

Overview/ Intent for Reading

Context and Research

QEGS is a growing town in the middle of Derbyshire. The intake is from a range of primaries, with a range of socio-economic status'. The reading age on entry is above average – with only 34 of 207 grading below 100 scaled score in Y6 reading assessments, however, there are still a number of students who start at QEGS with significant gaps in their abilities. This strategy aims to close the gaps for any students, and develop a confidence in, and love of reading.

In 2000, results from the suggested that 'finding ways to engage students in reading may be one of the most effective ways to leverage social change.' It is also clear that the pandemic of 2020-21 has served to disrupt literacy development in students

'Pupils who cannot read well enough do not have full access to the curriculum (...) Most of them will catch up if they receive a few months of intensive individual or small-group teaching (...) School leaders must take responsibility for making sure all these pupils make rapid progress.'

Fast-paced reading out loud to students has a profound impact on student progress: an average of 8.5 months' accelerated progress, and 16 months for poorer readers.

Recommendations include 'prioritising disciplinary literacy across the curriculum,' 'targeted vocabulary instruction', 'developing students' ability to read complex academic texts,' and 'providing high quality interventions' in cases where students cannot read fluently.

These areas of research link directly to our key strategies, namely: disciplinary reading of high-quality academic texts across the curriculum; the English reading programme; diagnostic reading interventions, and explicit vocabulary instruction in form time literacy. Longer term plans will continue to develop on these core areas as teacher practice is fully embedded.

Reading within the Curriculum:

All students are frequently exposed to rich text through the curriculum in all subjects.

All teachers use Reciprocal Reader strategies regularly within lessons at all key stages.

Differentiation takes into consideration students reading abilities.

Staff have been trained and use a range of explicit vocabulary instruction techniques with a set of non-negotiables for this created for each discipline in line with the QEGS Classroom

Reading and Literacy Development

Reading outside the curriculum:

All students at KS3 have a QEGS reads lesson which focuses on tier 2 vocabulary and reading.

All KS3 & KS4 students read as part of their form programme either articles from The Day or a form novel.

KS5 students are encouraged to access

Writing and Talk Development

