



Reading Policy 2022



Vision

At Seven Kings School the joy and fundamental importance of reading is grafted into the bones of our school community; everyone at Seven Kings is active and enthusiastic in embedding and sustaining a culture where reading pedagogies, attitudes and behaviours are understood and habitual so that all Seven Kings learners thrive through reading, enjoy reading and read with purpose, listening actively and thinking responsively, where our young people are able to build agency in their own lives and take the opportunities the world has to offer.

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Purpose: This policy seeks to:

- Establish the rights of readers and the entitlements for all our students;
- Set out expectations of teachers and the role they play all-through our school in driving the reading culture
- Foster a coherent, determined and adaptable approach to reading across and throughout the curriculum
- Promote reading throughout our community, so that the love of reading, the academic value of reading and the ability to read well and teach others to read well is fostered in our students, our teachers and our families.

The importance of reading to the lives of our students and to our curriculum

In its 2018 report on the [“The Case for Children’s Rights to Read”](#) the International Literacy Association (ILA) concludes that **“At a basic level, reading enables the individual to function. Beyond that, we know that reading enriches the life of that individual personally, socially, and culturally. The ability to read truly represents the difference between inclusion in and exclusion from society.”** The ability to read and the opportunity to read with purpose and for pleasure must underpin our curriculum, our approach to pedagogy and the daily experiences of our students.

Throughout our school and our curriculum it is fundamentally important that we commit to fulfilling the aims of the National Curriculum and the DfE’s [Reading Framework](#) , not because they are in the framework but because they open doors for our students throughout their lives. These aims include:

- Word reading and decoding
- Comprehension (in both reading and listening)
- Reading for pleasure

Working in a multicultural school, where 84% of our students are bilingual or multilingual and English is often not the first language at home means that we have a cohort of students who are linguistically adept and primed for immersion in a rich reading culture. It is the moral responsibility of every teacher and LSA to ensure that we prioritise reading and communication in the curriculum and in what we teach in our classrooms, continually hone and refine our own reading pedagogies and act in the best interests of every child by creating opportunities, monitoring progress and intervening to close any and all emerging gaps across all abilities. We know that reading must be at the core of our curriculum as it develops in each of us:

- Concentration
- Language (vocabulary)
- Intelligence
- Creativity
- Empathy

As such, reading is the key that unlocks all other aspects of the curriculum and will allow our students not just to succeed in our school but to have agency throughout their lives.

Reading Throughout the School and Across the Curriculum

- It is the role of every teacher to
 - know who their most vulnerable readers are and plan effective differentiation for their needs. In order to do this effectively teachers planning should ensure that they:
 - Carefully select and use [high quality texts](#) to support learning and teaching.
 - Differentiate through their approach to decoding, [prosody](#) (the oracy of reading aloud, with deliberate consideration intonation and rhythm) and comprehension.
 - Allow time for slow, effortful reading, using skilful questioning (including providing necessary contextual detail and [explicit vocabulary instruction](#)) to help students improve their reading skills and their ability to use reading to learn effectively.
 - Teachers may wish to use the [reciprocal teaching \(predicting, clarifying, questioning summarising\) method](#), to scaffold their questioning.
 - model reading and bring texts to life, support all pupils in their growth as readers (honing the mechanics and fluency of reading, comprehension, inference, interpretation and reading for pleasure)
 - monitor pupils’ progress as readers, identify gaps swiftly and put in place timely, effective and regularly reviewed intervention.
 - ensure that reading connects the curriculum and that students are given well-planned and strategically sequenced opportunities to apply their reading skills across subjects, using reading as a key tool for their learning across the curriculum.

Entitlement and Non-Negotiables

The [National Curriculum \(2014\)](#) outlines a clear moral imperative for implementing the statutory requirements for reading. Much of this will be achieved through our English lessons, library lessons and reading-for-pleasure time, whole-class and guided reading and our phonics programme. However, it is vital that reading is not limited to these times but that it permeates our connected curriculum and is at the core of our pupils day-to day learning across a wide range of subjects on both campuses.

