of morphemic analysis encourages students to develop their knowledge of prefixes and suffixes. The more they are aware of their general meaning, the more likely they are to have success when breaking words down into their component parts.

3.7 All lessons where reading is required, should be structured around **The High Five Reciprocal Reading Strategy**. This is a metacognitive strategy that is key to supporting students and their ability to decode and comprehend a text. These strategies should be evident when reading key extracts, case studies and exam questions. To use one aspect in isolation, deconstructs the strategy and is less effective.



Step 1:

Activate students' **background knowledge**. Ask them to identify what they already know. This supports **knowledge retention** and **retrieval** in the future by engaging existing knowledge schemas. This is more important than ever in light of the significant amount of lost curriculum time.

Step 2:

Encourage students **to make a prediction** about the text or question, applying their current knowledge as much as possible. This supports with the **building of resilience** in unfamiliar situations, like in exams.

Step 3:

Teach vocabulary **through explicit instruction**, clarifying the meaning of Tier 2 and 3 vocabulary and **exposing students to them regularly**. Promote contextual cues, etymology and morphemic analysis to help students to work out the meaning of words (see above).

Step 4:

Once all vocabulary has been clarified, ask students to **question the text**. **Use guided reading** strategies, such as labelling paragraphs and bullet pointing key information in the margin.

Step 5:

Ask students to **summarise** what they have learnt about the topic. Provide **sentence stems and keyword banks** for students to support them when writing their summary. This is a vital aspect of the reading strategy as it consolidates and reinforces what has been learnt. This is often rushed or overlooked. Ample time should be left in lessons to ensure that it is done properly.

- Provide students with reading and vocabulary lists. It is now whole school policy that every child has access to a knowledge organiser every lesson so it's important they are issued **at the start of a topic**. Set vocabulary quizzes regularly (in assessments).
- All texts key to curriculum delivery should be read thoroughly by teaching staff **prior** to the lesson. This will enable adequate time to identify keystone vocabulary and potential questions that will be vital when unlocking the meaning of the text. Remember, students need to comprehend 95% of the words in a sentence, extract or text to fully comprehend its meaning.
- Visualisers, wherever possible, should be used when reading an extract or piece of text. This enables teaching staff to model The High Five Reciprocal Reading strategy more explicitly. Extracts should be 'chunked up' and keywords and questions clarified and posed.
- The most capable, fluent readers in a class should be encouraged to read aloud (this is usually the member of staff). It has been found that this is instrumental to successful reading comprehension and in promoting reading for pleasure (David Didau, 2020).



How can you effectively use knowledge organisers to support your revision?

Top Tips for using knowledge organisers to support self-quizzing: Every week, aim to learn <u>10 items</u> to revise from a knowledge organiser. This strategy is particularly useful when learning new vocabulary. Here are some tips on how you can do this effectively:	
	Look: Read through the first 5 items that you need to learn. Try to read it at least 2 or 3 times.
	Cover: Cover up your knowledge organiser. Put it to one side or place this sheet over it. Don't look!
	Write: Write out as much as you can remember.
	Check: Using your green pen, tick off what you've got right.
	Correct: Make sure you write in anything you have forgotten in pink pen. Make sure you correct anything you didn't get right in pink pen.
Why? <i>'Learning happens when people have to really think hard.'</i> Professor Rob Coe (2020)	
Simply reading your notes, re-reading key texts, or even watching film versions are all examples of passive activities. Your brain doesn't have to work hard when completing these tasks. The more your brain has to actively go over and think about things, the harder it works. This trains the brain and supports you in developing long-term memory. The more easily you can remember basic knowledge, the more your brain will be free to think about how to best use that knowledge, inevitably improving the impact and effectiveness of revision.	

3.9 To promote a 'reading for pleasure pedagogy' (Cremin, 2011), it is important that teaching staff are viewed as readers themselves. Displays can be a good way to showcase the reading identities of each member of staff within a department. In English lessons, staff should showcase the Sparx Reader Leaderboard to prompt discussion about reading on a daily basis. 'Teachers As Readers' research has shown that it is important to have informal discussions surrounding books. Although this may not be measurable and will start off in a teacher-led fashion, eventually students should take more of a lead in these discussions.

3.10 'Sneaking in' opportunities for informal conversations about what staff and students are reading are key. This can be when lining up for assembly, in the dining hall at break or when students are coming in at the beginning of the lesson. The more this happens, the more likely a cultural shift around reading will take place. It's important to remember that 'the will to read, influences the skill to read' (Mary Anne Wolpert, 2020).

