



West Drayton Academy

Believe • Empower • Achieve



PROMOTING THE LOVE OF READING



PROMOTING THE LOVE OF READING

The active encouragement of reading for pleasure should be core part of every child's curriculum entitlement because extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement. All-Party Parliamentary Group for Education, 2011



Research also shows that reading for pleasure has a positive impact on children's attainment in reading assessments. Children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing. They also have more positive attitudes towards reading than their peers.

THE READING CHALLENGE

We have introduced 'The Reading Challenge' to actively promote and encourage reading for pleasure. The Reading Challenge is a programme of books chosen for each year group that every child reads over the course of the year. There is a wide selection of books to enable children to select texts or authors that interest them. We encourage children to read these books independently or with an adult where necessary. Teachers may read these books as part of 'Read @ 3' but the emphasis is on children reading these books at home during their leisure time

The Reading Challenge begins at the start of the academic year. These books help our children to develop a 'love of reading'. There are incentives for children along the way as they build up the amount of books they have read. Each child has their own Reading Challenge passport to tick off each book they complete. The children love seeing their total books read increase over time and enjoy remembering the books they have previously read. During our half term celebration assembly, children receive their rewards they have earned.

After reading a book, children will be encouraged to complete a book review which will motivate their peers to read.



Click on the links below to discover the Reading Challenge book selection

[NURSERY](#)



[RECEPTION](#)



[YEAR 1](#)



[YEAR 2](#)



[YEAR 3](#)



[YEAR 4](#)



[YEAR 5](#)

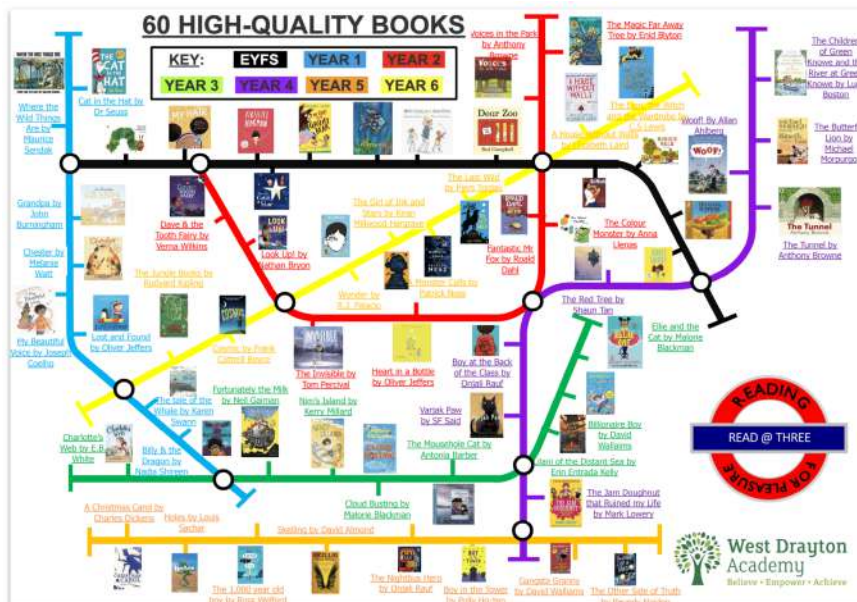


[YEAR 6](#)



READ @ THREE

To continue our drive to promote and develop a love of reading, our books are carefully selected to ensure pupils at WDA are offered a broad, balanced choice of amazing texts. The selected texts cover 'The 5 Plagues of Reading' including books which reflect diversity. As part of our timetabled 'Read @ 3' sessions children will have the opportunity to engage in these texts which will enable them to successfully navigate reading with confidence giving them opportunities to explore books that are demanding and more complex.



What are the '5 Plagues of Reading'?

In his book 'Reading Reconsidered', Doug Lemov points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex and demand more from the reader than other types of books.

The five text types are:

- 1. Archaic Language:** The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Children need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read more complex texts.
- 2. Non-Linear Time Sequences:** Stories where time flows back and forth in a complex manner not just flows in one direction.
- 3. Narratively Complex:** Some books have more than one narrator telling the story or non-human narrators such as the horse who tells the story in Black Beauty.
- 4. Complexity of story:** Where the plot and symbols used are more complicated, for example interwoven plots.
- 5. Resistant Texts:** This refers to texts which are difficult to understand, texts that deliberately resist comprehension. You have to assemble meaning around nuances, hints, uncertainties and clues.

"READING IS A PASSPORT TO COUNTLESS ADVENTURES"
- MARY POPE OSBORNE





PADDINGTON LIBRARY

Reading is a core part of our children's development and a school library is at the epicentre of this. At West Drayton Academy, we are fortunate enough to have two libraries. The children enjoy visiting both the Paddington & Ingham Library.