On the Primary Campus we follow the following non-negotiable expectations:

- **Daily Story Time (Class Book)** - This is timetabled in the class timetable but not always at the end of the day
- **Reception and Year 1 - Phonics** - 5 x a week - 30 minutes per session
- **Reception and Year 1 Guided Reading** - Little Wandle programme- 5 x a week
- **Year 2 - Guided Reading** - 5 x a week - 30 minutes per session
- Year 3 - Autumn term Guided Reading and then transition to whole class reading (5 x a week - 30mins per session) Then the same as Year 4
- Year 4 Reading Whole class - 4 times a week (30 mins)
- Year 5 and Year 6 whole class - 3 times a week (45mins)
- **All Students Library sessions** - 1 x a week - 30 minutes per session
- Reading for pleasure is part of the weekly home-learning for all students

On the secondary campus

- **The curriculum should provide well planned, strategic opportunities for students to learn from rich texts. The reading of texts should be effortful and teachers should, across subject areas, actively support students' reading.**
- **An understanding of individual and SEND needs by both teachers and LSAs should ensure that all students are supported to build their independent reading and enabled to decode and comprehend texts through skillful instruction and guidance.**
- **All students in Key Stage 3 are entitled to a library lesson at least fortnightly and, in years 7 and 8, weekly.**
- **The library lesson should be used for**
 - Individual reading for pleasure
 - Guided reading sessions
 - Sharing of reading and reading recommendations.
- **Students should be encouraged and expected to have a reading book with them.**
- **Reading for pleasure is part of the weekly home-learning for all students.**
- **Students must be supported to select appropriate and enriching reading material**
 - Through the library system reading lists
 - Through reading lists generated by students for students
 - Through the curriculum

Key principles underpinning the non-negotiables

- The allocated time and the required sessions are the right of all students but time itself is no guarantor of a successful programme; we must, in our own approach and behaviours, demonstrate the value and importance of reading, making sure that the joy and transformative power of reading sings out in all our reading lessons.
- This includes but is not limited to following this advice:
 - Never tag a reading lesson on to the end of something, make it the part of the day that leads the learning and that students are excited about; do it early, do it as the priority and be purist - reading lessons and library lessons are for reading alone, reading together, reading aloud, listening to reading and talking about reading.
 - Read aloud well, it is every teacher's responsibility to read in such a way as to bring texts to life, modelling suitable pace, intonation, prosody and joy. Make sure you practice and don't be shy! Our students deserve to love reading!
 - A love of reading is a love of storytelling and a love of finding things out. Teachers must commit to growing professionally as expert readers, confident in asking the right questions and fostering talk which allows students the chance to really unpick stories, information, ideas and messages.
 - Across subjects teachers should be supported to make appropriate text selections by developing and understanding of the individual decoding and comprehension needs of their students and selecting texts which are appropriately pitched to guide reading and strategically increase the level of challenge.

Phonics (key principles)

- Synthetic phonics provides students with the tools they need to accurately decode texts. It is this ability to decode that lays the foundation for comprehension, inference and interpretation and skilful writing.
- [The evidence for the impact of synthetic phonics is extremely robust \(It is the only strand of the EEF's Teaching and Learning Toolkit to have 5 padlocks!\) "The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year."](#)

- All teachers have a responsibility to know the needs of their students and plan their phonics sessions to meet those individual needs including 1:1, small group and keep up sessions.
- Teachers must monitor the progress of their students and act to address gaps.
- Communication and support for parents is key to the delivery of a successful phonics programme and we must do all we can to ensure that children are reading and read to at home, communicating with parents to encourage a commonality of language and fidelity to the approach of the school.

Phonics (programme and approach)

- We follow the Little Wandle phonics programme
- It is vital that EYFS and Key Stage 1 teachers show high fidelity to the programme in order to manage cognitive load for beginning readers.
- Teachers have a responsibility to know the specific needs of the children they teach and must be aware of and regularly monitoring their phonemic awareness so that
 - The decodable books and texts students read (in school and at home) are perfectly matched to them
 - Students who are not keeping up with the school's phonics programme are identified quickly and given immediate support through small group or one-to-one sessions.
 - LSAs can be deployed effectively to support students who need extra help to build their phonemic awareness.
- Phonics is taught daily, and in an engaging way so that children benefit from repetitive exposure to phonemes and the skills of reading and spelling.
- Guided reading sessions happen every day so that all children benefit from the three key approaches of prosody, comprehension and decoding.
- Resources are stored appropriately and used in all sessions to support children as this reduces cognitive load (including through repetition and familiarity) and ensures high quality visuals for our learners.
- Assessment is carried out regularly of children's phonemic awareness and this data is acted upon without delay.
- Teachers and LSAs should use the rich online library of 'help videos' and 'CPD training units to develop their knowledge of the LW approach and delivery. The phonics lead AHT will be responsible for directing this CPD and enabling teachers and LSAs to find and use the most appropriate CPD.
- The use of synthetic phonics teaching will be required for some students to continue into Key Stage 2 and Key Stage 3. We must ensure that at each Key Stage teachers and LSAs are able to use synthetic phonics systematically to address gaps and support the most vulnerable readers.
- Research shows that synthetic phonics is the most reliable method for teaching children to read but in some specific cases it does not work and where targeted phonics instruction and extra lessons are not impacting a pupil's progress, other approaches can be tried (in agreement with phonics lead AHT). E.g.
 - Whole word
 - Whole Language
 - Native/Natural
 - Three Cueing

