Liberty Academy Trust
Reading Strategy

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Contents

1. LIBERTY Purpose, Vision and Values 3
2. Aims of the LIBERTY Reading Strategy 3
3. Whole School Reading Approach 4
4. How do we Develop as Readers? 7
5. Prioritising Reading in Schools 13
6. Developing Reading Skills 19
7. Implications for Teaching Reading to Learners with SEND 21
8. Ed Tech and Reading 21
9. Assessment and Interventions 22

Appendix 1: Key Recommendations for Improving Literacy and Reading through the Key Stages 25

Appendix 2: Supporting Reading Development 28

Appendix 3: New Group Reading Test (NGRT) 29

Appendix 4: Summary of Reading Interventions 31

Appendix 5: Recommended '50 Reads' for Every Key Stage 34

References 46

1. LIBERTY Purpose, Vision and Values

1.1. Underwritten through the Articles of Association, our core purpose is to *"advance education for the public benefit"* and we do this through our vision and values statement aim **to create a world that works for autistic children and young people through our core values of: courage; determination; and teamwork**.

1.2. These values are applicable to staff and pupils alike.

1.3. At a pupil level, the values illustrate the high expectations we have:

Courage

We are willing to try new things and work to the best of our ability – even when things are difficult.

#ChallengeWelcome

Determination

We never give up and are always ready.

#NeverGiveUp

Teamwork

We work with others to share ideas, offer support and provide solutions to problems.

#BetterTogether

1.4. Our strategic foundations underpin everything we do; they drive improvement towards excellence and inform performance management and target setting:

- Leading through accountability and moral responsibility;
- Driving excellence in education for autistic children and young people; and
- Supporting resilience and well-being.

2. Aims of the LIBERTY Reading Strategy

2.1. The importance of reading cannot be underestimated; every pupil across all Liberty schools should be supported to develop their fluency and proficiency in reading, as this is the vehicle for success now and in future life. Statistics relating to special schools indicate very low rates of basic literacy (Robert's-Tyler et al, 2020), whilst the attainment gap in reading for children with SEND has been around 40 percentage points at every key stage and phase for the last ten years (DfE, Statistical First Release, 2020)

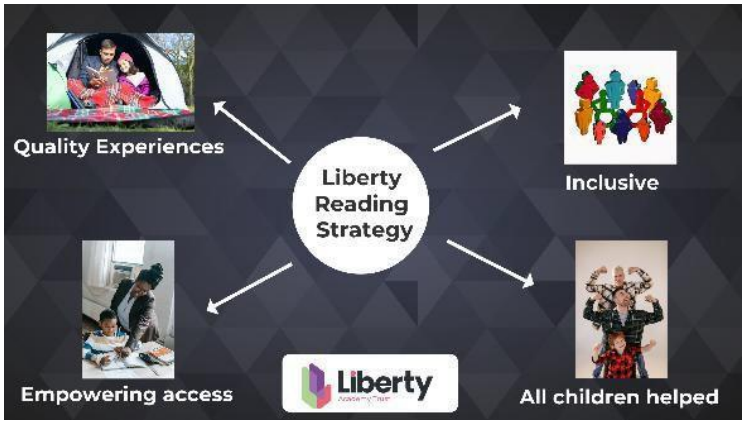
2.2. We are determined that the pupils in our care will not become another statistic.

2.3. An inclusive reading strategy is about the quality of reading experiences for our pupils; how they are taught and helped in their reading journey, enabling them to achieve their potential and participate fully in school life.

2.4. We know that literacy poverty exists, and the most recent report from the National Literacy Trust identifies that almost one in five children, aged 5 to 8 years, in England do not have a book of their own at home[1]. Children and young people with additional learning needs, including those who are autistic, may find reading more of a challenge and so it is essential that this is prioritised as a Trust.

Key Aims

- To instill a love of reading within our pupils, that lasts a lifetime, helping all to recognise the value of reading as a life skill.
- To enhance pupils' fluency, confidence, and independence when reading different texts for different purposes.
- To inspire our pupils to become enthusiastic readers, introducing them to an array of literature from across the literary caning and other cultures.
- To deepen our pupils' comprehension skills, exposing them to non-fiction; fiction; poetry; and drama to enhance their understanding of language over time.
- To support all pupils in becoming critical readers, so they are able to reflect on a text, analysing the language and structural choices made by the writer, as well as authorial intent.
- To deepen curiosity and empathy within our pupils, using key reading strategies, drama, and role play to immerse them in a text.



[1] https://literacytrust.org.uk/research-services/research-reports/5-to-8-year-old-childrens-reading-in-2022/

3. Whole School Reading Approach

3.1. For a whole school reading approach to be successful, it is important that all staff recognise that not all children will have had the opportunity to develop a love of reading at home and should therefore prioritise the closing of this disparity.

3.2. In doing so, the Principal and SLT will have an unwavering commitment to ensuring all pupils become fluent and confident readers, recognising that the complexity of learning to read contributes to the development of pupils' resilience, concentration and perseverance – traits that they need for other areas of learning too.

3.3. The school timetable should enable and prioritise both reading instruction (the teaching of reading skills in lessons) and reading for pleasure during the school day.

3.4. Reading instruction should sit at the core of a school timetable. At EYFS and KS1, phonics instruction and practice should be the focus of daily reading sessions; whilst at KS2 – KS4, daily English lessons and the explicit teaching of reading skills should utilise different models of reading instruction:

- Modelled reading = teacher-led reading of a displayed text

- Shared reading = teacher/class collaborative reading of a displayed text
- Guided reading = small group/teacher collaborative reading
- Individual reading = pupils reading a text to themselves

3.5. During KS1 (and those in the early stage of reading) practice is likely to take the form of small group phonics practice, but once fluency has been achieved it is expected that pupils move towards reading independently and aloud.

3.6. At Liberty Academy Trust, reading is a fundamental entitlement and sits at the heart of our curriculum. We recognise that reading is the vehicle for success both in education and later life. Every member of staff shares responsibility for developing pupils as readers and ensuring that reading remains a priority across the curriculum.

3.7. We recognise that pupils develop as readers through both word recognition (decoding) and language comprehension. Our reading provision therefore prioritises the development of phonics, fluency, vocabulary and comprehension alongside fostering a genuine love of reading through meaningful reading experiences and exposure to high-quality texts.

3.8. All schools; however, will adopt a 'stage-not-age' approach to reading, ensuring there is flexibility in groupings and interventions to ensure the pupils' reading practice is personalised and that progress is made from starting points. This principle applies across all phases and enables pupils to access reading instruction, phonics teaching and interventions matched to their developmental stage rather than their chronological age.

3.9. It should be understood that for independent reading, textual word recognition must be greater than 95% (19/20 words are recognisable to the pupil). For reading instruction, word recognition should range between 90-94%. As a result, teachers understand that word recognition below 90% can result in frustration and a gradual decline in confidence and engagement for pupils.

3.10. High quality texts will be chosen based on their age-appropriate nature, their depth in story, characters, illustrations, vocabulary, structure and subject matter. Reading clubs and reading mentors/leaders encourage pupils to experience different types and genres of texts outside of the curriculum.

3.11. Parental partnership to develop reading is prioritised from Early Years. Effective strategies for parental engagement should include: encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; running workshops showing parents how to read and talk about books with their children effectively.

Responsibilities of the Class Teacher

- Teachers at each school take time to read and understand the expectations of the Reading Strategy and are proactive in requesting access to further training and development to support its successful implementation.
- Teachers at each school plan reading lessons carefully so that all pupils are able to participate, they can access the text at their own level, and they can make progress in their development as a reader.

Responsibilities of the Leader Responsible for Leading Reading / English

- In addition to the above, the Reading Lead at each school, using the graduated approach, works with the SENDCO to ensure the progress of all

pupils is monitored and that targeted interventions are applied early to achieve maximum impact.

Responsibilities of Senior Leadership Team

- In addition to the above, Senior Leaders at each school ensure reading is a key priority in all areas of school life and across the curriculum.
- Senior Leaders at each school ensure there is a cohesively and rigorously planned English curriculum with appropriate levels of quality and challenge in texts across all key stages.
- Senior Leaders at each school ensure quality training and development is available to support effective reading instruction, working with the Director of Education, as appropriate.

Responsibilities of the Trust

3.12. To ensure the expectations of all schools are upheld, the Trust undertakes a variety of Quality Assurance (QA) activities on a minimum of an annual basis, from which strengths and areas of development are identified to inform best practice and priorities for improvement:

- Annual English and Reading reviews, either as part of Quality and Standards visits or as standalone visits.
- Monitoring visits, as appropriate.

3.13. All reviews are reported on formally and shared with Transformation Management Board (TMB) members / Local Governing Bodies (LGB) as appropriate, for further discussion and challenge.

3.14. In addition, a core offer of support is provided to all schools and may include any of the following:

- Cluster meetings to inform and share best practice;
- Development of 'Excellence Hubs' to enhance peer-to-peer support;
- Staff training, research projects and conferences;
- External review preparation and guidance.

3.15. Where a school is identified to have significant weaknesses or areas for development, supplementary support is provided by the Central Team to ensure accelerated improvements are made, leading to effective and consistently good practice to meet the needs of learners. This support could take the form of leadership mentoring, coaching or team-teaching.

Training for Teachers and Non-Teaching Staff

3.16. The Leadership team in each school is responsible for organising in-school training. This can include, but is not limited to:

- Training delivered by SLT or the Reading Lead
- Training delivered by organisations supporting the delivery of reading interventions or programmes (e.g., Read, Write, Inc., Accelerated Reader etc)
- Local Authority training
- Educational Psychology advice on specific reading difficulties and supportive strategies
- LA moderation groups.

3.17. As part of the Trust-wide subscription to National College Online, it is an expectation that Senior Leaders utilise the range of webinars on offer in order to

frame training in school. Some examples include:

- What Makes Effective Literacy Teaching, with Ros Wilson, creator of the 'Bog Writing' model
- EYFS Framework Reforms: Developing Reading in line with DfE Curriculum Guidance, with Megan Dixon, former Adviser to the EEF and DfE
- Primary Literacy: Understanding the DfE's new Reading Framework, with Emma Rogers, English Lead at Bishop Grosseteste University
- Bridging the Literacy Gap: Effective Strategies to Address Weak Reading Skills in Secondary School Pupils, with Philip Stock, Director of Greenshaw Research School

3.18. Bespoke support in reading instruction and development is also available, either through the Central Team or in collaboration with one of our partners; this should be discussed with the Director of Education, Jo Galloway.

3.19. Appendix 1 provides an overview of key recommendations for improving literacy and reading through the key stages, developed by the EEF.

3.20. The Department for Education (DfE) Reading framework provides guidance to teacher and leaders to support reading development in secondary schools. This is accompanied by a suite of resources Including videos to support secondary teachers In understanding how to teach reading. These materials include training programs, frameworks for understanding reading development, and resources to foster a reading culture within schools. In line with this guidance, our schools should ensure that reading instruction continues to be a priority throughout Key Stage 3 and 4, with a focus on disciplinary literacy and subject-specific reading strategies.