We have opened our new Paddington Library during break and lunch times to provide greater opportunities for children to read and relax. The children were involved in naming our new library and as a tribute to Her Majesty Queen Elizabeth II, we named the library 'Paddington Library.' The former monarch starred in a fun loving sketch alongside Paddington Bear to mark the beginning of her jubilee celebrations.

Children enjoy taking a break outside with their books on our comfy deckchairs and when indoors they love snuggling up on bean bags with their favourite books!



INGHAM LIBRARY

Our Ingham Library is packed full of fiction and non-fiction texts accessible to children of all levels. The library is our safe haven, it encourages reading for pleasure and opportunities to delve into the wonderful world of reading.

A love of reading opens the door to adventures, learning new things and developing a wider vocabulary.



ACCELERATED READER



Accelerated Reader (AR) is an internet-based reading management and monitoring programme that aims to foster independent reading. AR encourages differentiated reading practice to grow strong readers. Based on each student's independent reading level, AR helps to guide pupils to choose books that are difficult enough to keep them challenged, but not so difficult as to cause frustration whilst monitoring and supporting children's vocabulary growth and reading skills development. This optimum reading level is known as the Zone of Proximal Development (ZPD). All pupils will complete a STAR Reader assessment at least every term which will provide them with a personalised ZPD range and reading age.



Each time a child reads a book, they will take an AR Quiz. Children should aim to score at least 85%. Children may have the book with them during the test, however they must be mindful that questions will time out if they take too long to answer. Children should take an AR quiz at least once a week. Older children, who are reading at a higher ZPD, and generally longer chapter books, may take a quiz less often (fortnightly).

At West Drayton Academy, we have three AR libraries across the school for children in Years 2-6. The AR libraries are situated outside classrooms in the corridor, giving children access to a range of books within their ZPD levels.

Pupil Librarians have been appointed and timetabled to support their peers with loaning books, processing the returns and tidying the library areas.



In order to encourage children to read, the following AR rewards can be earned:

- ★ A quiz score of 80%+ = 1 house point
- ★ A quiz score of 100% = 2 house points
- ★ Any child who meets their AR target for the half term will be entered into a prize draw to win a Cosy Reading Hamper (Y2 - 6)
- ★ Reading one million words = metal badge and a place in the Millionaire's Club!



RELAX & READ

At West Drayton Academy, we are dedicated to raising the engagement and attainment in reading for every pupil. Each week, every class has three 'Relax and Read' sessions where they are given time to concentrate on personal reading and enjoy their book. Teachers use this time to continually provide guidance in individual reading progress.



Teachers use this time to:

- **Share & review the practice report with their class**

- Identify and encourage children who have not yet taken a quiz
- Show children how many points they have earned so far towards their target
- Teacher to review the average book level (ZPD) each child is reading
- Remind children that they must start at the lowest end of the ZPD range and only after two consecutive 100% quizzes then they can move to the next ZPD point.

Student	# of Quizzes	% Correct	Points Earned	Avg. Book Level (ZPD)
A	2	100	100	100
A	3	100	150	100
A	4	100	200	100
A	1	100	100	100
A	2	100	200	100
A	3	100	300	100
A	4	100	400	100
A	1	100	100	100
A	2	100	200	100
A	3	100	300	100
A	4	100	400	100
A	1	100	100	100
A	2	100	200	100
A	3	100	300	100
A	4	100	400	100
A	1	100	100	100
A	2	100	200	100
A	3	100	300	100
A	4	100	400	100
A	1	100	100	100
A	2	100	200	100
A	3	100	300	100
A	4	100	400	100
A	1	100	100	100
A	2	100	200	100
A	3	100	300	100
A	4	100	400	100
A	1	100	100	100
A	2	100	200	100
A	3	100	300	100
A	4	100	400	100

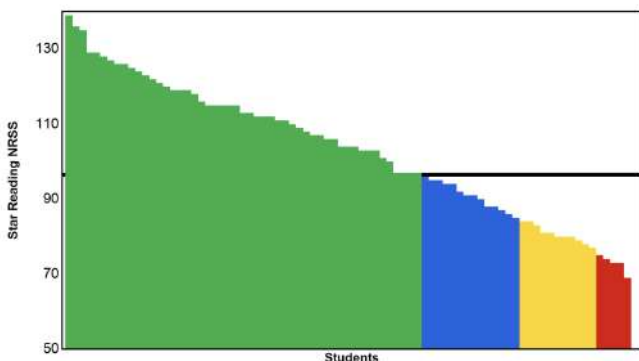
- **Listen to the focus children (On Watch) read a minimum 3 x per week**

- **Provide guidance and support to children who need it** - poor participation (not quizzing frequently) and/or low success rate (<80%+) by:

- Providing support with selecting a book
- Hearing the individual child read
- Motivating the child to read and achieve

- **Review Star Assessment Outcomes**

Teachers also use the Star Reader assessment results to review each child's reading outcomes. This helps teachers to identify the children who require further support in order to accelerate their progress.