EYFS

Early Learning Goal for reading

"Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read"

Key Principles for EYFS

To help children develop their reading and writing skills, practitioners should plan and create an environment that is rich in signs, symbols, numbers, and words. They should allow children to hear adults reading and see adults writing, encourage children to read and write for themselves, through making marks, personal writing symbols, and conventional script and setting down the roots of a love of reading and storytelling.

- Students in Reception are entitled to 1:1 teaching of reading twice a week with an LSA and/or Teacher.
- Students engage in a teacher lead small group read once a week to develop language acquisition and comprehension
- Students will have at least 1 high quality story read to them each day. Teachers should consider the following:
 - Choosing texts that will spark the imagination and empathy of our students allowing them to imagine being the characters and explore their experiences.
 - Choosing texts that explore a wide range of experiences and perspectives.
 - Reading with prosody to bring the texts to life.
 - Using repetition, skilful questioning and roleplay to bring texts to life.
- There should be opportunities for students to explore poetry, rhyme and song together to build their lexical knowledge and emotional connection to language.

Key Stage 1

- At Key Stage 1 the curriculum seeks to develop pupils' interest and pleasure as they learn to read independently and with increasing confidence.
- The teaching of reading will focus on words and sentences and how they are put together to form texts.
- Students are taught to bring meaning to the texts they read and start to form personal responses, saying what they like or dislike about them.
- Shared reading is fundamental to the Key Stage One curriculum. Teachers model a range of reading strategies, including reading aloud with suitable intonation and emphasis, the identification of sentence structures and the function of punctuation marks.
- Students are given opportunities to practise phonic skills and word recognition in context and to read aloud in order to secure their ability to accurately decode texts and grow their comprehension skills.
- Students who are not keeping up with reading must be identified swiftly and intervention must be prompt. This may include having a reading partner to increase opportunities for reading practice, receiving 1-2-1 support from LSAs or teachers.
- It is the teacher's responsibility to ensure that texts are carefully selected in line with the abilities, needs and interests of the pupils they will be reading with.
- Guided reading is the cornerstone of developing KS1 students decoding and comprehension skills; it is a highly effective pedagogical approach which builds, develops, applies and secures skills in reading, for a wide and diverse range of pupils. It allows teachers to focus in an intensive and targeted way on specific pupils and their needs, whether those pupils are working below expectations or are making fast progress.
- In guided learning, teachers work with a small group (for about 30 minutes) to help pupils build, develop, apply or consolidate particular skills and strategies that they have been taught. While the teacher works with the selected group, other groups within the class continue with a range of preplanned activities, which may – or may not – mirror the ones being addressed in the guided group. The purpose of the guided teaching is to enable pupils to become more confident and independent in using the reading skills they have been explicitly taught.
- In guided reading, pupils are grouped by ability, need or focus depending on the teacher's purpose.
- The session might begin with brief teacher modeling – or reviewing what has been introduced in the whole-class session, ensuring pupils know what their task is.
- A short period of independent reading is usually followed by or linked to a joint reading task, such as questioning and discussion, to deepen understanding of textual features.
- When finished, the teacher checks understanding and use of strategies with the individuals/ group. Pupils explain and expand responses orally.
- It ends with a short period of reflection and review, where pupils are asked to summarise what they have learned about the text.
- Follow-up tasks and targets are set.

In KS1, pupils have daily guided reading sessions. A typical timetable for these sessions would include 5 of the following:

- Guided group with the teacher
 - Guided group with the LSA
 - Follow up activity based on guided session
 - Comprehension activity
 - Word level activity
 - Reading for Pleasure
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- In Key Stage 1 English lessons are central to developing students' ability to read and love of reading. Each half term, carefully selected and well sequenced texts tied to clearly stated outcomes (ensuring coverage of the TAFs) allow students to develop their reading with purpose.
 - Reading connects our curriculum and foundation subjects will give students the opportunity to read, explore, talk about and use high quality texts. The Whole School English Overview will make these links clear for teachers.