4. How do we Develop as Readers?

4.1. Learning to read is a key milestone for any child's education, as reading opens doors to greater knowledge, experiences and understanding of the world around us. It is an essential skill, for both academic progress and independent living.

4.2. Rastle (in Murphy, 2019) asserts that learning to read begins with spoken language; however, recent research suggests that up to two children in every classroom may have impaired language. As a result, a focus on spoken language and early language acquisition is important if we are to prevent later reading difficulties.

4.3. Reading is; however, a complex skill to master and many children and young people struggle; particularly some autistic pupils.

4.4. Research into Reading Instruction for SEND Pupils, including those who are Autistic

4.5. Grindle et al (2018) assert that "reading skills across autistic pupils are heterogeneous, with no condition-specific profile of strengths and difficulties." That being said, the research also highlights studies which highlight that autistic children and young people are generally able to decode and read texts with similar accuracy to their peers, but that the disparity arises with reading comprehension – perhaps unsurprisingly as this requires skills of inference and deduction.

4.6. Researchers also highlight that "reading comprehension problems are more pronounced when a text requires social knowledge, and that autistic children and young people are less likely to use relevant background knowledge when

attempting to comprehend text. It has <also> been suggested that to comprehend a text proficiently, we must be familiar with at least 90% of the words we read." (Grindle et al, 2018) A way to enhance comprehension, therefore, is to build vocabulary.

4.7. Research into the teaching of reading (Roberts-Tyler et al, 2020) identifies that early reading instruction for pupils with SEND has typically focused on developing a vocabulary of sight words; however, this approach is not functionally useful either in academic or daily life. A sight word approach also does not give pupils the decoding skills needed to read unfamiliar words now or in the future. More recent research suggests children with SEND, including those who are autistic, are likely to benefit from phonics-based reading instruction.

4.8. A study undertaken by Roberts-Tyler et al over an 8-month period and covering 1,608 special schools in the UK found that there is significant variability in reading instruction and that 42% of the teachers involved in the study felt they had insufficient training to deliver reading instruction well. As a result, teachers are not adequately informed or supported to assess and report on impact regularly enough to inform immediate instructional decision-making and thus accelerate improvements.

4.9. Reading instruction is intended therefore to provide the support system for children to build basis word recognition skills that will be essential for the development of higher-level text comprehension as they develop proficiency and experience.

Simple View of Reading

4.10. The 'Simple View of Reading', as shown below, is a formula presented by Gough and Tunmer (1986, in Rose Report, 2006) which demonstrates the view that Reading has two basic components: word recognition (decoding) and language comprehension. It demonstrates how the prioritisation of developing both Word Recognition (the ability to read individual words) and Language Comprehension (the ability to understand words, sentences, texts and genres) is essential for children to learn to read effectively.

4.11. Intervention for struggling readers is effective only when it addresses the learner's specific weakness, which may be decoding, language comprehension, or both. As Alex Quigley asserts, a child cannot understand what they cannot decode, but what they decode is meaningless unless they can understand it2.

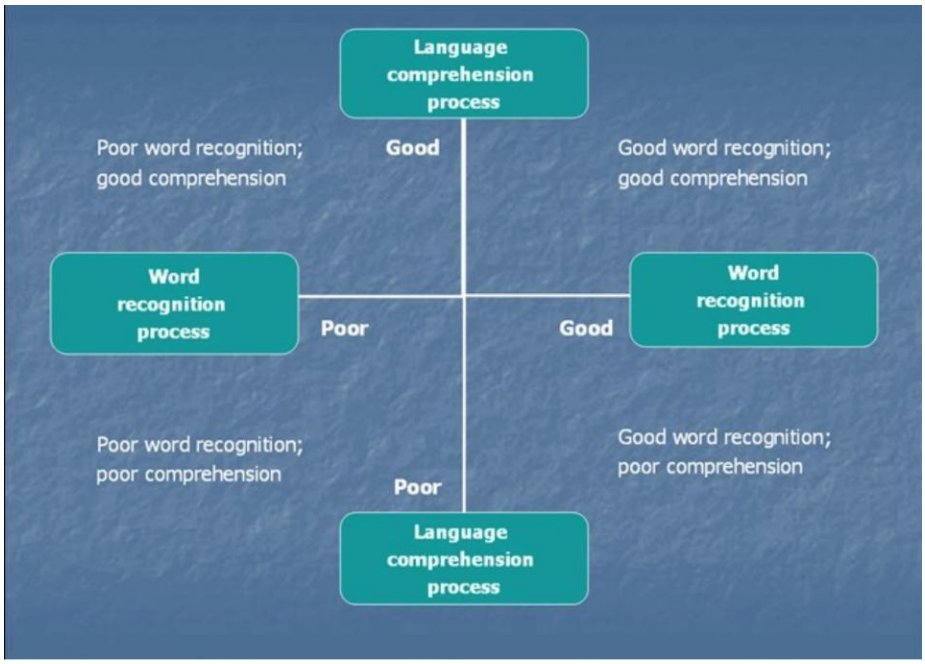


Figure 1: 'The Simple View of Reading' (from 'The Rose Report'[3]).

Scarborough's Reading Rope

4.12. In order for both Word Recognition and Language Comprehension to be mastered fully, a deep understanding of what is meant by both must be fostered within each school community, and across the Trust as a whole. Hollis Scarborough's Reading rope explores the complexities associated with learning to read; the rope consists of lower and upper strands.

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[2] Quigley, Alex. *Closing the Vocabulary Gap* (UK: Routledge, 2018)

[3] Rose, Jim. *Independent Review of Early Reading* (UK: DFES Publications, 2006) Image reproduced with kind permission by *Contemporary Issues in Teaching and Learning at Wordpress.com*

4.13. The word recognition strands work together as the reader becomes accurate, fluent and increasingly automatic with repetition and practice. At the same time, the language comprehension strands reinforce one another and then weave together with the word recognition strands to produce a skilled reader.

4.14. It is therefore important that significant time is devoted to all strands as proficiency takes significant practice. Bringing these strands together can be challenging for learners with gaps in development, or for those who are less cognitively able – and this will be covered in more detail further on.

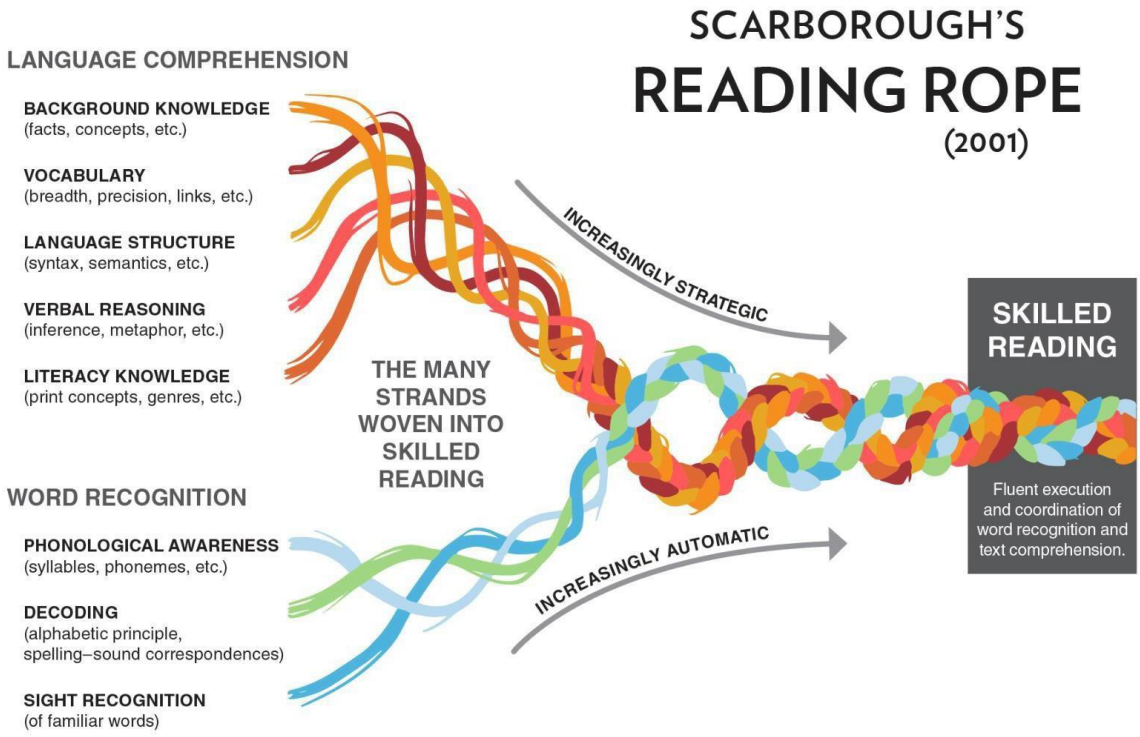


Figure 2: Scarborough's 'reading rope'[4]

4.15. However; the reading journey of each individual pupil must begin in the Early Years and continue through to the end of Secondary school (and, indeed, beyond). At Liberty Academy Trust, we see each stage of a pupil's education as an important building block on their journey to becoming fluent and life-long readers.

[4] Scarborough, H. *Connecting Early Language and Literacy to Later Reading (Dis)abilities: Evidence, Theory, and Practice* in Handbook of Early Literacy Research (USA: Guilford Press, 2003) Image reproduced with kind permission of www.braintutors.com

The Big 5 Framework for Reading

4.16. In accordance with our commitment to delivering strategies grounded in research, LIBERTY's reading strategy adopts the crucial 'Big Five' framework, focusing on the five key components of reading identified in the findings of the expert National Reading Panel in 2000. Their findings remain robust and instructive today and have been central to much research and practice since5.

4.17. A brief explanation of each 'Big Five' component and its importance follows:



Figure 3: The 'Big Five' components of the effective teaching of reading[6]

4.18. **Phonemic Awareness**: A *phoneme* is the most basic unit of sound in a word. Phonemic awareness is the knowledge that words are made up of a combination of phonemes and is critical for learning to read any alphabetic writing system.

4.19. Louisa Moats states that difficulty with phonemic awareness and other phonological skills is a predictor of poor reading and spelling development7.

4.20. **Phonics:** Phonics is the method of instruction that teaches children to recognise how phonemes and letters map onto each other. The 26 letters in the alphabet correspond to 44 phonemes. With synthetic phonics, one takes individual sounds, segments them, before blending them back together. There is a substantial body

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[5] Quigley, Alex. *Closing the Vocabulary Gap* (UK: Routledge, 2018)

[6] National Reading Panel. *Teaching Children to Read* (USA: National Institute of Child Health and Human Development, 2000)

[7] Moats, Louisa. *Knowledge foundations for teaching reading and spelling (USA: Reading and Writing 2009).*

4.21. of evidence which demonstrates that systematic synthetic phonics is the most effective method for teaching all children to read8. A confident grasp of the alphabetic code is a vital component of language and vocabulary development and becomes automatic when mastered9.

