
Milford Haven School
Reading Strategy

2023 to 2024

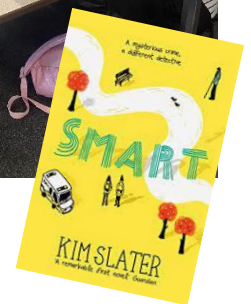


*‘Unravelling minds and
releasing potential’*



In Milford Haven School, we believe that **'reading is the key to learning'**. We passionately believe that reading is one of the best skills we can give to our pupils, so that they can become ambitious, capable learners.

There are many reasons why reading is so important. It will enable pupils to be successful in all subjects across the curriculum, which will ensure that pupils can become independent and lifelong learners. Reading will enable pupils to gain valuable knowledge, improve their focus, memory and communication skills. Reading exercises the brain, allowing pupils to enjoy entertainment and reduce stress. It also improves pupils' ability to empathise with other people.



Reading opportunities:

In Milford Haven School, we are maximising opportunities for pupils to read in school. Pupils read in a variety of lessons and read a variety of literature, including: books, journals, articles, extracts and text books. Pupils read at least 1 novel in English lessons in years 7 to 10; at least 2 Empathy Lab novels during Health & Wellbeing lessons in years 7 to 9; participate in the accelerated reading programme for all pupils in years 7 and 8; and all pupils can enter reading competitions in our modern library, for example like World Book Day. We have also developed a Wellbeing section to our ever-growing library, for reading and for finding peace of mind.

Most exciting is our addition of 2 reading lessons to the year 7 and 8 timetables, where pupils will just focus on improving their reading skills.

For pupils requiring more reading support, we use the Lexia and bespoke phonics reading programmes.

Whole school initiatives to promote reading are also well established in Milford Haven School. Our 'Bags of books' initiative has been very popular in giving away books to families in our school and also across the cluster of primary schools.



Reading behaviours:

Literacy @ MHS
READING BEHAVIOURS:



Accessing
Prior Knowledge

Literacy @ MHS
READING BEHAVIOURS:



Making
Connections

Literacy @ MHS
READING BEHAVIOURS:



Inferring

Literacy @ MHS
READING BEHAVIOURS:



Summarising

In Milford Haven School, we strive to ensure our pupils practise and improve on the 8 reading behaviours. These are:

BEFORE READING:

- **Activate prior knowledge**– linking the text to what pupils already know

DURING READING:

- **Self Monitor**– this gives pupils the chance to help themselves

- **Visualise**– this supports pupils to build a picture of what is happening

- **Question**– this encourages pupils to ask about what is being read

- **Make connections**– this makes pupils link the text to their own experiences

- **Infer**- this helps the student understand what a text is really saying

AFTER READING:

- **Summarise**– this provides pupils the opportunity to give an overview of the text

- **Evaluate**– this encourages pupils to express their views about the text



Literacy @ MHS
READING BEHAVIOURS:



Self monitoring

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READING BEHAVIOURS:



Visualising

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READING BEHAVIOURS:



Evaluating

Literacy @ MHS
READING BEHAVIOURS:



Questioning

Reading research:

In Milford Haven School, we pride ourselves on using the most recent and up to date research to ensure our pupils and staff can achieve their potential.

“Reading aloud is the foundation for literacy development. It is the single most important activity for reading success.”



Based on research, Milford Haven School will use a variety of ways to ensure that the reading activities completed will support pupils in the best way to make progress. Reading aloud and being read to are both excellent ways to make measurable progress on a pupil's reading skills.

Pupils reading aloud is impactful for a number of reasons:

- Reading aloud demonstrates the relationship between the printed word and meaning, and exposes pupils to vocabulary and language patterns that are not part of everyday speech
- Reading aloud makes complex ideas more accessible, improving pupils' information processing skills, vocabulary, and comprehension.
- Reading aloud creates a classroom community
- Reading fiction is a predictor of long-term academic success.

Pupils read aloud to their teacher, in small groups, in pairs and on their own.