Key Stage 2

- At Key Stage Two pupils are entitled to encounter an increasingly wide range of texts in poetry, fiction, and non-fiction.
- Teaching focuses on developing pupils' reading and comprehension skills, such as summarising a text or making inferences by drawing on evidence.
- There continues to be a high level of interaction between teacher and pupils with teachers inviting pupils' individual responses and interpretations rather than narrowly focused comprehension.
- The texts chosen offer challenge to all pupils in the class. (Desirable Difficulty)
- The texts chosen are of a high quality and children can follow as the text is read to them through having a book individually or with a partner.
- Through our approach to reading in KS2, teachers should ensure that students experience questioning and undertake tasks which deepen their understanding of the text. These will include pre-reading tasks and questions to

hone prior knowledge, make predictions or develop key vocabulary, tasks and questions that take place during reading (e.g. giving advice to a character at a point of crisis or decision, articulating personal responses or capturing them in writing), or post-reading task (providing opportunities for reflection on the whole text, mapping a character's literal or emotional journey, expressing personal responses to the whole text).

- The intention is to bring texts and the joy of reading to life, focus students on developing their personal response and interpretation and build students ability to reflect on their own reading ability and articulate their responses.
- At the start of year 3 students' reading continues to be supported through guided reading, as Key Stage 2 progresses, we move towards the use of a whole-class guided reading approach where rich, varied and challenging texts are at the centre of our practice. These link to our connected curriculum and our texts in English where possible.
- A range of reading skills (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary) are taught alongside the text which provide the children with the skills to comprehend and understand a variety of genres. Teachers model the strategies, and there are plenty of opportunities for the children to discuss, share and learn from each other.

Why do we move from guided reading towards whole class reading?

- It is a focused approach where reading skills are explicitly taught.
- It expands pupils' vocabulary and deepens their understanding of the texts they are reading.
- Children are able to access rich and challenging texts, with the opportunity to learn from each other and discuss different perspectives.
- This approach enables verbal discussions and written responses.
- This approach increases the children's stamina for reading.
- Children are explicitly taught a range of reading skills.
- It exposes children to a range of texts.
- Key Stage 2 English lessons continue to build on the work in reading lessons, supporting the connected curriculum with text choices that link to cross-curricular themes and text choices are rigorously sequenced to ensure students are inspired and enriched by a wide variety of culturally enriching texts and clear outcomes which ensure clear coverage of reading TAFs.

Key Stage 3

- All Key Stage 3 students have their reading ages monitored using the Hodder Access Reading Test. This happens at the start of year 7 and the midpoint in year 9 for all students. (students who are not keeping up will repeat the test in the summer term of year 7, the midway point in year 8 or more regularly as required)
 - Students whose RA is significantly below their chronological age receive bespoke intervention from trained LSAs. Depending on the needs of each individual this may take the form of further synthetic phonics, the Rainbow Reading Programme or reciprocal reading, following the Hackney Literacy Project. This intervention takes place primarily in form time but students with the greatest need can be withdrawn from lessons with the agreement of the SENDCO and the AHT for KS3.
 - Reading age data is available in SIMs markbooks and all teachers receive CPD on the uses and limitations of reading age data to help guide their text choices and their differentiation of reading in the classroom.
- All Key Stage 3 students are entitled to library lessons (weekly in years 7 and 8 and fortnightly in year 9).
- As part of these library lessons English teachers and LSAs should use guided reading sessions with targeted groups of students. These guided reading sessions follow the reciprocal reading method.
- The English curriculum at Key Stage 3 is central to the development of students' reading. It is important that texts are carefully selected to allow all students access to the curriculum, stretch the most able and encourage reading beyond the classroom.
 - Student voice has consistently found that, in our school, students are often inspired to continue their reading when introduced to the start of a series of books in English and that should be considered when selecting texts.
- The reading of high quality (and knowledge rich) texts is central to our Key Stage 3 curriculum and across departments teachers are expected to
 - Think carefully and make time to select appropriate high quality texts.
 - Plan their approach to reading in lessons. E.g. reading texts to the class with apt intonation and expression, giving students opportunities to read aloud, paired and group reading, individual silent reading.
 - Use questioning and discussion to support students across the ability range to develop their comprehension skills.
 - Ensure that students are taught the required contextual detail and direct vocabulary instruction to be able to access the texts being used in lessons.