4.22. **Fluency:** As a child gains reading experience, the child develops a larger repertoire of words that they can recognise at a glance, rather than needing to sound them out, and their representations of individual words and letter groups gets more reliable.

4.23. According to Willingham, this leads to the child's reading becoming smoother, faster, and more accurate - more fluent10. The more fluent a child is, the more mental energy they can devote to grappling with the more challenging meaning of the text and the vocabulary within it. For cognitively able learners, basic reading fluency develops at around Year 4.

4.24. **Vocabulary:** Vocabulary knowledge is strongly related to reading proficiency, and indeed school achievement more generally. A wide range of studies show that vocabulary knowledge is strongly related to reading comprehension across the age span11. It has been reported that a child will need to know approximately 50,000 words before they leave primary education to thrive academically and beyond12. For learners with additional needs, this can provide a further challenge and therefore careful planning of robust vocabulary instruction is important.

4.25. **Comprehension:** 'Poor comprehenders' make up approximately 10% of 7- to 11-year-olds, and so habitually checking on comprehension is a vital part of classroom practice13. Vocabulary knowledge is central to developing comprehension as for a text to be understood fully by the reader, they must understand 95% of the words within it.

4.26. Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension.

4.27. Teaching strategies that improve reading comprehension include:

- Prediction;
- Questioning;
- Clarifying;
- Summarising;
- Inference; and
- Activating prior knowledge[14].

[8] Ofsted. Reading by Six (UK: Ofsted, 2010)

[9] Quigley, Alex. *Closing the Vocabulary Gap* (UK: Routledge, 2018)

[10] Willingham, David. *The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads (USA:* Jossey Bass, 2017)

[11] Beck, Isabelle. *Bringing Words to Life (USA: Guilford Press, 2013)*

[12] Quigley, Alex. *Closing the Vocabulary Gap* (UK: Routledge, 2018)

[13] Quigley, Alex. Closing the Vocabulary Gap (UK: Routledge, 2018)

[14] Education Endowment Foundation. *Improving Literacy at KS1-KS3 (UK: EEF, 2017)*

Approaches to Reading Instruction

4.28. **Phonemic Awareness** – Teaching to manipulate phonemes in spoken syllables or words, e.g., rhyming word activities, identifying initial sounds in words and segmenting sounds in words.

4.29. **Phonics-Based Instruction** – Directly teaching letter-sound relations and how to use these to read words.

4.30. **Sight Word Instruction** – Teaching to recognise whole words.

4.31. **Whole Language Approach** – Focusing on 'making meaning' from written text, encouraging the use of contextual cues to help determine a word rather than directly decoding using letter-sound relations.

5. Prioritising Reading in Schools

Leadership of Reading

5.1. It is an expectation of the Trust that all that school leaders will demonstrate the importance of reading in all areas of school life and the curriculum.

5.2. Reading is at the centre of all aspects of the school's curriculum. **All teachers across all subjects and phases should view themselves as a teacher of reading, recognising that good reading skills are a prerequisite for the pupil to access any part of the curriculum.**

5.3. Leaders should ensure that reading is deliberately planned for across all curriculum areas. Pupils should be taught how to read, interpret and evaluate the disciplinary texts, vocabulary and conventions specific to different subjects, including science, humanities, mathematics, the arts and vocational subjects.

5.4. The training of teachers and teaching assistants or learning mentors throughout the school is prioritised to enable them to understand how children learn to read at each stage of their time at school. Staff understand where their input sits on that reading journey.

5.5. Teachers and in-class support understand the 'Simple View of Reading' (figure 1) – that both Word Recognition (the ability to read individual words) and Language Comprehension (the ability to understand words, sentences, texts and genres) needs to be prioritised for children to read effectively. Teachers and teaching assistants understand that to develop skilled reading a number of strands need to be fostered, as outlined in Scarborough's 'reading rope' analogy (figure 2).

A Systematic Approach to Phonics in Primary Phase (Or Early Phase Reader)

1.1. Primary school leaders at all levels are passionate about the place of systematic synthetic phonics as part of a rich and varied reading programme and understand its importance.

1.2. Liberty Academy Trust uses **Read Write Inc**. as its core systematic synthetic phonics programme. Read Write Inc. provides a structured, rigorous and evidence-informed approach to the teaching of early reading and supports pupils to develop the decoding skills required to become successful readers.

1.3. The school adopts a **single, consistent Systematic Synthetic Phonics (SSP**) programme throughout the primary phase. Staff do not routinely use multiple phonics schemes simultaneously, as consistency of approach is essential to ensure pupils develop secure decoding, reading, spelling and writing skills. The chosen programme is delivered with fidelity and as intended by the programme developers.

1.4. Any supplementary resources are carefully selected to reinforce, and not replace or contradict, the core SSP programme. Leaders monitor implementation regularly to ensure there is no drift towards mixed approaches or alternative strategies that may confuse pupils.

1.5. **Staff receive appropriate training** to ensure high-quality and consistent delivery of phonics.

1.6. **Phonics teaching takes place daily and is rigorous.** Assessment within each lesson is ongoing and teaching is tailored accordingly based on individual pupils' progress. Teacher ambition for, and expectations of, pupils is routinely high. All phonics lessons follow a clear and consistent structure including revision and recall of prior learning, explicit teaching of new phonemes, graphemes or spelling patterns, reading practice and writing application. Frequent rehearsal ensures that learning becomes automatic and embedded over time.

1.7. **Teachers and in-class support** delivering phonics are well trained to ensure expert teaching of phonics and modelling of phoneme sounds are enunciated well. The quality of delivery of phonics is monitored and reflected upon in a systematic manner.

1.8. **Reading, spelling and writing are taught as interconnected processes**. Pupils learn to read and write the same graphemes and phonemes concurrently, enabling them to apply new phonics knowledge immediately in both reading and writing activities. Staff understand that secure phonics knowledge underpins automaticity in reading, accuracy in spelling and confidence in written communication.

The school takes an integrated approach to embedding phonics practice across Early Years and Key Stage 1 literacy lessons. High-quality fiction and non-fiction texts are used to reinforce phonics learning and develop wider reading comprehension and writing skills. Reading and writing objectives are closely aligned so that pupils can apply newly taught phonics knowledge across the curriculum.

1.9. **Reading Practice and Book Selection**
Reading books are carefully matched to pupils' current phonic knowledge. Pupils primarily read texts containing the graphemes, phonemes and common exception words they have already been taught. Assessment information is used to ensure books are appropriately matched to pupil attainment, pupils move swiftly through reading stages when ready, more able readers are not held back by whole-group progression and pupils requiring additional support receive timely intervention.

1.10. **Assessment and Progress Monitoring**
Staff routinely assess phoneme-grapheme correspondence knowledge, blending and segmenting skills, recognition of common exception words, reading fluency, automaticity and the application of phonics in spelling and writing. Assessment is ongoing and informs grouping, intervention and progression decisions. Particular attention is given to pupils at risk of falling behind, who receive targeted support, additional practice and regular review to address gaps promptly.

1.11. **Letter formation:** In the Early Years, strong phonics teaching is the main vehicle for developing children's spelling and handwriting (transcriptional skills). A clear and consistently applied scheme is embedded through the phonics strategy and is in place across the whole school, with regular modelling, practice, teacher feedback and high expectations for posture, pencil grip and presentation.

Supporting Phonics Through Multi-Sensory Approaches

5.6. **Whilst Read Write Inc**. remains the Trust's core phonics programme, schools

may use elements of Jolly Phonics for early learners not yet ready to progress through Read, Write, Inc.

5.7. The use of actions, movement and signs alongside phoneme teaching can provide valuable reinforcement for learners who benefit from a multi-sensory approach, particularly pupils with SEND, speech and language needs, communication difficulties, developmental delay or those accessing a Total Communication approach.

5.8. The multi-sensory features of Jolly Phonics may support:

- engagement and participation
- memory and recall of phonemes
- sound-symbol correspondence
- communication development
- kinaesthetic learning
- sign-supported communication
- Total Communication approaches

5.16 Where used, Jolly Phonics supplements rather than replaces Read Write Inc. The systematic sequence, progression and fidelity of the Trust's chosen phonics programme must always be maintained.

Developing a Love of Reading

DEVELOPING A LOVE OF READING

Every school across the Trust is responsible for developing a love of reading in its pupils.

We do this in the following ways:



Every teacher is an advocate of reading.



Teachers are knowledgeable about children's literature and talking about books is commonplace between adults and children, adults and adults.



The school develops an ethos and environment that excites, inspires and values reading to a community of readers.



The whole school environment promotes a love of reading, with pupils regularly encountering displays of novels and other texts.

Reading is celebrated regularly through lessons, assemblies and whole school / Trust events.



Schools recognise that effort and commitment are the biggest determiners of progress in reading and achievement across the curriculum.



The school library is the central hub of learning and enquiry for all pupils. It is utilised by pupils before, during and after the school day, with a variety of formal (lessons) and informal learning experiences.



Liberty Academy Trust

5.9. Schools should provide frequent opportunities for pupils to read for pleasure and experience high-quality literature. Reading for pleasure should be promoted through story reading, book recommendations, library access, author engagement, reading celebrations and protected reading time.

5.10. Pupils should regularly encounter texts that both reflect their own experiences and broaden their understanding of the wider world.

Developing Pupil Fluency

5.11. Once pupils are competent in their initial use of phonics, the school regularly assesses and monitors their fluency as they develop as readers.

5.12. Pupils read books that are appropriate to their reading stage. The school organises their reading books in line with the published phonics scheme, matching the words to the phonemes children are competent in. The school structures the scheme intended by the publisher, and pupils then progress through it as they develop their fluency.

5.13. Pupils' reading books are changed at regular intervals in line with the phonemes learnt during synthetic phonics sessions. However, repetition, retelling and familiarising is a crucial part of building fluency, and so parents are encouraged to read a given book multiple times with their child, building their understanding and ability to talk about a book over a number of days.

5.14. The school encourages fluency within its pupils through activities such as modelled expressive reading, echo reading, scooping, repeated re-reading, skilled questioning, skimming and scanning, challenging text selection, modelling comprehension skills. Fluency practice is embedded into daily reading structures.

5.15. The school recognises that reading aloud, at every age, is one of the most valuable activities an adult at school can do and has great impact when undertaken daily. Staff understand that reading aloud slows written language down and enables pupils to hear and take in patterns.

5.16. Once fluency has been achieved, all pupils read aloud every couple of weeks, and read at length in every lesson. On complex sentences/passages, a teacher should pause the reading and ask comprehension questions to the class, providing definitions of key vocabulary for pupils if they do not understand the meaning of what they read.

