



THE
MANDEVILLE
SCHOOL
BELIEVE · ACHIEVE · SUCCEED

The Mandeville School Reading Journey

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Next Review: July 2027**



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Vision & Values

Our Vision

At TMS we want to 'Believe Achieve Succeed'. We believe all stakeholders should have high aspirations for our students, we believe they can achieve the highest academic outcomes, and that they will become successful citizens equipped to be the leaders of tomorrow.

Our Values

Believe

We believe all our students will be successful

Achieve

We believe our students will all achieve excellent academic outcomes

Succeed

We believe our students will become successful citizens equipped to be the leaders of tomorrow

Aims:

Our aims are:

- To teach successful reading habits to help develop students decoding and comprehension skills
- To improve confidence and reading resilience
- To challenge students with complex texts across the curriculum
- To develop student access to a range of fiction and non-fiction across the curriculum
- To expose students to a wide range of vocabulary and gain cultural capital.
- To develop students' comprehension, silent reading fluency and vocabulary.

Tutor Time – Reading Plus

What is Reading Plus?

Reading Plus is an online adaptive EdTech programme which aims to improve pupils' reading comprehension, silent reading fluency and vocabulary. It allows students across Years 7-10 to read short texts of their choice, while closely monitoring their progress.

Why do we do this?

Students have a choice of texts which are aligned to their interests and attainment level.

The programme uses a guided window to support fluency and reduce cognitive load- supporting reading with automaticity so students can devote cognitive resources to information processing and construction of meaning.

Reading Plus identifies gaps in learning via diagnostic assessment and provides personalised follow up activities e.g, visual skills and supports teachers to see which pupils need additional support.

Reading Plus gives all students the opportunity to access reading, while developing their vocabulary.

How do we do this?

Students participate in Reading Plus three times each week during their tutor time. Form tutors project a Reading Plus slide with a twenty-minute timer, allowing students to visually see their remaining reading time. It is expected that in the assigned twenty-minute reading window, students complete at least one reading lesson.

The weekly expectation is that students complete four reading lessons and one vocabulary lesson (with one reading lesson and one vocabulary lesson taking place during English curriculum time).

Staff are trained on how to use the Reading Plus staff dashboard. This allows form tutors to have meaningful conversations with students regarding their progress, particularly if a student is placed on 'hold' (e.g. for reading too fast).

Students' complete insight assessments to measure their Reading Plus progress. Insight assessments took place in September 2025 and June 2026. The aim is to complete three insight assessments in the next academic year.

There opportunity for Reading Plus intervention for students who require specialist support with the platform and for those who may benefit from visual skills.

Note: Traditional Reading was paused in March 2026 to allow Reading Plus to be fully embedded into the tutor time routine. The aim for the next academic year is that Reading Plus will be gradually reduced by one session to allow for Traditional Reading to be re-introduced.

Reading Age Tests

Students in Year 7-Y10 will be tested 2 times per year using the GL NGRT assessments. Reading ages are shared with students.

Reading ages are reported home to parents via progress checks.

Reading ages are shared with staff to ensure less confident readers are supported within the classroom.

Staff are supported in understanding the various reading profiles associated with NGRT Testing.

Why do we do this?

The average reading age is 15 years and 7 months to have an in-depth access to the comprehension required for success in the GCSE reading papers.

Disciplinary Literacy

Explicit teaching of tier two vocabulary (high frequency academic words used across many disciplines) and tier three vocabulary (subject specific words) across subjects.

Staff understand how reading changes for different subjects and ensure students are taught how to read like a Historian, Mathematician, Linguist.

Reciprocal reading strategies are used across subjects to support activation of prior knowledge, summarising, clarifying and questioning skills.

Why do we do this?

The explicit teaching of both Tier 2 and 3 vocabulary to improve literacy is well documented and forms a key pillar of the EEF's 'Improving Literacy in Secondary School'.

Tutor Time – Traditional Reading

What do we do?

Students in Years 7 to 10 read a set text each morning during tutor time. The purpose of this is to support comprehension through hearing reading accurately modelled by form tutors.

These texts are carefully selected to:

- Reflect and highlight important social and cultural issues such as sexism, racism, homophobia, education, morality, mortality etc
- Be diverse and inclusive so all members of our school community see themselves represented in literature
- Provide examples of entertaining and engaging literature
- Expose our students to a wider variety of vocabulary. The texts that students read are noted below:

Year 7	Year 8	Year 9	Year 10
Little Miss Nobody Dark Peak Boy 87 Trash Resist Private Peaceful Floodlands The Other Side of Truth Children of the Quicksand	The Boy at the back of the Class All Fall Down Coram Boy The Girl of Ink and Stars No Fixed Address The Million Pieces of Neena Gill Cosmic Storm Catchers	My Sister Lives on the Mantlepiece The Hate U Give I Must Betray You Anita and Me The Boy Who Steals Houses A Monster Calls The Hunger Games One Of Us is Lying The Trevor Noah	This Book Kills The Call Medusa Steady For This Boys Don't Cry Six of Crows The Kill Factor The Outrage When Shadows Fall

Why do we do this?

Studies show that reading just two challenging novels in a year can lead to 16 months' worth of academic progress. Reading for 30 minutes can reduce stress levels by 68%.

How do we monitor this?

Upon completion of a text, the form tutor notifies the Literacy Lead. It is then the role of the Literacy Lead to post a reflective google form for the relevant text to gauge student understanding of the read text.

Intervention

Specialised Reading Intervention is offered to students who have been identified through NGRT or Reading Plus data.

Small Group Reading

This intervention takes place in groups of two/three students once per week in the library.

Students are provided with books appropriate to their reading age and practice reading aloud with an Assistant Teachers. This intervention allows students to have reading modelled to them, while also having the opportunity to practice reading aloud in an environment that feels safe and nurturing.

Students discuss and develop an understanding of relevant contexts to re-use new vocabulary.

The texts students read are noted below:

Swan Song
Gibbon Island
Billionaire Boy
Scarlett
Diary of a Wimpy Kid: The Last Straw