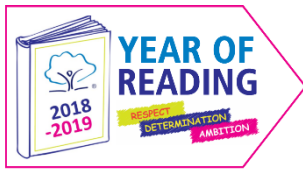




**Northampton Academy**  
The best in everyone™  
Part of United Learning

Respect ■ Determination ■ Ambition



# Reading at Northampton Academy



***“Enjoyment of reading has a greater impact on a child’s educational achievement than their parents’ social-economic status”***



## Context:

When students arrive in year 7, on average students come to us with a reading age of 10.8 years old.

From the KS2 SATS Reading scaled scores 87 (32%) students in 2018 came from 33 different feeder schools below the 'expected' 100 scaled score. In 2018 the average reading scaled score nationally was 105. 153 (56%) students came below the National Average. The average GCSE Paper has a reading age of 15.8 years – therefore students need to have a reading age that matches their chronological age in order to access all content on the GCSE Papers being sat.

Previously, literacy had been developed on the support of SPaG in lessons in order to coincide with the 10% compulsory element of the examined practice that the majority of GCSE papers must include, therefore suggesting that as a school we were only addressing 10% of the literacy need within the school. This delivery was not consistent between subjects or year groups and was very hard to monitor as no two staff had the same interpretation of it.

Here are some up to date metrics which demonstrate the difference between 2017 and 2018 and the impact of tutor reading and other initiatives:

School	No. of pupils	Average age at time of assessment (years: months)	Average assessed reading age (years: months)	% within 6 months of chronological age or higher - October 2018	% within 6 months of chronological age or higher - Oct 2017*
Northampton	269	11:6	11:9	63.6%	39.2%
Group	5849	11:6	11:7	58.6%	48.1%

Year 7	Oct-18		Mar-19	
	Average	Average Reading Age	Average	Average Reading Age
By Reading Age in Months	141	11 Yrs 9 Months	152	12 Yrs 8 Months
Year 8	Nov-18		Mar-19	
	Average	Average Reading Age	Average	Average Reading Age
By Reading Age in Months	153	12 Yrs 9 Months	158	13 Yrs 2 Months
Year 9	Dec-18		Mar-19	
	Average	Average Reading Age	Average	Average Reading Age
By Reading Age in Months	164	13 Yrs 8 Mths	174	14 Yrs 6 Months
Year 10	Dec-18		Mar-19	
	Average	Average Reading Age	Average	Average Reading Age
By Reading Age in Months	172	14 Yrs 4 Mths	176	14 Yrs 8 Months

## Whole School Reading:

Promoting the importance of reading and its academic gains became a key whole school priority in September 2018 and launched a 'Year of Reading'.

Key initiatives included:

- Launch of Tutor Reading programme
- Accelerated Reader being extended into Years 9 and 10 (previously only Years 7 & 8)
- DEAR time being extended into Year 10 (previously Years 7-9)
- NGRT reading age assessment tests carried out 3 times across the year
- Reading age data being sent home in reports to parents and used for Rank Order Assessment.
- Student survey on attitudes towards reading at the start and end of the year to measure change in perception of the importance and enjoyment of reading
- Summer Term Literary Festival
- 'I am Reading' staff posters on every classroom/office door
- Reading Log intervention

## Tutor Reading Programme:

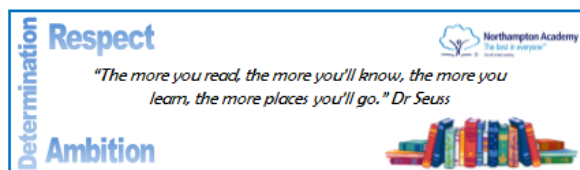
Launched in September 2018, the aim was to massively increase daily reading time for our students and to introduce a wider and more challenging range of texts. Books were chosen based on their merit in promoting the school's values and focus on Character Education, as well as providing a range of classic fiction and more modern non-fiction, thus providing students with 'cultural capital'.

The programme runs at least 3 tutor times per week and students follow along with bookmarks whilst their tutor reads aloud. This is monitored for consistency to make sure it's not just a tutor 'listening' programme.

Consistency is key to the programme's success.

Implementing tutor reading is tough at first and needs relentless checking from SLT to drive the consistent approach from staff and students.

Each day at least 2 members of SLT go to all tutor groups and drive for consistency. Every tutor time, every day – this is the most important role of the initiative.