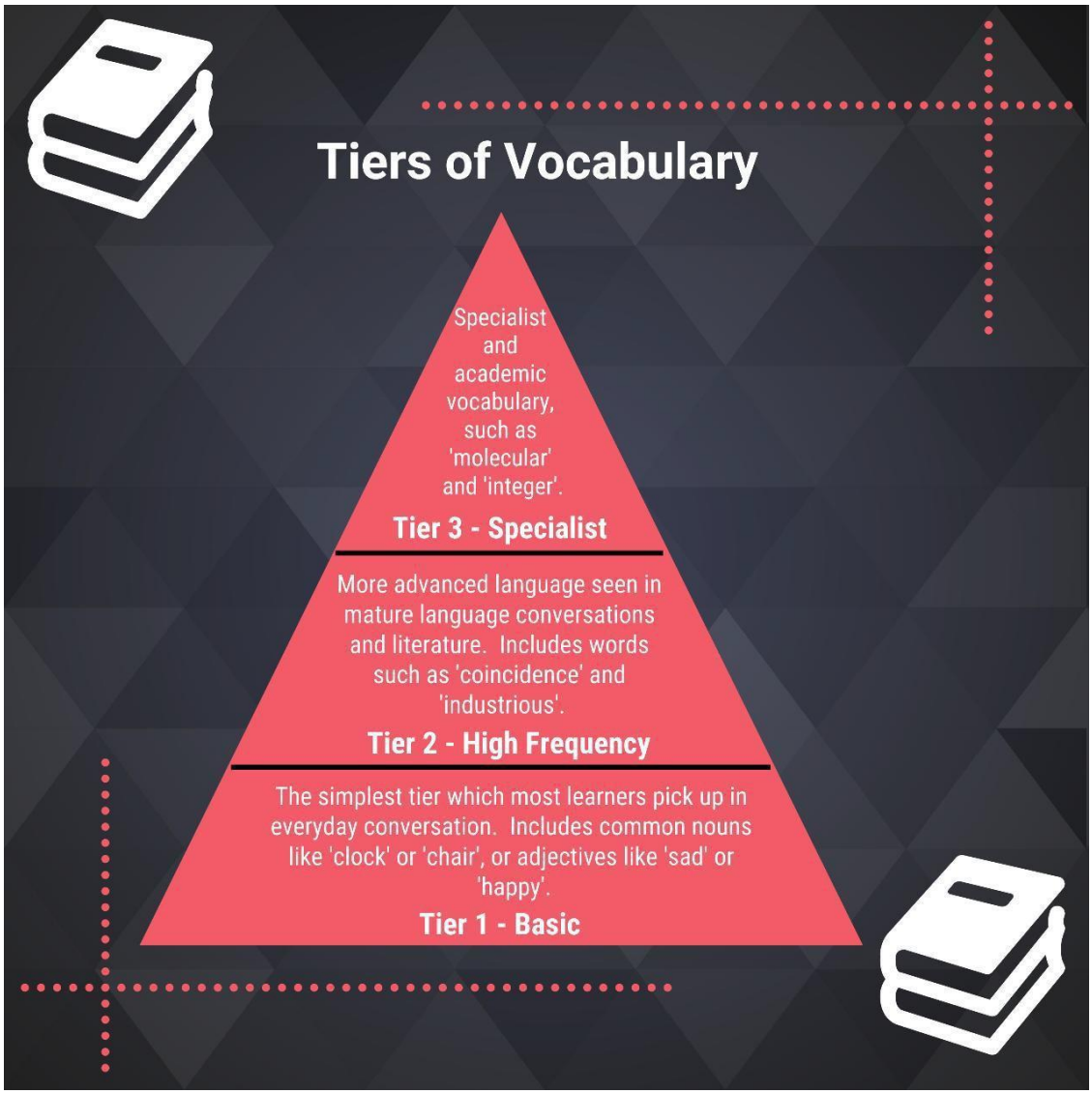
Building Vocabulary Knowledge

5.17. The school fosters a word-rich culture, in which pupils are exposed (both through formal teaching and in conversation) to academic language from across the curriculum. Staff are word-conscious, encouraging curiosity around vocabulary within and outside of lessons, exploring meaning and origins with pupils as they encounter new words.

5.18. Pupils are exposed to a wide variety of genres (both informal and formal, fiction and non-fiction) throughout the curriculum. Pupils are taught the tools they need to decipher meaning e.g. morphology, word maps, use of dictionaries etc.

5.19. Staff understand that knowledge of vocabulary plays an integral part in a pupil's ability to comprehend what is in front of them. As a consequence, the school has a systematic approach to the teaching of tier 2 and 3 vocabulary15: tier 2 vocabulary is systematically embedded across the curriculum and throughout

the school environment; tier 3 vocabulary is used within appropriate subject specialisms to support pupil comprehension.



[15] Beck, Isabelle. *Bringing Words to Life (USA: Guilford Press, 2013)*

5.20. Teachers plan lessons with vocabulary in mind, taking account for tier 2 and 3 vocabulary in their delivery of the text. Pre-teaching of key vocabulary is used prior and during whole class reading whilst word walls/scaffolding allow pupils to improve their comprehension. Pupils record their expanding vocabulary over time within their exercise books or through specific vocabulary logs/knowledge organisers etc.

Deepening Comprehension

5.21. The school has a consistent approach to reading within lessons. Teachers of all phases and across all subjects understand the importance of using questioning and structuring lessons to ensure pupils develop their comprehension skills of prediction, summarising, questioning, clarifying, inference and evaluation.

5.22. The school has a systematic approach to support comprehension development amongst its pupils. Teachers plan for whole class and guided reading within their lessons, embedding strategies to improve the pupils' core comprehension strategies of prediction, questioning, clarifying, summarising and inference/analysis. The focus of reading activities clearly reflects these priorities, with appropriate differentiation and challenge added.

5.23. Structured questioning is used by staff across all phases and all subjects to improve and deepen comprehension around texts. Teachers differentiate their questioning within the classroom in an attempt to build up overall pupil comprehension, using strategies such as Bloom's Taxonomy to consolidate knowledge and challenge learners. The Five **W**'s – **W**ho, **W**hat, **W**here, **W**hen, **W**hy – are useful question stems for learners of all ages.

5.24. Teachers plan for whole class reading, as well as guided and paired reading activities, to improve fluency and comprehension. Texts are displayed via visualisers or interactive whiteboards, with analysis of language and structural features deepening comprehension.

Reading Across the Curriculum

5.25. The school has a cohesively and rigorously planned English curriculum with appropriate levels of quality and challenge in set texts at all key stages. English leaders at all phases ensure pupils experience authors of different genders, ethnicities, and embrace opportunities to experience to experience texts from authors of protected characteristics, ensuring broad and inclusive coverage of perspectives and themes.

5.26. Teachers and in-class support staff read and explore texts in a consistent and methodical manner throughout the school. The use of visualisers enhances whole class reading and textual analysis, whilst audio books are utilised to encourage a multi-modal approach to reading.

6. Developing Reading Skills

6.1. The purpose of reading, according to Elder and Paul (2006) is to "figure out what an author has to say on a subject" and this therefore leads to the development of reading comprehension skills to aid this 'figuring out'. However, Pressley and Afflerbach (1995) assert that reading comprehension is a fluid moment by moment process in which our brain processes meaning according to words, sentence structure, emphasis, expression in order to make sense of the text in front of us.

6.2. This ability to process and interpret a text can be challenging for learners with SEND, particularly pupils who are autistic, as a fluent and independent reader is

able to draw on prior knowledge, language conventions and semantics to make inferences and connections – and inferences and connections are not always available as a concrete and/or literal representation.

6.3. It is therefore important that curriculum time is devoted to the explicit teaching of reading skills and that these are repeated regularly to ensure mastery of understanding and application.

6.4. The table below summarises the key reading skills all pupils should develop:

Reading Skill	Description
Predicting	Using information from a text to predict outcomes not explicitly stated
Skimming	Reading quickly to get a general overview of a text
Scanning	Reading quickly in order to find specific facts or information
Close Reading	Careful observation of precise techniques, dynamics, and content of a text
Questioning	Teacher questioning for recall, understanding, to make judgements etc
	Pupil questioning of the 5Ws to deepen understanding of a text
Empathising	The ability to understand and share the feelings of another
Retelling	The ability to orally reconstruct a text that has been read
Visualising	The ability to make mental images of a text
Inferring	The ability to give opinions about what is likely to be true, after careful evaluation of all of the available facts taken from the text
Summarising	The ability to link important information and identify the main points of a text

7. Implications for Teaching Reading to Learners with SEND

7.1. The Liberty Teaching and Learning policy illustrates how children learn and makes clear the impact of cognitive overload on pupils with SEND. Some autistic pupils will struggle with blending and segmenting phonics, as well as decoding and comprehension as discussed earlier; however, meta-analyses into teaching reading to pupils with SEND, including those who are autistic, confirm the large overall effect of phonics instruction on decoding skills – but this is largely dependent on the quality of training and integrity of delivery.

7.2. Our autistic pupils are therefore likely to benefit from the explicit teaching of reading, just as much as their neurotypical peers, but 1:1 instruction is not always a practical approach to take, as it requires heavy staffing and also removes the pupil from their peers, potentially exacerbating any existing social communication difficulties.

7.3. Whole group instruction of reading, as one approach, can allow all pupils to interact with their peers and practice socially appropriate behaviours in the safe space of the classroom. As with any approach to learning, pupils need to understand the purpose, expectations, and boundaries of class-based reading activities in advance, for them to be successfully implemented.

7.4. **Strategies to support** reading development for learners with SEND are summarised below and are also available as an infographic in **appendix 2**.

- Texts for whole-class reading should be displayed via a visualiser, with the teacher tracing their progress across each sentence.
- Quality audiobooks, such as BBC unabridged versions, should be used as an accompaniment to class texts, so that pupils are able to immerse themselves in the print and spoken word simultaneously. The use of received pronunciation within BBC audiobooks is particularly helpful in improving fluency.
- Pre-teaching opportunities should be capitalised upon, focusing on key vocabulary and concepts prior to whole-class activity.
- New reading should be linked to what the pupil(s) already know, for example with a dual-coding starter or class mind map.
- Opportunities for 'buddying' those who are struggling readers with a stronger peer reader should be provided.
- Opportunities for repetition in a range of multi-modal approaches should be provided order to support vocabulary expansion.
- Any specific learning difficulties should be catered for, as standard, for example, larger fonts, coloured overlays, reading rulers etc.

8. Ed Tech and Reading

8.1. As part of our commitment to inclusive and adaptive reading instruction, schools are encouraged to integrate evidence-informed EdTech tools. Microsoft's Reading Progress and Reading Coach—AI-powered tools available through Microsoft Teams—enable personalised fluency practice, real-time feedback, and data-driven insights into pupil progress. These tools support both independent practice and teacher-led intervention, particularly for pupils with SEND or those requiring additional fluency development. Additional Information can be found here: Reading Coach.

8.2. Artificial Intelligence (AI) and digital technologies may be used to support reading development, fluency practice, vocabulary acquisition and

comprehension. Staff should ensure that AI-enhanced tools are used in a way that complements, rather than replaces, high-quality teaching and professional judgement.

