



Overview/ Intent for Reading

With a mixed prior attaining intake from a wide variety of feeder schools and increasing numbers of EAL students, our intention is to close the reading gap inherited at the entry to KS3, prepare all students for the reading demands of all subjects at KS4 and life beyond.

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 **OECD's Programme for International Student Assessment (PISA)** 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 (DfE, 2021).

- **The Reading Framework (DfE, 2021):** '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.'
- **Westbrook et al (2019):** 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.
- **Quigley et al (EEF 2019):** 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 and Literacy Development

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 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 academic writing in their subjects
- Reading rewards can be gained which contribute towards the house cup.
- Reading extra-curricular clubs are run by the English department.
- Many subjects have wider reading lists for students, especially at KS4 and KS5.

Reading Diagnostics and Intervention:

- A screening system is in place utilising STAR reader (we are moving to NGRT) to identify particular barriers to reading.
- Staff know how to access this information on G4S and are being trained on how to use this information to use effective strategies in the classroom to ensure students can access the curriculum.
- Students with reading barriers access targeted intervention

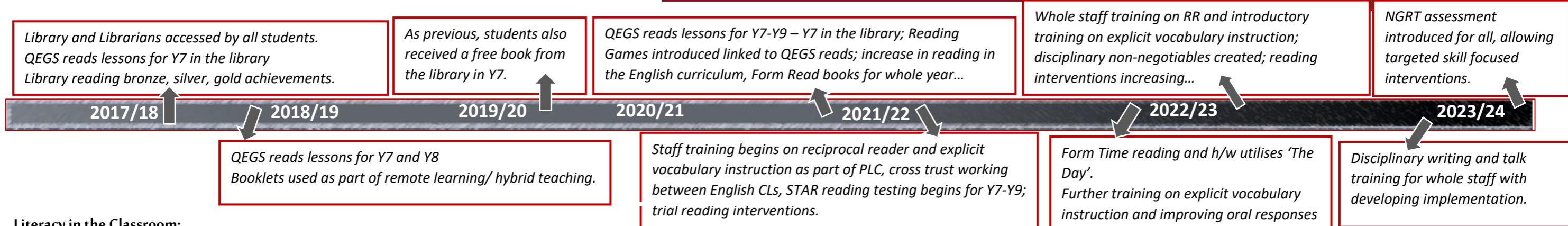
Writing and Talk Development

Writing within the Curriculum:

- Use of live modelling of writing tasks using the visualizer, narration of thought process to aid student metacognitive understanding of the writing process – staff training will lead to a more consistent approach.
- Writing practice is frequently embedded within curriculums and lessons to aid development.
- Students are encouraged to use a range of tier 2 and tier 3 vocabulary within their writing.
- Scaffolds are used to support students understanding of writing construction.
- Development of academic writing at KS4 and KS5

Talk within the Curriculum:

- Teachers model high quality talk with a range of tier 2 and tier 3 vocabulary.
- Teachers are, following training, developing an explicit focus on vocabulary instruction through 'I say, you say' and 'say it again better' as part of a focus on pronunciation, prosody and choral response
- Development of debate and presentation skills in KS3-5
- Cold calling supports a variety of students to verbalise their thoughts and ideas in all classroom settings.
- Think, Pair, Share is used to support students verbalising ideas in a developmental way.



Literacy in the Classroom:

Reciprocal Reader	Students are frequently asked to engage with their reading through tasks that require them to predict, summarise, question and clarify. This supports their comprehension, inference and vocabulary instruction.
Explicit vocabulary instruction	Key Tier 2 and 3 vocabulary is explicitly planned into units of work and curriculum plans. Vocabulary is taught using definition, etymology, examples and non-examples, repetition and retrieval (often as part of Do Now tasks). Non-negotiables have been created for each discipline.
Disciplinary Reading	Students have regular exposure to high quality disciplinary text during curricular lessons. Teachers read aloud to students (see Westbrook 2019 study), judiciously selecting which elements of the text to explore.

EXECUTIVE SUMMARY
Literacy





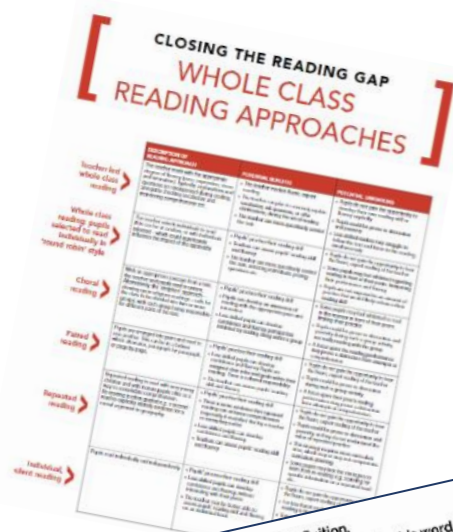
Reading Programs and Interventions	
IDL Reading Intervention	Identified students participate in a bespoke online literacy intervention, targeting a range of aspects of literacy, through an intelligent programme which adapts to the strengths and areas of development of each student.
Targetted Literacy Intervention in English	Small groups are extracted from English lessons in order to pre- and post- learn content, in addition to developing comprehension and SPAG skills.
Lexia	Lexia (3 sessions - reading age of 10 years and below). Lexia is a computer based literacy development programme which supports acceleration of progress and identification of gaps for students who are not yet reaching expected reading and comprehension levels.
Reading for pleasure	We actively promote reading for pleasure – students bring reading books with them each day, and these are show as they enter the building for the dining hall queue.

EXECUTIVE SUMMARY *Literacy*

Success for Everyone
KEY STRATEGIES

- 'Do Now' Retrieval Practice**
Focus on building knowledge into long term memory and schema through spaced retrieval.
- Explicit Vocabulary Instruction**
Building knowledge and understanding of tier 2 and tier 3 vocabulary to develop oral and written responses.
- Questioning Strategies**
No hands up, whole class responses (mini whiteboards), choral response, 'say it again better' and think, pounce, bounce

Queen Elizabeth's Grammar School
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Literacy in the Classroom	
Disciplinary Reading	Staff have begun CPD on the importance of disciplinary literacy. Through reviewing of schemes of learning teaching staff are looking for opportunities to embed written content, which develops reading in each subject area and builds this into schemes of work.
Reciprocal Reader	All staff are trained in Reciprocal Reader strategies, this focusses on the development of disciplinary reading strategies, developing vocabulary, and how to deepen understanding in each subject area.
Vocabulary Instruction	Teachers identify 'key vocabulary' in each lesson. Teachers use a range of strategies to develop new vocabulary, including 'I say/you say' for pronunciation, simple definition, where useful and appropriate giving the etymology/morphology, examples and non-examples, repetition and retrieval through low stakes quizzing and questioning. Key Tier 2 and 3 vocabulary is explicitly planned into units of work and curriculum maps. Etymology and morphology will have a continued focus in teaching vocabulary, and planning lessons to specifically developing this, particularly Tier 2, will be a priority in the forthcoming academic year.

Year Group	Y6 Scaled Score <100 (%)	Y6 Scaled Score <90 (%)
7		
8		
9		
10		
11		