Any child who falls into the '**Urgent Intervention**' category will be placed on an intervention programme and will read to an adult daily

Any child who falls into the category '**Intervention**' will be assigned an adult and will be heard read three times a week.

Any child who falls into the '**On Watch**' category is what we call a 'Cusp Reader' and these pupils will be the teacher's focus children in their timetabled, quiet reading sessions called **Relax & Read**. These reading sessions are 15 minutes long and happen three times a week.

READ & SHINE

Every day, children engage in 'Read & Shine' during our soft start. Read & Shine is time dedicated for children to engage in independent reading in a calm quiet environment. During this time, all children read books appropriate to their level (colour band, decodable text or ZPD). All adults use this time to listen to children read independently, engage in discussions about their book choice or offer support with choosing an appropriate book. This is also time for children to complete their Accelerated Reader quiz online.



BOOK FAIRS

Every term, we run a Scholastic Travelling Book Fair which brings hundreds of the best books that cover all reading ages and interests to West Drayton Academy.

Scholastic is one of the largest providers of free books to schools via their reward scheme which helps to ensure that as many children as possible have access to books that support reading for pleasure.

Every time books are purchased from the Book Fairs we run at WDA, we earn Scholastic rewards. We use our rewards to purchase new books which children recommend and/or request. It is truly heartwarming to see children taking such a keen interest in books.



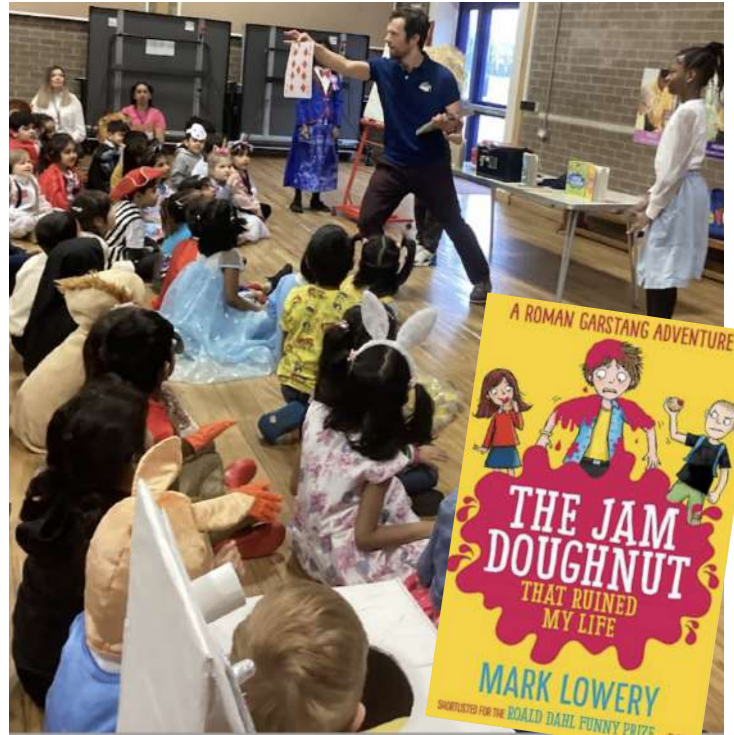
WORLD BOOK DAY

The children (and staff) of West Drayton Academy let their imaginations run wild on World Book Day!

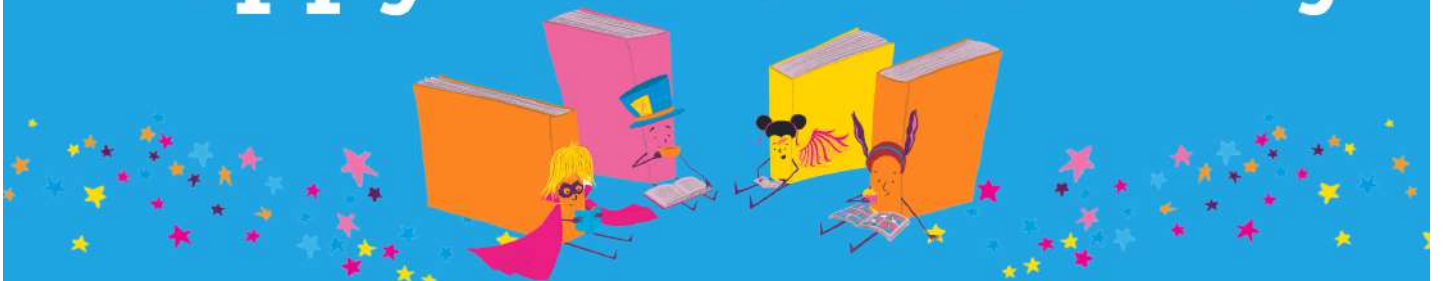
On our most recent World Book Day, we were lucky enough to have a day of exciting sessions hosted by award-winning children's author, Mark Lowery. Mark wowed the school with his brilliantly comical assembly, and truly inspired a passion for writing with his workshops.