9. Assessment and Interventions

9.1. Assessing reading in schools needs to be driven by the two major domains of decoding and language comprehension if we are to successfully address gaps in learning and support the development of fluent and lifelong readers; this is particularly important for autistic children and young people, given what the research says about difficulties for these learners.

9.2. Ricketts and Murphy (in Murphy, 2019) provide a helpful overview of these domains in practice and which reiterate Scarborough's reading rope, allowing us to understand how accurate and targeted assessment can ensure gains in reading are made.

9.3. **Decoding skills** can be grouped into three main areas of:

- Phonological knowledge (being able to discriminate different sounds in speech);
- Decoding knowledge (accuracy in recognising appropriate sounds for given spellings and blend so that words can be sounded out); and
- Fluency (being able to process the recognition of sound-spellings into familiar spoken words quickly and automatically).

9.4. **Comprehension** consists of a range of sub-domains, including:

- Concepts about text types, such as genre;
- Vocabulary use based on understanding and accurate use;
- Background knowledge with the topic being read;
- Semantical understanding of meaning such as through symbolism, imagery and connotation;
- Syntax understanding which illustrates how word parts and word order can impact on meaning and emphasis; and
- Discourse processes, such as inference and deduction.

9.5. Some pupils may present with **dyslexia**—difficulties with accurate and/or fluent word reading and poor spelling and decoding abilities, often unexpected in relation to other cognitive abilities. These learners benefit from structured, cumulative, and multisensory approaches to reading instruction. Teachers should be trained to recognise indicators of dyslexia and implement targeted interventions, including phonics-based programmes, assistive technology, and scaffolded reading tasks to support access to the curriculum.

9.6. Some pupils may present with **hyperlexia**—advanced word recognition and decoding skills but with significant difficulties in comprehension. These learners require targeted support to develop inferencing, vocabulary, and social understanding. Teachers should be trained to identify hyperlexic profiles and adapt instruction accordingly, using visual supports, explicit vocabulary teaching, and structured comprehension tasks.

Approaches to Screening

9.7. All pupils on entry undertake a baseline reading test; this ensures a clear understanding of current proficiency and supports personalisation of the curriculum which promotes access and challenge.

9.8. All schools assess pupils' reading levels on a regular basis and in a systematic manner. The data is collated and reviewed on a termly basis, ensuring teaching is targeted at an appropriate level and that any specific interventions are targeted in a precise manner.

9.9. The New Group Reading Test (NGRT) is used within Years 2 to Years 9 on a termly basis: Autumn baseline followed by Spring and Summer assessments. These assessments provide the school with diagnostic information that is disseminated across the school to ensure that:

9.10. appropriate reading interventions can be planned to address gaps in reading skills;

9.11. staff have the relevant reading information to plan lessons and learning opportunities;

9.12. Parents and guardians are informed of the development of their children as readers.

9.13. Whilst as a Trust we have access to a range of Dyslexia screeners through GL Assessment and Pearson Clinical, it should be noted that a formal assessment and diagnosis can only be made by a Level 7 qualified practitioner.

9.14. We also ensure access to Educational Psychologists at each school to support with diagnostic and specialist assessments.

Appendix 3 details what the various NGRT tests are able to assess.

Targeted Interventions

9.15. Reading interventions are considered for all pupils whose reading age falls below their existing school year16 and this includes learners with SEND. Interventions should be adaptive and structured to meet the needs of the pupils. They may take the form of focused small group sessions, whole class teaching with pupils moved within and across year groups, or personalised interventions using computer programmes (see appendix for reading intervention programmes)17.

9.16. The evidence suggests that interventions delivered by non-teaching staff can have a positive impact on attainment, but on average this impact is lower than when delivered by a teacher. Crucially, these positive effects only occur when non-teaching staff work in structured settings with high quality support and training. When non-teaching staff are deployed in more informal, unsupported instructional roles, they can impact negatively on children's learning outcomes, (EEF, 2018)

9.17. One intervention that has been rigorously evaluated, with positive findings, is the Nuffield Early Language Intervention (NELI).

9.18. A full summary of some of the most effective reading interventions is provided in the appendix.

9.19. Staffing is prioritised to ensure that reading development is the number one goal of a school. For example, in KS1, those children who are not progressing at the required rate in their phonics will have interventions delivered by highly skilled practitioners. Furthermore, in KS3, the most skilled English or literacy practitioners within the school will teach lower ability pupils.

9.20. Progress and effectiveness of interventions are measured by the Literacy/Reading Lead (in liaison with SENCDO) on a half-termly basis through

the NGRT and other formative assessments. The Literacy/Reading Lead scrutinise the data to ensure progress is celebrated and to recycle intervention cohorts.

9.21. For disadvantaged pupils, schools will be able to account how pupil premium funding is spent effectively to ensure aspirational levels of literacy amongst their disadvantaged pupils. This funding will provide additional support to those identified as disadvantaged and requiring intervention to boost progress.

9.22. **Appendix 4** provides a summary of available reading interventions and the efficacy of the approach, based on external research.

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[16] Department of Education. *Literacy and Numeracy Catch-up Strategies* (UK: DFE, 2018)

[17] Department of Education. *Literacy and Numeracy Catch-up Strategies* (UK: DFE, 2018)

Education Endowment Foundation

IMPROVING LITERACY IN KEY STAGE 1

Summary of recommendations

1 Develop pupils' speaking and listening skills and wider understanding of language

- Language provides the foundation of thinking and learning and should be prioritised.
- High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.
- Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities such as shared reading.
- Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problem-solving are developed, as well as knowledge.

2 Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills

- Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.
- It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.
- Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.

3 Effectively implement a systematic phonics programme

- Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.
- Consider the following when teaching a phonics programme:
  - **Training:** ensure all staff have the necessary pedagogical skills and content knowledge.
  - **Responsiveness:** check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.
  - **Engagement:** lessons engage pupils and are enjoyable to teach.
  - **Adaptations:** carefully consider the potential impact of adaptations to the programme.
  - **Focus:** a responsive approach to grouping pupils is likely to help focus effort and improve teaching efficiency.

4 Teach pupils to use strategies for developing and monitoring their reading comprehension

- Reading comprehension can be improved by teaching pupils' specific strategies to support them with inferencing and self-monitoring their understanding.
- These include:
  - prediction;
  - questioning;
  - clarifying;
  - summarising; and
  - activating prior knowledge.
- Teachers could introduce these strategies using modelling and structured support, which should be strategically reduced as a child progresses until they are capable of completing the activity independently.

5 Teach pupils to use strategies for planning and monitoring their writing

- Pupils' writing can be improved by teaching them to plan and monitor their writing.
- Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer.
- These include:
  - pre-writing activities;
  - drafting, editing and revising; and
  - sharing.
- Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently.

6 Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling

- Transcription refers to the physical processes of handwriting or typing, and spelling.
- Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing.
- A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing.
- Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied.

7 Use high quality information about pupils' current capabilities to select the best next steps for teaching

- Collect high quality, up-to-date information about pupil's current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress. This approach is more efficient because effort is spent on the best next step and not wasted by rehearsing skills or content that a child already knows well.
- Teaching can be adapted by:
  - **changing the focus:** models of reading and writing, e.g. The Simple View of Reading, can be used to diagnose pupils' capabilities and select a particular aspect of literacy to focus on next.
  - **changing the approach:** if a pupil is disengaged or is finding activities too easy or too hard, adopt a different approach to teaching the same aspect of literacy.

8 Use high quality structured interventions to help pupils who are struggling with their literacy

- Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.
- Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.
- Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.
- Regularly review children's progress whilst they are part of the intervention to ensure the support indeed enhances their learning.

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IMPROVING LITERACY IN KEY STAGE 2

Summary of recommendations

Sections are colour coded for ease of reference

1 Develop pupils' language capabilities

- Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:
  - collaborative learning activities where pupils can share their thought processes;
  - reading books aloud and discussing them, including use of structured questioning; and
  - pupils articulating their ideas verbally before writing.
- Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.
- Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.

2 Support pupils to develop fluent reading capabilities

- Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.
- Develop pupils' fluency through:
  - guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and
  - repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.
- Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.

3 Teach reading comprehension strategies through modelling and supported practice

- Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:
  - prediction (based on text content and context);
  - questioning;
  - clarifying;
  - summarising; and
  - activating prior knowledge.
- Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.
- Texts should be carefully selected to support the teaching of these strategies.

4 Teach writing composition strategies through modelling and supported practice

- Writing can be thought of as a process made up of five components:
  - planning;
  - drafting;
  - revising;
  - editing; and
  - publishing.
- Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.
- Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.

5 Develop pupils' transcription and sentence construction skills through extensive practice

- Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.
- Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.
- Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.

6 Target teaching and support by accurately assessing pupil needs

- Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.
- Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified.
- Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.
- A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.

7 Use high quality structured interventions to help pupils who are struggling with their literacy

- Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.
- There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.

Education Endowment Foundation

IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations

1 Prioritise 'disciplinary literacy' across the curriculum



- Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
- Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
- All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
- School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.

2 Provide targeted vocabulary instruction in every subject



- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

3 Develop students' ability to read complex academic texts



- Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
- To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
- Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.

4 Break down complex writing tasks



- Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
- Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.

5 Combine writing instruction with reading in every subject



- Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
- Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
- Students should be taught to recognise features, aims and conventions of good writing within each subject.
- Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.

6 Provide opportunities for structured talk



- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.

7 Provide high quality literacy interventions for struggling students



- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

Appendix 2: Supporting Reading Development

Supporting Reading Development



Texts for whole class reading should be displayed via a visualiser



Quality audiobooks should be utilised to ensure immersion in print and audio



Pre-teaching should focus on key vocabulary and concepts



New reading should be linked to what pupils already know



Develop buddying opportunities so that weak and strong readers can be paired



Repetition is key - as is predictability and routine



Visual cues / dual coding should be used to aid comprehension



Reading Skill	Description
Predicting	Using information from a text to predict outcomes not explicitly stated
Skimming	Reading quickly to get a general overview of a text
Scanning	Reading quickly or aside to find specific facts or information
Close Reading	Careful observation of precise techniques, eyemovies, and content of a text
Questioning	Teacher questioning for recall, understanding, to make judgements etc Pupil questioning of the text to deepen understanding of a text
Empathising	The ability to understand and share the feelings of another
Retelling	The ability to orally reconstruct a text that has been read
Visualising	The ability to make mental images of a text
Inferring	The ability to give opinions about what is likely to be true, after careful evaluation of all the available facts taken from the text The ability to link known text information and identify the

Reading skills should be explicitly taught



All adults should actively model reading



Use opportunities for talk to support understanding of the written word

"Reading comprehension, in its simplest terms, is about paying attention to what you're reading - having an active relationship with the words on the page." (Porter, 2010)

Appendix 3: New Group Reading Test (NGRT)

The table below provides a detailed overview of each test within the *New Group Reading Test* series.