Listening to someone read “develops a love of reading and the motivation to do so – **building both the will and the skill.**”

Pupils will also be read to, by teachers or other pupils. There are many benefits to this strategy:

- Reading aloud gives students an opportunity to hear the teacher model fluency and expression
- Reading aloud targets the skills of audio learners and helps students develop good listening habits.
- Teachers who read aloud motivate students to read.
- Active listening fosters contemplation and reflection.

Parental Engagement:

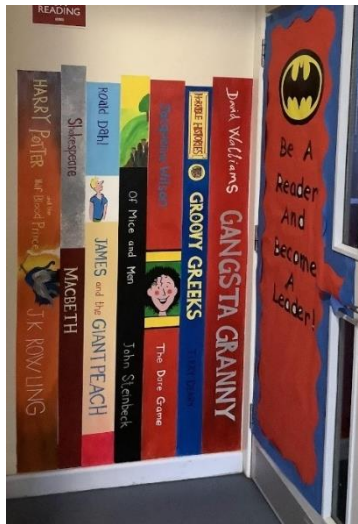
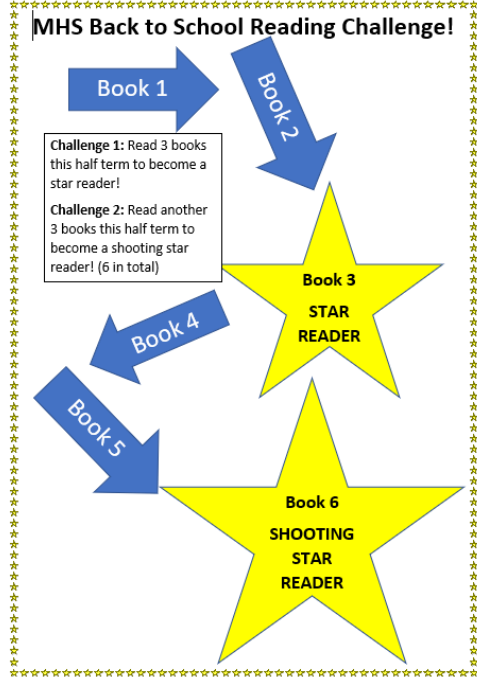
Milford Haven School first talk to parents during the ‘keeping in touch’ evening in September. During this evening our Future Leader for Literacy shares research with parents regarding the importance of reading that demonstrate the significant connection between reading ability and success in all GCSE subjects, even Maths and Science. Effective tips on a wide range of ideas of how to encourage reading at home are also shared.



These include:

1. Look for reading opportunities all of the time! For example, news articles, magazines, comics, recipes and webpages.
2. There are a wide variety of independent tasks your child can complete, for example: listen to an audiobook, design a new front cover for a book they have read, read a book they haven't read before, write a miniature book using 1 piece of A4, record a 1-minute book review, read a news story and summarise it in 30 words.
3. Ask your child to make predictions about what they have read and find out what they already know. Look at the front cover, read the first page and chapter, meet the first character and ask what do you think will happen next? Make predictions and ask opinions.

4. Encourage your child to visualise the text by encouraging them to create pictures in the mind of the characters, setting and plot.
5. Ask lots of questions! Read together, with each other. Ask questions using: Who? What? When? Why? Where?
6. Ask your child to summarise what they have read. Ask what has happened? Summarise what the character has just done.
7. Make reading books part of the family, so read and discuss books with the whole family and friends. Encourage a love of reading!



Reading across the curriculum:

In most subjects across the curriculum, schemes of learning contain a wide range of reading activities to further improve pupils' skills. These activities contain subject specific tier 2 and tier 3 vocabulary to develop pupils' receptive and expressive vocabulary development. Vocabulary lists are issued to pupils in each topic, as understanding these words is crucial to subject and reading development.



“Grandma said that lions always roar. Always,” I replied. “An’ we should be like lions. We should never be afraid to speak.”



Subjects also plan high quality reading material into lessons, ensuring pupils can deepen their subject knowledge and enhance the quality of their understanding of the main themes and key points of the text. These tasks across the curriculum also provide additional opportunities for pupils to apply the skills and knowledge learnt during their reading lessons.

Milford Haven School
Ysgol Gyfun Aberdaugleddau



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