3.11 Students will read a range of novels during Aspire time. This is an opportunity to read aloud to students, discuss books that have been read and make effective book recommendations. This is important because it allows for informal book talk, inside-text talk and reciprocal discussion around texts.



3.12 All departments will take part in DEAR Days and World Book Day activities, alongside calendared whole school literacy events.

3.13 All staff will share good practice and their successes with reading. This will be shared with students, staff, governors and parents.

4. ASPIRE TIME EXPECTATIONS

4.1 It is **expected** that teaching staff read aloud to students. Research has shown that weaker readers benefit massively from being read to. However, the expectation that they have to follow along can increase cognitive load. They end up not being able to comprehend anything that's been read and subsequently, get nothing out of the process. Simply reading and asking students to active listen has been found to be more effective and impactful.

David Didau (2017) states: *'To be absolutely clear: reading aloud to students, especially weaker readers, is a good thing to do. Prosody – the sound and rhythm the words make – really aids comprehension, especially with difficult texts. The problem comes when children are expected to follow along at the same speed. Because they lack the fluency to do this their working memory overloads and derails comprehension'*

He goes on to say that: *'Reading aloud to students – or even better, having them read aloud – is likely to also boost their memory. There are obvious classroom disadvantages to having every child read aloud, but asking the most skilled reader (probably the teacher) in the room to read aloud is likely to benefit everyone.'*

4.2 It is **expected** that visualisers, if evident in the classroom, are used when reading to students. This can support the process of activation, clarification, teacher questioning, prediction and summarising skills.

4.3 It is **expected** that staff informally discuss texts that students are reading outside of ASPIRE time. Staff should also discuss what they are reading themselves.

4.4 Informal book talk is vital for promoting reading for pleasure. The more students view teachers as readers, hear book recommendations and read a range of books, the more likely they will be to recommend books to their peers.

4.5 Useful questions to support informal book talk:

- What was the book/text about?
- What interested you about the book/text before you started reading it?
- If you could give the book another title, what would it be?
- Which characters would you like to meet in real life?
- What do you wish was different about the ending?
- Would the book make an interesting film? Video game? TV show?
- What is one thing you could ask the author if you could talk to him or her?

4.6 A consistent routine is established in relation to reading:

- Staff should ensure that all elements of reciprocal reading are adopted when reading a class novel. This is to support reading instruction. However, it is important that staff do not overuse these strategies and subsequently stifle reading for pleasure.
- When first starting a novel, staff should place the book under the visualiser and ask students to make predictions about the novel's content. They should do the same with the blurb.

- When reading, staff should identify any words that students do not understand and **agree on a definition as a class**. They should proceed to read the section after key vocabulary has been clarified. They should ask questions relating to what those words suggest.
- After reading so much of the text and learning about the characters, staff should ask students to predict what they think the characters may do next, or equally what they think will happen next in terms of events.
- Finally, staff should ask students to verbally discuss and summarise what they have read during the session.
- All ASPIRE reading resources are planned and shared by the Assistant Principal with staff.

5. SUPPORTING NON-SECONDARY READY STUDENTS

5.1.1 Non-Secondary Ready students in years 7-9 are selected to take part in Reading intervention during Aspire time, once a week. This intervention focuses on improving students' reading fluency, decoding and comprehension skills. Cohorts of students are routinely assessed to identify if they require Fresh Start Phonics. They will receive daily intervention from a Phonics specialist. KS3 students also access Sparx Reader every week as part of Campsmount LEARN.



Lexia Power Up Literacy is also offered to Non-Secondary Ready students as a timetabled lesson every week. It is a type of software designed to assist in the rapid acquisition of reading and literacy skills in an engaging and consistent way.

The software ensures teachers and students are supported in the following areas to allow goals to be met:

- Assessment without Testing: real time, actionable data is provided as pupils work independently. This informs planning and evidences the effectiveness of the intervention, allowing resources to be allocated appropriately.
- The *Auto Placement* feature, allows large groups of students to be levelled at the correct starting point within the programme. This is achieved by the student independently taking a short user-friendly assessment.
- Independent personalised learning: using *Intelligent Branching* technology adapts to offer additional support wherever a student struggles. Teachers are informed, and appropriate paper-based activities are suggested from within the system if instruction is required.
- Recording: Progress reports are provided at school, class or individual level to help track the effectiveness of your reading curriculum and direct targeted instruction. Lexia provides a set of consistent measures between classes or even clusters of schools.
- Students enjoy using the programme due to its interactive nature and 'game' centred activities. They also like to see the personal progress they are making.
- The programme allows students to be tracked effectively so that progress can be easily measured.