Test	Age	Content	Area of Assessment
Test 1	Age 6 Primary	Short phonic exercises: initial sounds supported by pictures, 'sounds like', initial sounds (single phonemes and digraphs), final sounds + Sentence completion items + 1 short passage with multiple choice comprehension questions	• Phonic knowledge • Decoding ability • Sight word knowledge • Comprehension (retrieval, simple inference and writer's use of language)
Test 1B	Age 7 (norms from 5:00 to 7:11) Y2** P3 Y3 (NI)	Short phonic exercises; rhyming; final letter sounds; initial letter sounds 18 sentence completion questions 1 comprehension passage and 10 questions	• Phonic knowledge • Decoding ability • Sight word knowledge • Comprehension (retrieval, simple inference and writer's use of language)
Equivalent form tests 2A/2B	Age 7–9 (Y2–Y4 / P3–P5)	20 sentence completion items + 3 short passages with • 10–11* context comprehension questions • 17–18* reading comprehension questions	• Vocabulary • Grammatical knowledge • Inference skills • Deduction skills
Equivalent form tests 3A/3B	Age 10–13 (Y5–Y8 / P7–S2)	20 sentence completion items + 4 short passages with • 12–13* context comprehension questions • 19–20* reading comprehension questions	• Vocabulary • Grammatical knowledge • Inference skills • Ability to recognise • Authorial intent • Deduction skills
Test 3C	Age 10 to 13 (norms 9:00 to 13:11)	20 sentence completion questions 4 comprehension passages with total of 32 questions	• Decoding ability • Sight word knowledge • Comprehension (retrieval, context comprehension, inference and deduction,

	Y5 to Y8 P6 to S2 Y6 to Y9 (NI)		organisation of texts, writer's use of language, writer's purpose and viewpoints)
Test 3D	Age 9 to 11 (norms 8:00 to 11:11) Y4*** to Y6 P5 to P7 Y5 to Y7 (NI)	20 sentence completion questions 4 comprehension passages with total of 32 questions	• Decoding ability • Sight word knowledge • Comprehension (retrieval, context comprehension, inference and deduction, organisation of texts, writer's use of language, writer's purpose and viewpoints, social, cultural and historic tradition)
Equivalent form tests 4A/4B	Age 14–16 (Y9–Y11 / S3–S5)	22 sentence completion items + 4 short passages with- • 13–14* context comprehension questions • 20–21* reading comprehension questions	• Vocabulary • Grammatical knowledge • Inference skills • Deduction skills • Ability to recognise authorial intent • Ability to deal with figurative and idiomatic language • Other higher order reading skills
Test 4C	Age 13 to 14 (norms 12:00 to 14:11) Y8**** and Y9 S2 and S3 Y9 and Y10 (NI)	20 sentence completion questions 4 comprehension passages with total of 34 questions	• Decoding ability • Sight word knowledge • Comprehension (retrieval, context comprehension, inference and deduction, organisation of texts, writer's use of language, writer's purpose and viewpoints, social, cultural and historic tradition)

Appendix 4: Summary of Reading Interventions

Intervention	What is it?	Age	Evidence
Accelerated Reader	Accelerated Reader is a whole class reading management and monitoring programme that aims to foster the habit of independent reading among primary and early secondary pupils. The internet-based software initially screens pupils according to their reading levels and suggests books that match their reading age and reading interest. Pupils take computerised quizzes on the books they have read and earn Accelerated Reader points related to difficulty.	All	EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. Based on the promising findings from smaller studies, re-grant given to explore impact Y4 and Y5. Report to be released in Autumn 2020.
The Power of Reading	The Power of Reading is an approach which engages children in the literacy curriculum through using high quality books and proven teaching approaches. The Power of Reading combines the use of outstanding books for teachers and children with an approach to teaching the English curriculum that is creative, engaging and develops a love of literacy. The Power of Reading resources enable our teachers to contextualise language, grammar, phonics and spelling in meaningful ways and plan for progression, enabling children to work at greater depth in both reading and writing	Primary	The approach draws on Centre for Literacy in Primary Education's (CLPE's) classroom-based research and experience of working with teachers.
Lexia	Lexia is a computer-based approach to improving reading. Lexia provides a balanced approach to reading covering six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary, and comprehension.	All	Aligns well with EEF's guidance report 'Improving Literacy in Key Stage One'. Currently under larger EEF review after initial small-scale successes. Report to be released in Autumn 2020.
Fresh Start	Fresh Start (FS) is a catch-up literacy intervention for pupils at risk of falling behind their peers in early secondary schooling. It provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention. Pupils are assessed and then grouped according to their levels of reading ability. Teaching in these groups begins with recognition, practice and blending of sounds and graphemes, based on a set of module booklets.	Age 9+ UKS2 / LKS3	The FS pupils in the intervention group made more progress in literacy than the control group after 22 weeks. The overall effect was approximately 3 months of additional progress in reading age.

Reciprocal Reading	Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising, and predicting) that pupils can use to improve their reading comprehension.	Y3-6	EEF's trial involved 98 schools and 5222 pupils. They tested a whole-class approach in Year 4 and a targeted approach for pupils struggling with reading comprehension in Years 5 and 6. The independent evaluation found that children in the targeted intervention made an average of +2 months' more progress in terms of reading comprehension and overall reading, the measure of attainment chosen for the trial. The evaluation found no evidence that pupils in the whole-class intervention improved compared to pupils in the control group.

Intervention	What is it?	Age	Evidence
Herts for Learning Fluency Projects	The Herts for Learning KS2 Reading Fluency Project incorporates the strategies of modelled expressive reading, echo reading, repeated re-reading, skilled questioning, challenging text selection and modelling comprehension skills, to improve the trajectory of Year 6 pupils (summer term Year 5) towards the expected standard in reading at the end of KS2.	Y5-6	KS2 project valuation shows that pupils made above average accelerated progress. Over 1000 pupils have now taken part in the KS2 Reading Fluency Project. On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age. Those further behind made the most progress. A KS1 project based on the same principal has been devised and is running in Autumn 2020.
Read Write Inc / Letters and Sounds Intervention groups	This is one-to-one or small group same-day consolidation of daily phonics to provide the individual attention that some children need when learning to read. This is for pupils making the slowest progress in reading to ensure no child gets left behind.	KS1 / Y3	EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Overall, the visible pattern in EEF research is that small group tuition is also effective and, as a rule of thumb, the smaller the group the better.

Toe by Toe	This one-to-one intervention is a highly structured reading manual that teaches basic literacy skills to learners of all ages, using a phonics-based method. The programme is a series of step-by-step activities, contained in one book, with instructions for the teacher or coach provided for each activity. The programme is designed for specialist and non-specialist instructors so parents and reading mentors can operate the programme. It is recommended that the programme is used daily for 20 minutes and implemented exactly as described in the instructions. It takes approximately five to six months to complete the entire programme, however it has been implemented over shorter periods of time.	KS3 / KS4	National Council for Special Education: Small-scale research shows promising results. Other study results have shown the intervention brought about a statistically significant improvement in the pupils' decoding and word reading skills (Jeffers, 2015). This adds to the evidence base for the use of reading interventions in secondary schools to support pupils with severe reading difficulties. The intervention has not been evaluated by the EEF.

Appendix 5: Recommended '50 Reads' for Every Key Stage

The following book lists provide schools with recommended fiction for every key stage. The lists provide an inclusive compilation of titles in terms of genre and themes, as well as including both female and male writers from a broad range of backgrounds and ethnicities.

50 Reads Before You Start School (EYFS)

	Title	**Author**
1.	*Aliens Love Underpants*	Clare Freedman and Ben Cart
2.	*All Join In*	Quentin Blake
3.	*Avocado Baby*	John Burnigham
4.	*Daddy Lion's Tea Party*	Mark Sperring and Sarah Warburton
5.	*Dear Zoo*	Rod Campbell
6.	*Diary of a Wombat*	Jackie French
7.	*Dinosaurs Love Underpants*	Clare Freedman and Ben Cart
8.	*Goodnight Gorilla*	Peggy Rathman
9.	*Gorilla*	Anthony Browne
10.	*Grumpy Frog*	Ed Vere
11.	*Guess How Much I Love You*	Sam McBratney
12.	*How Many Legs?*	Kes Gray & Jim Field
13.	*I Want My Potty*	Tony Ross
14.	*I Will Not Ever Eat a Tomato*	Lauren Child
15.	*In the Night Kitchen*	Maurice Sendak
16.	*Little Mouse's Big Book of Fears*	Emily Gravett
17.	*Meg and Mog*	Helen Nicoll and Jan Penkowski
18.	*Monkey and Me*	Emily Garrett
19.	*Mr Wolf's Pancakes*	Jan Fearnley
20.	*Not Now, Bernard*	David McKee
21.	*Oi Frog*	Kes Gray & Jim Field
22.	*Owl Babies*	Martin Waddell
23.	*Pants*	Giles Andreas & Nick Sharatt
24.	*Peace at Last*	Jill Murphy
25.	*Peek-a-who?*	Nina Laden
26.	*Peepo*	Janet and Allan Ahlberg
27.	*Sheep in a Jeep*	Nancy Shaw
28.	*Slow Loris*	Alexis Loris
29.	*Suddenly*	Colin McNaughton
30.	*Ten Little Fingers and Ten Little Toes*	Mem Fox
31.	*The Gruffalo*	Julia Donaldson & Axel Scheffler
32.	*The Jolly Postman and Other People's Letters*	Janet and Allan Ahlberg
33.	*The Lion Inside*	Rachel Bright

34.	*The Loras*	Dr Seuss
35.	*The Queen's Hat*	Steve Anthony
36.	*The Princess and the Pea*	Lauren Child
37.	*The Tickle Book*	Jay Whybrow & Axel Scheffler
38.	*The Squirrels Who Squabbled*	Rachel Bright & Jun Field
39.	*The Snowman*	Raymond Briggs
40.	*The Snowy Day*	Ezra Jack Keats
41.	*The Story of Barbar the Little Elephant*	Jean de Brunhoff
42.	*The Very Hungry Caterpillar*	Eric Carle
43.	*This Is Not My Hat*	Jim Klassen
44.	*Tiddler*	Julia Donaldson & Axel Scheffler
45.	*What the Ladybird Heard*	Julia Donaldson & Lydia Monks
46.	*We've All Got Bellybuttons*	David Martin
47.	*Where's Spot?*	Eric Hill
48.	*Willy the Wimp*	Anthony Brown
49.	*Would You Rather...*	John Burningham
50.	*Zog*	Julia Donaldson & Axel Scheffler