EYFS and KS1 enjoyed taking part in energetic drama sessions about Mark's favourite picture book, while KS2 were inspired by the endless possibilities of a jam doughnut during their creative writing workshops! Needless to say, everyone had plenty of fun all thanks to Mark Lowery for such a wonderful day! Mark donated signed copies of his books for our Paddington Library.

Children across key stages enjoy buddying up to enjoy a book together. World Book Day is a truly spectacular day where the love reading is celebrated and books are at the heart of it all.



Happy World Book Day



TIME TO READ

Involving families can play an important part in developing the reading culture of a school. At West Drayton Academy, we work hard to engage families by providing opportunities to extend the culture of reading that we have developed at school, into the home. Every Thursday in Reception and once a term for Y1 - Y6 parents are invited into school to share books with their children during Read & Shine.

The National Literacy Trust published a report to show the impact that parents can have on their child's motivation to learn. Their research found that there is 'ample evidence that parents who promote reading as a valuable and worthwhile activity have children who are motivated to read for pleasure.' The Education Endowment Foundation (EEF) also found that parents who are actively involved in their child's learning before school can boost their progress by up to 5 months!



BOOKSHOP & LOCAL LIBRARY VISITS

Evidence suggests that children who read for enjoyment everyday not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

At West Drayton Academy, one of our priorities is engaging pupils with reading. In the majority of cases, pupils who are reluctant to read simply haven't found the book which excites or inspires them to begin their independent reading journey.

As one of our initiatives to encourage reading, a group of children were taken on a trip to Waterstones in Uxbridge to choose 3 books that they were interested in. Afterwards, they enjoyed a short reading session accompanied by Costa hot chocolate. The enthusiasm amongst the children was wonderful to see and they continued to read these books with much joy. The books chosen by the children are now available in the Paddington Library for their peers to enjoy too!



As part of our 100 Club, we take children to our local West Drayton Library to sign up for a library membership card. This provides children with the opportunity to visit the library with their family, giving them greater access to a variety of books to enjoy outside of school.



As a school, we actively promote and encourage children to take part in the free Summer Reading Challenge and events run by the Hillingdon Libraries during the summer break. Children enjoy taking part in the challenge while earning incentives along the way. Children who successfully complete the challenge, get to show off their certificate and medal and are given a special round of applause in assembly!

At West Drayton Academy, our aim is to ensure effective strategies are in place to promote reading for pleasure to support all children to become confident, keen and capable readers!

READING MENTORS

Children who are vulnerable, making slow progress and/or need further support to boost their confidence, comprehension or fluency are selected to receive additional mentor support. Our aim is to close the gap between Pupil Premium children and their peers.

Mentors listen to their assigned child read at least twice per week, help them to select books they enjoy and set them challenges. Every session is recorded and tracked on a weekly tracker which helps create data that facilitates further interventions required for the child.

Mentors encourage their assigned child to read more often, enabling them to improve their chances of making accelerated progress.

READING BUDDIES

In order to further develop the confidence and enjoyment of reading, children who are part of the 'Reading Mentor' initiative are also selected to be a 'reading buddy' to a younger child. Throughout the term they will regularly read a story to a younger child - this exercise is mutually beneficial to both children.



The 'reading buddy' child grows in confidence whilst the younger child is encouraged to develop the love of books and reading through the joy of being read to by an older child.

BOOK CLUB

Book Club is a place where children can engage in books, discovering the wider world through reading for pleasure and discussion. We run weekly Book Club sessions for children in UKS2. Book club is a shared experience, where children vote for books they would like to read within the group session. Each week, in preparation for their next session, children are assigned a few chapters to read. During the session, children are engaged in retelling aspects of the text, reading aloud extracts and sharing their analysis and opinions about the text. Children also enjoy making connections, predictions and taking part in rich discussions about the key characters and plot.

STORYTIME

It's always a delight to welcome families with their children into our beautiful school library. During Storytime, wonderful stories are read aloud, magically captivating everyone. This is a lovely opportunity for children and parents to spend time together sharing books and a love of reading.

Keep on reading!