Current Book list:

Year 7	Year 8	Year 9	Year 10
The Pearl (John Steinbeck) 1947	Chinese Cinderella (Adeline Yen Mah) 1999	Rebecca (Daphne Du Maurier) 1938	I Am Malala (Malala Yousafzai) 2013
The Diary of a Young Girl (Anne Frank) 1947	Treasure Island (Robert Louis Stevenson) 1882	Noughts and Crosses (Malorie Blackman) 2001	The Woman in Black (Susan Hill) 1983
The Boy in the Striped Pyjamas (John Boyne) 2006	Sophie's World (Jostein Gaarder) 1991	Oliver Twist (Charles Dickens) 1838	The Great Gatsby (F. Scott Fitzgerald) 1922
Northern Lights* (Phillip Pullman) 1995	The Ruby in the Smoke (Phillip Pullman) 1985	The Amber Spyglass* (Phillip Pullman) 2000	The Hate U Give (Angie Thomas) 2017
Black Beauty (Anna Sewell) 1877	Mud, Sweat and Tears (Bear Grylls) 2011	Touching the Void (Joe Simpson) 1988	Life of Pi (Yann Martel) 2001
The Graveyard Book (Neil Gaiman) 2008	The Subtle Knife* (Phillip Pullman) 1997	The Book Thief (Marcus Zusak) 2005	To Kill a Mockingbird (Harper Lee) 1960
Percy Jackson and the Lightning Thief (Rick Riordan) 2013	Wonder (R.J. Palacio) 2013	Of Mice and Men (John Steinbeck) 1937	The War of the Worlds (H.G. Wells) 1897

**Accelerated Reader:**

Library lessons (within English lessons) moved to fortnightly to accommodate the two extra year groups. Introducing this (along with DEAR time) to KS4 has cemented the importance of reading with our older students, enabling them to appreciate the value in terms of their academic progress. It has also massively increased library usage and reading across the school.

**DEAR Time:**

All students in Years 7-10 read independently for 20 minutes every single day, alongside their class teacher who act as reading role models. This is in addition to the Tutor Reading programme. This is based on the 'Accelerated Reader' Programme, in which students are quizzed on their comprehension and understanding of the books they are reading. From this the programme will recommend an age category with numerous fiction and nonfiction books to select from. To drive consistency each year group has a library lesson once per fortnight in which students are encouraged to quiz and change their DEAR Time book. This is intrinsically linked to a rewards programme and word millionaires, through the Library setting.

**NGRT:**

Assessing reading age takes place 3 times a year (once per term) with all students in Years 7-10. Results have started going home to parents in reports alongside Rank Order Assessment, thus reinforcing importance with all key stakeholders. Analysis has shown progression in all year groups.

Headline Measure	Report 3 17/18	Report 1 18/19	Report 2 18/19	Report 3 18/19
YR 7 Above ERA	-	59%	71%	
YR 7 within 10 months of ERA	-	8%	12%	
YR 7 Below 10 months of ERA	-	33%	17%	

Headline Measure	Report 3 17/18	Report 1 18/19	Report 2 18/19	Report 3 18/19
YR 8 Above ERA	37%	53%	62%	
YR 8 within 10 months of ERA	16%	21%	15%	
YR 8 Below 10 months of ERA	47%	26%	23%	

Headline Measure	Report 3 17/18	Report 1 18/19	Report 2 18/19	Report 3 18/19
YR 9 Above ERA	35%	46%	58%	
YR 9 within 10 months of ERA	11%	9%	10%	
YR 9 Below 10 months of ERA	54%	45%	32%	

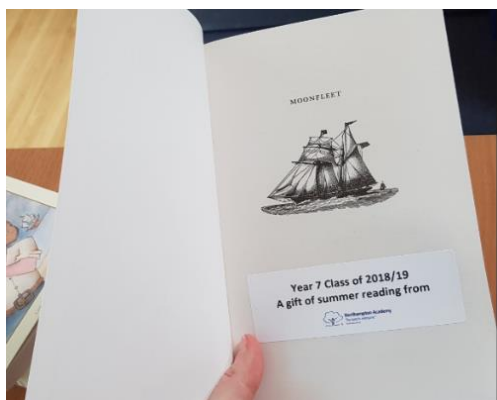
Headline Measure	Report 3 17/18	Report 1 18/19	Report 2 18/19	Report 3 18/19
YR 10 Above ERA	-	49%	60%	
YR 10 within 10 months of ERA	-	4%	6%	
YR 10 Below 10 months of ERA	-	47%	34%	

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### ***Student survey:***

Student attitudes towards reading is the key to making sure all strategies have a beneficial impact and students were sent the same survey at the start of the year and end of the year to see if attitudes had changed/improved. It also gave students an opportunity to express their opinion on how the school has helped to promote reading.