50 Reads Before You Are 7 (KS1)

	Title	**Author**
1.	*Alfie Gets in First*	Shirley Hughes
2.	*Anansi the Spider*	Gerald McDermott
3.	*Beegu*	Alexis Deacon
4.	*Burglar Bill*	Janet and Allan Ahlberg
5.	*Cave Baby*	Julia Donaldson
6.	*Charlie and the Chocolate Factory*	Roald Dahl
7.	*Don't Look in this Book*	Samuel Loangley-Swain
8.	*Dogger*	Shirley Hughes
9.	*Farmer Duck*	Martin Waddell
10.	*Flat Stanley*	Jeff Brown
11.	*Frankie vs The Pirate Pillagers (Frankie's Magic Football #1)*	Frank Lampard
12.	*Fungus the Bogeyman*	Raymond Briggs
13.	*Funnybones*	Janet and Allan Ahlberg
14.	*Gangsta Granny*	David Walliams
15.	*Goldilocks and the Three Bears*	Lauren Child
16.	*Hairy Maclary from Donaldosn's Dairy*	Lynley Dodd
17.	*Jinnie Ghost*	Berlie Doherty
18.	*Julian is a Mermaid*	Jessica Love
19.	*Lost and Found*	Oliver Jeffers
20.	*Mr Majeika*	Humphrey Carpenter
21.	*Mr Stink*	David Walliams
22.	*Owl Moon*	Jane Yolen
23.	*Press Here*	Herve Tullet
24.	*Rapunzel*	Paul O. Zelinsky
25.	*Revolting Rhymes*	Roald Dahl
26.	*Room On The Broom*	Julia Donaldson
27.	*Rosie Revere, Engineer*	Andrea Beaty
28.	*Salty Dogs*	Matty Long
29.	*The Adverntures of Captain Underpants*	Dav Pilkey
30.	*The Bear Under the Stairs*	Helen Cooper
31.	*The Cat in the Hat*	Dr Seuss
32.	*The Day the Crayons Quit*	Drew Daywalt
33.	*The Dragon Machine*	Helen Ward
34.	*The Enormous Crocodile*	Roald Dahl
35.	*The Faraway Tree Collection*	Enid Blyton
36.	*The Minpins*	Roald Dahl
37.	*The Mitten*	Jan Brett
38.	*The Night Pirates*	Pete Harris and Deborah Allwright
39.	*The Owl and the Pussy Cat*	Edward Lear and Charlotte Yoake
40.	*The Penderwicks*	Jeanne Birdsall

41.	*The Polar Express*	Chris Van Allsburg
42.	*The Tear Thief*	Carol Ann Duffy
43.	*The Snail and the Whale*	Julia Donaldson
44.	*The Tiger Who Came to Tea*	Judith Kerr
45.	*The Tiny Seed*	Eric Carle
46.	*The Twits*	Roald Dahl
47.	*The Worst Witch*	Jill Murphy
48.	*We're Going on a Bear Hunt*	Michael Rosen
49.	*Where the Wild Things Are*	Maurice Sendak
50.	*Wolves*	Emily Garrett

50 Reads Before You Are 11 (KS2)

	Title	**Author**	**Genre**
1.	*101 Poems for Children: A Laureate's Choice*	Carol Ann Duffy	Poetry
2.	*A Beautiful Lie*	Irfan Master	Immigration, adventure
3.	*Beowulf*	Michael Morpurgo	Classic, fairytale
4.	*Charlotte's Web*	E B White	Nature
5.	*Cogheart (The Cogheart Adventures #1)*	Peter Bunzl	Mystery, science fiction
6.	*Diary of a Wimpy Kid (Book 1)*	Jeff Kinney	School, family
7.	*Dragonology (Ology #1)*	Dugald A. Steer, Ernest Drake	Fantasy
8.	*Emil and the Detectives (Emil #1)*	Erich Kästner	Classic, adventure
9.	*Firebird*	Saviour Pirotta and Catherine Hyde	Fantasy
10.	*Gangsta Granny*	David Walliams	Humour
11.	*Goodnight Mr Tom*	Michelle Magorian	WWII
12.	*Grimm Tales for Young and Old*	Phillip Pullman	Classic, good vs. evil
13.	*Harry Potter and the Sorcerer's Stone (Harry Potter #1)*	J.K. Rowling	Fantasy
14.	*How To Train Your Dragon*	Cressida Cowell	Fantasy
15.	*Jabberwocky*	Lewis Carroll and Joel Stewart	Classic, fantasy
16.	*King Kong*	Anthony Browne	Power, cruelty
17.	*Matilda*	Roald Dahl	School, family
18.	*Max and the Millions*	Ross Montgomery	Adventure, deafness
19.	*Noughts & Crosses (Noughts and Crosses #1)*	Malorie Blackman	Racism
20.	*Once*	Morris Gleitzman	WWII
21.	*The Nowhere Emporium*	Ross MacKenzie	Fantasy
22.	*Private Peaceful*	Michael Morpurgo	World War I
23.	*Skellig*	David Almond	Family, mystery/fantasy
24.	*Song for a Whale*	Lynne Kelly	Deafness, communication
25.	*Stig of the Dump*	Clive King	Childhood, fantasy

26.	*Suffragette: The Battle for Equality*	David Roberts	Equality, activism
27.	*Swallows and Amazons (Swallows and Amazons #1)*	Arthur Ransome	Classic, adventure
28.	*The Arrival*	Shaun Tan	Immigration
29.	*The BFG*	Roald Dahl	Adventure, good vs. evil
30.	*The Boy in the Striped Pyjamas*	John Boyne	WWII
31.	*The Boy in the Tower*	Polly Ho-Yen	Dystopia
32.	*The Demon Headmaster*	Gillian Cross	School, science fiction
33.	*The Guggenheim Mystery*	Robin Stevens	Adventure, autism/Asperger's syndrome
34.	*The Hidden Forest*	Jeannie Baker	Evolution
35.	*The Invention of Hugo Cabret*	Brian Selznick	Enterprise
36.	*The Iron Man*	Ted Hughes	Science fiction
37.	*The Jungle Book*	Rudyard Kipling	Nature, growth
38.	*The Last Wild*	Piers Torday	Dystopia
39.	*The Lion, The Witch and The Wardrobe*	C.S. Lewis	Fantasy, good vs. evil
40.	*The Lion and the Unicorn*	Shirley Hughes	Courage
41.	*The Princess' Blankets*	Carol Ann Duffy and Catherine Hyde	Growth
42.	*The Promise*	Nicola Davies and Laura Davies	Evolution
43.	*The Sheep Pig*	Dick King Smith	Animals
44.	*The Sleeper and the Spindle*	Neil Gaiman and Chris Riddell	Fantasy
45.	*The Story of Tracy Beaker (Tracy Beaker, #1)*	Jacqueline Wilson	Childhood, family
46.	*The Tempest*	William Shakespeare	Magic, power
47.	*The Unforgotten Coat*	Frank Cottrell Boyce	Immigration
48.	*The Wonder Garden*	Jenny Bloom and Kristjana Williams	Nature, non fiction
49.	*Weslandia*	Paul Fleischman and Kevin Hawkes	Adventure
50.	*Wonder*	R.J. Palacio	Growth/school, disability

50 Reads Before You Are 14 (KS3)

	Title	**Author**	**Genre (setting, era)**
1.	*Animal Farm*	George Orwell	Dystopia (England, 20th century)
2.	*Artemis Fowl*	Eoin Colfer	Fantasy (Ireland/Italy/Vietnam, 20th century)
3.	*Aristotle and Dante Discover the Secrets of the Universe*	Benjamin Alire Saenz	LGBT, fiction (America, 21st century)
4.	*Beowulf*	Unknown	Poetry (Denmark/Sweden, 10th century)
5.	*Collected Poems*	Phillip Larkin	Poetry (20 century)
6.	*Dealing with Dragons*	Patricia Wrede	Fantasy (20th century)
7.	*Dracula*	Bram Stoker	Gothic (Yorkshire/Budapest /Transylvania, 19th century)
8.	*Empire of the Sun*	J.G. Ballard	Historical fiction (China/Japan, WW2)
9.	*Graceling (Graceling Realm, #1)*	Kristin Cashore	Fantasy, romance (Seven Kingdoms, ancient times)
10.	*I am David*	Ann Holm	Historical fiction, Holocaust (Bulgari/Switzerland, WWII)
11.	*I am Malala*	Malala Yousafzai	Biographical, coming-of-age (Pakistan, 21st century)
12.	*Illegal*	Eoin Colfer and Andrew Donkin	Asylum, refugees (Africa, 20th century)
13.	*Harry Potter and the Chamber of Secrets (Harry Potter, #2)*	J.K. Rowling	Fantasy (Hogwarts/Scotland)
14.	*Harry Potter and the Prisoner of Azkaban (Harry Potter, #3)*	J.K. Rowling	Fantasy (Hogwarts/Scotland)
15.	*House of Salt and Sorrows*	Erin A. Craig	Modern gothic (America)
16.	*Mockingjay (The Hunger Games #3)*	Suzanne Collins	Science fiction (District 12, Panem)
17.	*A Kestral For A Knave*	Barry Hines	Family, historical (England, 20th century)
18.	*Never Let Me Go*	Kazuo Ishiguro	Science fiction (England, 21st century)
19.	*Number The Stars*	Lois Lowry	Historical, WWII fiction (Denmark, WWII)
20.	*Oliver Twist*	Charles Dickens	Classic (London, 19th century)
21.	*One Day in the Life of Ivan Denisovich*	Aleksandr Solzhenitsyn	Historical fiction (Soviet Union, 20th century)
22.	*Push Not the River (The Poland Trilogy #1)*	James Conroyd Martin	Historical fiction (Poland, 18th century)
23.	*Refugee Boy*	Benjamin Zephaniah	Migration (Ethiopia/London, 21st century)

24.	*The Remains of the Day*	Kazuo Ishiguro	Historical fiction (England, 20th century)
25.	*Romeo and Juliet*	William Shakespeare	Drama (Italy, 16th century)
26.	*Scoop*	Evelyn Waugh	Fiction, comedy (England, 20th century)
27.	*Simon vs. the Homo Sapiens Agenda*	Becky Albertalli	Relationships, LGBT (America, 21st century)
28.	*The Dam Busters*	Paul Brickhill	Historical, non-fiction (Britain/Germany, WWII)
29.	*The Day of the Triffids*	John Wyndham	Science fiction (England, 20th century)
30.	*The Diary of a Young Girl*	Ann Frank	Biographical, war (Netherlands, WW2)
31.	*The Curious Incident of the Dog in the Night-time*	Mark Haddon	Fiction (England, 21st century)
32.	*The Giver*	Lois Lowry	Dystopia (20th century)
33.	*The Golden Compass (His Dark Materials #1)*	Phillip Pullman	Fantasy (England, 20th century)
34.	*The Hobbit*	J.R.R. Tolkien	Fantasy (Middle Earth, A Long Time Ago)
35.	*The Hounds of the Baskervilles*	Arthur Conan Doyle	Crime, mystery (England, 19th century)
36.	*The Hunger Games*	Suzanne Collins	Science fiction (District 12, Panem)
37.	*The Old Man and the Sea*	Ernest Hemingway	Classic, adventure (Cuba, 20th century)
38.	*The Odyssey*	Homer	Epic (Ancient Greece)
39.	*The Outsiders*	S E Hinton	Coming-of-age, rebellion (America, 20th century)
40.	*The Adventures of Huckleberry Finn*	Mark Twain	Adventure (America, 19th century)
41.	*The Count of Monte Cristo*	Alexandre Dumas	Classic, adventure (France, 19th century)
42.	*The Lightening Thief*	Rick Riordan	Fantasy (New York, 21st century)
43.	*The Secret Garden*	Frances Hodgson Burnett	Mystery, adventure (England, 20th century)
44.	*The Woman in Black*	Susan Hill	Gothic, horror (England, 19th century)
45.	*Tightrope*	Gillian Cross	Mystery (England, 21st century)
46.	*Treasure Island*	R.L. Stevenson	Classic, adventure (England, 18th century)
47.	*The Twilight Saga (5 novel series)*	Stephanie Meyer	Gothic, teenage (America, 21st century)
48.	*War Horse*	Michael Morpurgo	Historical fiction (Europe, WWI)
49.	*Watership Down*	Richard Adams	Animals, adventure (England, 20th century)
50.	*We Have Always Lived in the Castle*	Shirley Jackson	Horror (America, 20th century)