6. CHECKING THE READABILITY OF TEXTS




6.1 It is vital that the accessibility of texts being delivered and embedded within curriculum design is considered in light of students' data. This can ensure that effective differentiation takes place for all.

6.2 Using Microsoft Word to measure the readability of texts:

If the reading age of a text is not printed on the back of the book (and often it is not) or if you create a resource and need to know if it is suitable for your group, then the following process can be followed:

- Scan or type in a section of the text into Microsoft Word (give yourself a reasonable chunk - say around 300 words or so).
- Make sure the part of text you have used is representative of the rest of the book and that you have taken whole sentences and paragraphs.
- Use the tabs at the top of the screen to select 'Review'.
- Go to the 'Spelling and Grammar' function (on the left-hand side with the symbol of 'ABC') and click on it. Check that it provides you with 'Readability Statistics'. If it does not, search in the 'Help' section of your version of Microsoft Word and it will explain how to switch 'Readability Statistics' on.
- Once you have the readability function on, click the 'Spelling and Grammar' function again. Complete all changes it suggests, either by changing or by 'Ignoring'. Once all the suggested changes have been dealt with, you will automatically be provided with a box showing you information on readability scores.
- The readability scores will tell you how many words, characters, paragraphs and sentences are in the passage. It will also give you a score for the percentage of passive sentences (we know that more active sentences are easier to read, and more passive sentences are harder).
- Lastly, it will give you a grade level score (Flesch Kincaid grade level) for readability of the text. This score is based on the American grade system. As a general rule, the American grade system can be converted to a UK year group by adding one. (E.g. a grade 8 student in America is typically a Year 9 student in the UK. This then translates to a reading age of 13-14 years.)

6.3 Rewordify is a website that enables its users to simplify challenging texts. Every time you rewordify a block of text, you get a complete analysis of the text and its level of difficulty. Here is a partial screenshot:

Original Text Analysis	
READ score (more info)	 920
Flesch Reading Ease	 54.1
Flesch-Kincaid Grade Level	 11.0
Lexical Density:	48.4%
Total word count	552
Unique word count	267
Sentence count	26

How to get text statistics:

- Rewordify any block of text.
- Click the "Stats" button.



All statistics are for the original block of text, not the rewordified version. If you want to see what the new version's levels are, simply input this into the rewordify box and you can see how much easier the text is now to read.

Statistics description:

For the first three statistics, all of which are text difficulty measures, there is a colour graph along with each number, to help you see the difficulty level of the text block at a glance.

The graphs all go from easiest (to the left) to hardest (to the right).

READ Score:

You can rely on the READ score—the **R**ewordify.com **E**stimated **A**verage **D**ifficulty score—to determine real-world text difficulty at a glance. It ranges from 100 (easiest) to 2000 (hardest)

Flesch Reading Ease:

The numbers go in reverse order for this score: from 100 (easiest) to 0 (hardest).

Flesch-Kincaid Grade Level:

The score ranges from 0 (easiest) to 18 (hardest).

Lexical Density:

This is the number of unique words divided by the number of total words, times 100. A passage where no word is repeated scores 100%. A passage where each word is used exactly twice scores 50%, etc.

(Self-explanatory statistics are not listed here.)

Rewordified words and phrases:

This gives a total count of all of the words and phrases that were rewordified. If you have a Rewordifying Level set to Level 2 or above, some of these words and phrases will not rewordify. Change the Rewordifying Level (and view how many words will reword on each level) by clicking the "Settings" link at the top of the page.

Word Length / Count / Frequency table:

This table tells you the total count of each word by length, and the percentage that length word makes up of the total words.

Important notes:

- **Text difficulty measures are not sacred numbers.**

They are scored by computers that cannot read or think. Your wisdom and experience are more important than computer-generated numbers when making decisions about matching readers with texts. Is it too easy, but he wants to enjoy reading it? *Let him*. Is it too hard, but she wants to take a shot at reading it? *Let her*.

- **There is no such thing as a perfectly accurate difficulty score.**

For example, the Flesch and Flesch-Kincaid scores include a syllable count and a word count as part of their calculations. Take the word *interesting*. Do you pronounce it IN-tri-sting (3 syllables), or IN-ter-est-ing (4 syllables)? Plus, do you count numbers? How many syllables does the number *1102* have? Ee-lev-en-oh-two (5 syllables) or One-thou-sand-one-hun-dred-two (7 syllables)? What about an abbreviation like *U.S.A.*? Should it count as one word, or three?

6.4 On Microsoft Teams, Class Notebook offers a facility called 'Immersive Reader'. This reads a selected extract aloud to students and is particularly useful for when students need to work on their own. This means that even when you are not there to read information to them, they can still listen to it being read aloud when working independently. This is also a really useful tool for students who have access arrangements.