### ***Northampton Academy's inaugural LitFest:***



To celebrate the final/summer term of the 'Year of Reading', the Academy's first Literary Festival is taking place which includes visiting authors running workshops with students and whole year group talks. One of the days coincides with our Year 6/7 Transition day in which all students will receive a gift of a book to take home and read over the summer. This initiative was launched last year with great success and gave students starting school in September the common ground of a good story to share and discuss with new friends. It also introduced the value and importance of reading to our newest members of the

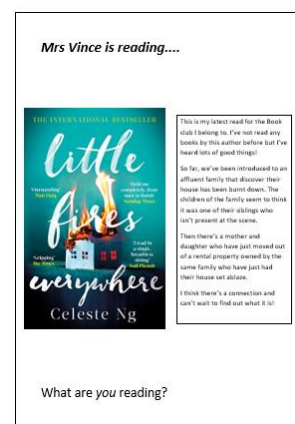
school community, right at the start of their journey with us – something we hope they will never lose!

### ***'I am Reading' staff posters:***

Staff being active and positive role models is crucial in the promotion of reading throughout the school, and to this end all staff have a poster on their door displaying an image and brief description of the book they are currently reading – with the aim of generating a discussion and buzz around books. Students see these posters throughout the school building all day, every day, so reading becomes a community event.

### ***Reading Log Intervention:***

After each round of NGRT assessments, the bottom 30 students in each year group were placed on a Reading Log programme to further support them in improving their reading confidence and ability. This was launched to students and parents at a drop-in session, allowing maximum communication with parents – key to promoting the importance of reading outside of school.



#### **Key Metrics on the Reading Log Intervention:**

##### **Year 7:**

- 43% of students made 10+ months improvement

##### **Year 8:**

- 50% of students made 10+ months improvement

##### **Year 9:**

- 63% of students made 10+ months improvement

##### **Year 10:**

- 40% of students made 10+ months improvement



### Next steps:

- Rank Order Assessment is starting to become embedded within the school's communication of reporting to parents and student and this therefore includes student reading ages
- Knowledge Organisers are being launched to be used alongside the Tutor Reading programme.


These are designed to further improve student knowledge of texts, context, information on the author, and also to introduce discussion questions to allow students to engage with the texts on a deeper level

For next year, the Tutor Reading programme will complement the STEM programme so that this cohort of students will have specially chosen sets of fiction and non-fiction books that link to the elements of STEM

Year 7: 'Percy Jackson and the Lightning Thief' Knowledge Organiser

**Plot Summary**

As the novel opens, Percy Jackson is twelve years old. He has never met his father, he hates his abusive stepfather, and he adores his mother. Diagnosed with ADHD and dyslexia, Percy has trouble behaving in school, especially on field trips. Percy now attends Yancy School for Troubled Kids in upstate New York. The only class that catches his interest is Mr. Brunner's Greek mythology course, and his one friend is Grover. When Mrs. Dodds, his pre-algebra teacher, turns into a winged monster and attacks him, Percy is only just able to escape with his life. Percy's life gets more complicated when he learns he's the son of the Greek god Poseidon. At a training ground for the children of deities, Percy learns to harness his divine powers and prepare for the adventure of a lifetime



**About the Author**

Riordan was born and raised in San Antonio, Texas. He graduated from Alamo Heights High School, and first attended the music program at North Texas State, wanting to be a guitarist.

**Context**

The novel provides a high-interest, humorous introduction to the Greek myths. It works well if taught in conjunction with mythology, which is a core component of most English state curriculum frameworks.

The author designed The Lightning Thief to be appropriate reading for ages nine through fourteen. The novel offers an excellent chance for students to explore the Classical heritage of Greece as it applies to modern civilization; to analyse the elements of the hero's quest rendered in a modern-day story with a first-person narrator to whom students can easily relate; and to discuss such relevant issues as learning disabilities, the nature of family, and themes of loyalty, friendship and faith.

**Quotes**

"You shall go west, and face the god who was turned. You shall find what was stolen, and see it safely returned. You shall be betrayed by one who calls you a friend. And you shall fail to save what matters most in the end."

**Character Values**

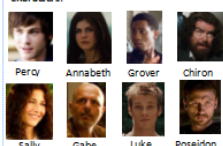
Determination  
Tolerance  
Respect

*School of CHARACTER*

**Themes**


Identity  
Versions of Reality  
Isolation  
Family

**Characters:**



Percy Annabeth Grover Chiron  
Sally Gabe Luke Poseidon

**Book vs. Film**



Which do you prefer and why?



For more information, email

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