50 Reads Before You Are 16 (KS4)

	Title	**Author**	**Genre (setting, era)**
1.	*A Game of Thrones (A Song of Ice and Fire #1)*	George R.R. Martin	Fantasy (Westeros, A Long Time Ago)
2.	*A View From The Bridge*	Arthur Miller	Drama (America, 20th century)
3.	*Americanah*	Chimamanda Ngozi Adichie	Contemporary, cultural (Nigeria, 21st century)
4.	*An Inspector Calls*	J B Priestley	Drama, political (England, 20th century)
5.	*Beloved*	Toni Morrison	Historical fiction, slavery (America, 19th century)
6.	*Brick Lane*	Monica Ali	Contemporary, multiculturalism (England/Bangladesh, 20th century)
7.	*Cold Mountain*	Charles Frazier	War (America, 19th century)
8.	*Great Expectations*	Charles Dickens	Classic (England, 19th century)
9.	*Fever Pitch*	Nick Hornby	Sport/football (England, 20th century)
10.	*Frakenstein*	Mary Shelley	Gothic, science fiction (England, 19th century)
11.	*Girl With A Pearl Earring*	Tracy Chevalier	Historical fiction (Netherlands, 17th century)
12.	*Gulliver's Travels*	Jonathan Swift	Adventure, satire (Other worlds, 18th century)
13.	*I, Claudius*	Robert Graves	Historical fiction (Roman Empire)
14.	*I Know Why the Caged Bird Sings*	Maya Angelou	Biographical (America, 20th century)
15.	*Into the Wild*	Jon Krakauer	Travel, adventure (Mexico/America, 20th century)
16.	*Jane Eyre*	Charlotte Bronte	Classic, political (England, 19th century)
17.	*Les Misérables*	Victor Hugo	Historical, classic (France, 19th century)
18.	*Little Women*	Louisa May Alcott	Classic, coming-of-age (America, 19th century)
19.	*Life of Pi*	Yann Martel	Adventure, spirituality (Pacific Ocean, 21st century)
20.	*Lord of the Flies*	William Golding	Classic, political (UK, 20th century)
21.	*Nineteen Eighty-Four*	George Orwell	Science fiction (England, 20th century)
22.	*Notes From a Small Island*	Bill Bryson	Travel, non-fiction (UK, 20th century)
23.	*The Da Vinci Code*	Dan Brown	Mystery, fiction (Europe, 20th century)
24.	*The Lord of the Rings*	J R R Tolkien	Fantasy, adventure (Middle Earth, A Long Time Ago)

25.	*Of Mice and Men*	John Steinbeck	Historical, relationships (America, 20th century)
26.	*Paddy Clarke Ha Ha Ha*	Roddy Doyle	Contemporary (Ireland, 20th century)
27.	*Poems and Letters*	Elizabeth Barret Browning	Poetry (19th century)
28.	*Pride and Prejudice*	Jane Austen	Classic, coming-of-age (England, 19th century)
29.	*Selected Poems*	Simon Armitage	Poetry
30.	*Shōgun*	James Clavell	Historical fiction (Japan, 17th century)
31.	*Small Island*	Andrea Levy	Contemporary, multiculturalism (England, 20th century)
32.	*Tess of the d'Urbervilles*	Thomas Hardy	Classic (England, 19th century)
33.	*The Alchemist*	Paulo Coelho	Adventure, spirituality (Sahara Desert, 20th century)
34.	*The Awakening*	Kate Chopin	Feminist, fiction (America, 19th century)
35.	*The Beach*	Alex Garland	Travel, adventure (Thailand, 20th century)
36.	*The Book Thief*	Markus Zusak	World War Two (Germany, 20th century)
37.	*The Catcher in the Rye*	J D Salinger	Coming-of-age, modern classic (America, 20th century)
38.	*The Color Purple*	Alice Walker	Classic, historical fiction (America, 20th century)
39.	*The Help*	Kathryn Stockett	Historical fiction (America, 20th century)
40.	*The Hitchhiker's Guide to the Galaxy*	Douglas Adams	Science fiction (20th century)
41.	*The Kite Runner*	Hosseini Khaled	Contemporary, historical fiction (Afghanistan, 21st century)
42.	*The Pillars of the Earth*	Ken Follet	Historical fiction (Medieval England)
43.	*The Prelude*	William Wordsworth	Poetry (England, 18th century)
44.	*The Song of Achilles*	Madeline Miller	Historical fiction, LGBT (Ancient Greece)
45.	*The Strange Case of Dr Jekyll and Mr Hyde*	Robert Louis Stevenson	Science fiction (London, 19th century)
46.	*The Thorn Birds*	Colleen McCullough	Historical fiction (Australia, 20th century)
47.	*The War of the Worlds*	H G Wells	Science fiction (England, 19th century)
48.	*To Kill A Mockingbird*	Harper Lee	Coming-of-age, political (20th century)
49.	*Touching the Void*	Joe Simpson	Adventure, non-fiction (Chile, 20th century)
50.	*Wuthering Heights*	Charlotte Bronte	Romance, classic (England, 19th century)

50 Reads Before You Are 18 (KS5)

	Title	Author	Genre (setting, era)
1.	*A Single Man*	Christopher Isherwood	LGBT (America, 20th century)
2.	*A Star Called Henry*	Roddy Doyle	Historical fiction (Ireland, 20th century)
3.	*A Thousand Splendid Suns*	Hosseini Khaled	Contemporary, historical (Afghanistan, 21st century)
4.	*Anna Karenina*	Leo Tolstoy	Historical fiction (Russia, 19th century)
5.	*Atonement*	Ian McEwan	Romance, war (20th century, England)
6.	*And Then There Were None*	Agatha Christie	Crime, mystery (England, 20th century)
7.	*Birdsong*	Sebastien Faulks	Romance, historical (France, 20th century)
8.	*Bleak House*	Charles Dickens	Classic (England, 19th century)
9.	*Catch 22*	Joseph Heller	War, satire (America, 20th century)
10.	*Clarissa*	Samuel Richardson	Classic (England, 18th century)
11.	*Death of a Salesman*	Arthur Miller	Drama (America, 20th century)
12.	*Emma*	Jane Austen	Classic (England, 18th century)
13.	*Fatherland*	Robert Harris	Historical fiction (Germany, 20th century)
14.	*Gone With The Wind*	Margaret Mitchell	Historical, romance (America, 20th century)
15.	*Hamlet*	William Shakespeare	Drama (Denmark, 17th century)
16.	*Heart of Darkness*	Joseph Conrad	Adventure, biographical (Africa, 19th century)
17.	*Howard's End*	EM Forster	Classic (England, 20th century)
18.	*In Cold Blood*	Truman Capote	Crime (America, 20th century)
19.	*Jamaica Inn*	Daphne Du Maurier,	Classic (England, 20th century)
20.	*Jude the Obscure*	Thomas Hardy	Classic, naturalist (England, 19th century)
21.	*Les Miserables*	Victor Hugo	Historical fiction (France, 19th century)
22.	*Maurice*	E. M. Forster	Modern classic, LGBT (England, 20th century)
23.	*Memoirs of a Geisha*	Arthur Golden	Historical fiction (Japan, 20th century)
24.	*Middlemarch*	George Eliot	Classic (England, 19th century)
25.	*On The Road*	Jack Kerouac	Modern classic, travel (America, 20th century)
26.	*One Flew Over The Cuckoo's Nest*	Ken Kesey	Psychology, fiction (America, 20th century)
27.	*Othello*	William Shakespeare	Drama (Italy, 17th century)
28.	*Paradise Lost*	John Milton	Classic, poetry (17th century)

29.	*Roots: The Saga of an American Family*	Alex Haley	Historical fiction (Africa/America, 20th century)
30.	*Sense and Sensibility*	Jane Austen	Romance, classic, satire (England, 19th century)
31.	*Sunset Song*	Lewis Grassic Gibbon	Relationships, classic (Scotland, 20th century)
32.	*The Bell Jar*	Sylvia Plath	Feminist (20th century)
33.	*The Canterbury Tales*	Geoffrey Chaucer	Classic (England, 14th century)
34.	*The God of Small Things*	Arundhati Roy	Relationships, culture (India, 20th century)
35.	*The Grapes of Wrath*	John Steinbeck	Historical/political, family (America, 20th century)
36.	*The Great Gatsby*	Scott Fitzgerald	Modern classic (America, 20th century)
37.	*The Poems of Dylan Thomas*	Dylan Thomas	Poetry (Wales, 20th century)
38.	*The Power of Now*	Eckhart Tolle	Non-fiction, spirituality (21st century)
39.	*The Rime of the Ancient Mariner*	Samuel Taylor Coleridge	Poetry, romantic (Sea travel, 18th century)
40.	*The Remains of the Day*	Kazuo Ishiguro	Relationships, war (England, 20th century)
41.	*The Handmaid's Tale*	Margaret Atwood	Dystopian (Canada, 20th century)
42.	*The Picture of Dorian Gray*	Oscar Wilde	Classic, LGBT (Victorian England, 19th century)
43.	*The Time Traveller's Wife*	Audrey Niffenegger	Science-fiction (American, 21st century)
44.	*Things Fall Apart*	Chinua Achebe	Post-colonialism (Nigeria, 20th century)
45.	*To The Lighthouse*	Virginia Woolf	Relationships (Scotland, 20th century)
46.	*Ulysses*	James Joyce	Modern classic (Ireland, 20th century)
47.	*Vanity Fair*	William Makepeace Thackeray	Relationships, classic (England, 19th century)
48.	*White Teeth*	Zadie Smith	Contemporary, multiculturalism (England, 20th century)
49.	*Wild Swans*	Jung Chang	Biography, historical (China, 20th century)
50.	*Wolf Hall*	Hilary Mantel	Historical fiction (England, 16th century)

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