How do you use 'Immersive Reader' on Class Notebook?

Step 1: Go on to a class team and select '**Class Notebook**' at the top of the page.

Step 2: Select the '**Content Library**' folder. This can be found on the left-hand side of the screen. Copy and paste the document that you want to be read by Immersive Reader.

Step 3: Select '**View**'.

Step 4: Select '**Immersive Reader**'.

Step 5: Set the speed and voice type, alongside the language that the extract will be read aloud in.

Set 6: Press the **play** button.

7. MARKING AND FEEDBACK

When marking students' classwork, a maximum of five SPaG errors should be identified on individual pieces of work and corrected during Pink for Progress lessons. These errors can be included on whole class feedback-feedforward crib sheets in addition to punctuation and grammar errors.

7.2 Book Looks:

When completing book looks, it must be clear that:

- SPaG errors are identified, using the marking codes, by staff and acted on by students.
- A range of vocabulary teaching strategies are adopted.
- Keywords are revisited frequently.
- Opportunities for wider reading is apparent and embedded in curriculum design.
- DEAR Days and literacy events are evidenced where appropriate.

Please see the literacy codes below:

Symbol	What this symbol means
✓	An accurate and good quality response with some detail.
✓✓	A highly accurate response that includes extra detail and original ideas.
✘	An incorrect answer has been given.
??	The meaning is unclear/ does not make sense. Check your work.
CP	A capital letter has been missed out or used incorrectly-add it or change it.
NP//	A new paragraph is needed here.
SP	This spelling is incorrect. Look it up in the dictionary and write it out correctly three times.
^	A word is missing. Re-read your work and input the missing word to ensure the sentence makes sense.

8. SUMMARY OF CAMPSMOUNT ACADEMY READING AND LITERACY PRIORITIES

8.1 Summary of Campsmount Academy's reading and literacy priorities:

- It is imperative that all students can read at the expected standard for their age before they leave school.
- To support students (with a particular focus on boys and disadvantaged pupils), staff must use their data strategically intervening with under-performing students in a timely and effective manner, whilst simultaneously stretching higher performing students.
- Reading and vocabulary instruction must be at the heart of teacher practice. All aspects of The High Five Reciprocal Reading Strategy should be evident in lessons, where appropriate.
- The exposure, active planning and teaching of enriching academic texts must take place to effectively equip students for their GCSE examinations and later life.

- Reading for pleasure is the responsibility of all staff. Greater informal book talk, students viewing staff as readers, being able to confidently recommend books and engage with parents and governors about reading practice is also crucial in sustaining an effective reading culture across the academy.

APPENDIX A - REFERENCES

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Appendix 1: Academic reading websites:

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<https://www.tweentribune.com/>

<https://www.dogonews.com/>

<https://www.newscientist.com/>

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<https://plus.maths.org/content/>

<https://www.nationalgeographic.com/magazine/>

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<https://www.telegraph.co.uk/>

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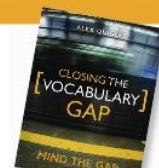
Appendix 2:

Alex Quigley's 7 STEPS to CLOSE THE VOCABULARY GAP

[STEP 1]	Train teachers to become more knowledgeable and confident in explicit vocabulary teaching	
[STEP 2]	Teach academic vocabulary explicitly and clearly, with coherent planning throughout the curriculum	
[STEP 3]	Foster structured reading opportunities in a model that supports students with vocabulary deficits	
[STEP 4]	Promote and scaffold high quality academic talk in the classroom	
[STEP 5]	Promote and scaffold high quality academic writing in the classroom.	
[STEP 6]	Foster 'word consciousness' in our students (e.g. sharing the etymology and morphology of words)	
[STEP 7]	Teach students independent word learning strategies	

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Taken from *Closing the Vocabulary Gap*.
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Appendix 3:

Alex Quigley's

6 STEPS to

CLOSING THE READING GAP

[STEP 1]	Train teachers to be expert in how pupils 'learn to read' and go on to 'read to learn'.	
[STEP 2]	Develop and teach a coherent and cumulative 'reading rich' curriculum.	
[STEP 3]	Teach with a focus on reading access, practice, and enhancing reading ability.	
[STEP 4]	Teach, model and scaffold pupils' reading so that they become strategic and knowledgeable readers.	
[STEP 5]	Nurture pupils' motivation to read with purpose and for pleasure.	
[STEP 6]	Foster a reading culture within, and beyond, the school gates.	

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These steps are taken from *Closing the Reading Gap*.
Available at www.routledge.com/9780367276881

