

Supporting Reading at Home

Literacy aims:

At Brooke Weston we know that reading and having a broad and rich vocabulary will lead to success. Research has shown a direct link between academic success and prosperous careers, and those who have a working expansive vocabulary. Reading in itself not only provides a wealth of knowledge, it supports relaxation and provides the stimuli for vocabulary growth. A wealthy vocabulary underpins students' confidence and their ability to be articulate - both essential life skills.

Reading ages:

All students should have a working vocabulary that grows as they are exposed to a wider range of texts. A reading age on par with chronological age or exceeding it will establish an individual with the skills to decode language and widen their exposure to the written word.

Supporting Literacy at Home

Supporting vocabulary growth and building reading confidence can be extended at home through a range of different activities which we encourage all students to engage with on a regular basis to support their continuous vocabulary growth.

Key Stage 3

Quick wins:

- ✓ Read instructions, recipes or leaflets – skimming and scanning
- ✓ Play a word association game like thinking of synonyms (similar words to a key word like shout, walk, help, look) or describe a... (encouraging adjective precision) – perhaps add a timer to make it fast paced
- ✓ Recite spellings or core vocab (see student planners)
- ✓ Use a word of the day APP and try to use it as often as you can that day

Bite size chunks:

- ✓ Encourage reading both independently and aloud with both fiction and non-fiction texts (newspapers, magazine etc.)
- ✓ Model reading yourself on a regular basis
- ✓ Discuss current events through the use of newspapers, articles and journals
- ✓ Encourage students to look up and research new vocabulary – then employ it in everyday talk
- ✓ Link wider reading to school topics to support wider knowledge and understanding around the school curriculum

Establishing routines:

- ✓ Watch theatre productions to support a wider links to drama and the arts
- ✓ Create a 'book club' and read the same book, invite friends or siblings to join in and follow reading with a discussion/debrief
- ✓ Write reviews for books you have read and submit them online, recommend good reads to family and friends or set up a book swap.
- ✓ Download audiobooks for car journeys or to listen to as a family
- ✓ Encourage reading for pleasure – ideally before bed to support well – being and good sleep

Key Stage 4 and 5

Quick wins:

- ✓ Use a word of the day App and try to use it as often as you can that day
- ✓ Use News feeds/top story notification Apps to support summarising skills
- ✓ Make revision cue cards and do quick fire recall and recite – checking for SPaG errors like subject specific vocab
- ✓ One page revision – read one page and condense/summarise the contents to support longevity and recall

Bite size chunks:

- ✓ Encourage reading both independently and aloud with both fiction and non-fiction texts (newspapers, magazine etc.)
- ✓ Model reading yourself on a regular basis
- ✓ Discuss current events through the use of newspapers, articles and journals
- ✓ Encourage students to look up and research new vocabulary – then employ it in everyday talk
- ✓ Link wider reading to school topics to support wider knowledge and understanding around the school curriculum

Establishing routines:

- ✓ Watch theatre/film productions to support a wider links to drama and the arts (ideally linked to GCSE texts in English/Drama)
- ✓ Read core exam texts before they read them in school – decode the language/plot/characters so analysis in school is reflective and works on pre-decoded language
- ✓ Download audiobooks (for exam texts and wider reading) engage with these texts as a family
- ✓ Encourage reading for pleasure – ideally before bed to support well – being and good sleep



When things are not working...

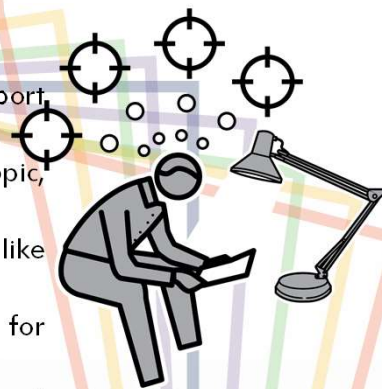
Remain positive and celebrate successes, reminding students that errors support progress.

Try not to force young people, but look to persuade through preference – the topic, time of day, motivation could be considered to support this.

Promote autonomy through trust and independence – providing a framework like their school planners to track and manage workload.

Help them look for spelling patterns in key words (see knowledge organisers for subjects and planners for key vocab)

Remind them that this is a skill that develops over time – regular and often is the key!



Bedrock Learning at BW

Bedrock Vocabulary is an online vocabulary and reading curriculum that teaches students tricky **tier 2 vocabulary** (vocab that spans all subject areas) within the context of aspirational fiction and non-fiction texts. It is an innovative approach to improving literacy skills.

Using research-based strategies and an interactive multi-modal approach, Bedrock Vocabulary enables students to expand their academic vocabulary, whilst building their cultural capital with a wide range of topics such as 'Weird World Records' and 'Apartheid'.

The system automatically generates and assigns learning content to students, marks the work produced and delivers new content based on results. Progress data is fed right back to the teacher's inbox and allows staff to meticulously track language acquisition for their students. The school's adoption of this challenging vocabulary curriculum for years 7 and 8 forms one part of our whole school commitment to language acquisition and vocabulary growth for all students.

Bedrock supports Reading

The first stage of every lesson on Bedrock Vocabulary begins with aspirational and challenging piece of reading. These excerpts are human narrated for audio support. Through the fiction and non-fiction texts, students might read about sailing alongside the Vikings, or the life of Alan Turing, or a story about a lion escaping from a zoo! The human narration helps students pace their reading and models correct pronunciation. It also works to engage and support weaker readers.

Close reading and information retrieval are checked in the next stage (nuanced comprehension questions), forcing students to scrutinise the text and look a little closer (just as they are asked to do in exams!)

To prepare students for the unseen texts in exams and the increasing demands of the curriculum, they encounter a range of non-fiction and fiction texts which are written to stretch and challenge (remember, they always have the human narration and visuals for support!)

Bedrock supports Writing

Each multimodal Bedrock lesson ends with a writing task. These tasks encourage students to use the newly learned language in their own writing.

Pre-writing activities provide modelled scaffolding to every writing exercise. All content written by a student appears in their digital 'knowledge organiser', which is accessible on each individual homepage.

Student work is also accessible to the teachers or parents linked to their account. These activities give students practice using new language for themselves. This aids the transfer of new vocabulary items from a student's receptive vocabulary to their expressive vocabulary.

Students can return to this work and review it at any time to support retrieval and long term vocabulary acquisition.



Bedrock is an integrated aspect of student life at BW now and accounts to their weekly homework



expectations in their English lessons - leader boards and celebrations of class and individual success have been incorporated into life at BW to further support and encourage a love of learning. Parents can download the Bedrock APP at any time to access their child's progress and attainment and students are encouraged to use this platform as often as they can as it all adds up!



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