Key Stage 4

- [The National Literacy Trust Reading Trends report](#) highlights that the ages of 14-16 tend to mark the greatest decline in reading for pleasure. At age 11 72% of UK children enjoy reading but by age 14 this declines to 40%, beginning to rise again around the age of 16. This suggests that Key Stage 4 is the part of the curriculum where the greatest care needs to be taken in our approach to reading.
- Addressing this drop off in reading enthusiasm is, unfortunately, not as simple as just carrying on the key stage 3 library lessons or insisting the students Drop Everything and Read.
- If the natural, longstanding inclination is for students to lose enthusiasm for reading at Key Stage 4 then our practice must be deliberate and meticulously planned to bolster and support their continued success as readers, at the time they need our input most.
- Teachers need to plan carefully for the reading that supports GCSE study and their approach to supporting this reading in the classroom. It is not enough to just ask students to read a text or to simply read texts with or to students. Students need their reading to be structured and scaffolded through [reading comprehension strategies](#).
- These strategies include
 - Teachers ensuring that they know the reading needs of their students (the year 9 end of Key Stage 3 reading age data is a useful starting point)
 - It is often useful to ensure students read with purpose, why are we reading this? What will we be looking for?
 - Thinking carefully about text choices to ensure the appropriate level of challenge.
 - Skillful questioning to support comprehension.
 - Metacognitive talk to model strategies for reading and encourage students to reflect on their own reading needs and self-regulate strategies for comprehension.
- Departments should be encouraged to use the library, strategically to support students with subject research and model using reading for subject-specific learning and revision.
- Key Stage 4 students should be actively engaged in student leadership, such as supporting reading in the primary school.

Key Stage 5

- The watchword for Key Stage 5 reading is 'independence', we want our students to be adept at reading increasingly academic and specialist texts and to have the tools to guide their own research and select their own further reading.
- We know that the journey towards greater independence must be scaffolded.
- In choosing texts for key stage 5 classes teachers must carefully consider:
 - The transition from Key Stage 4 to 5, ensuring that the level of challenge of texts is stepped and that the support given for comprehending more challenging texts is rigorous.
 - The contextual knowledge that will be required to access chosen texts and the prereading activities that will best prepare students for that reading.
 - The direct vocabulary instruction needed to grant students access to texts.
 - The use of high quality AfL to monitor and respond to students' understanding and interpretation of texts in lessons and when reading independently.
 - The sequencing of the reading required of students throughout the curriculum.
 - Holding students to account for their reading through systematic folder checks.
- Teachers must support students' independent reading by giving them the tools to select the most apt texts for the topic they are studying. In order to do this effectively teachers must help students to consider;
 - Where to find texts, including explicit instruction of how to use search engines, the use of Google Classroom and shared drives to share proven resources or recommended reading, the use of the library.
 - The difference between reading texts on a screen and on paper. There is limited research to suggest that [screen reading may not be as effective as book reading](#).
 - How they organise and capture the learning from their reading, including the use of folders and revision notes and the sharing and articulation of what they have learned from their wider reading.
- Opportunities for reading for pleasure and for getting involved in student leadership should be as prevalent at key stage 5 as they have been before. This includes ensuring that recommended reading lists are easily accessible and that Key Stage 5 students are involved in all-through approaches to reading such as the reading partners programme, the student led book-club, university reading lists, and a focus on reading for scholarship.

Student Leadership

- The commitment to reading culture in the school provides wonderful opportunities for student leadership and we have a moral duty to find, create and sustain these opportunities.
- These opportunities include but will not be limited to
 - Student librarianship (These students are vital to maintaining our school libraries, updating displays and recommended reads, keeping the shelves and stock in order)

- All-through reading partners (A group of students who read with younger students, this includes older primary students and secondary students and is a key part of the voluntary component of the DofE award)
- All-through reading champions (A group of avid readers - from both campuses - who are able to lead group/guided reading with others and have a remit to share their love of reading and help the school community with book selection)
- The Key Stage 5 Literature Leadership Team (This group play a key role in setting the direction of the KS5 English literature curriculum and establishing extra-curricular opportunities, including a regular lecture programme)
- The Redbridge Book Awards (Each year a panel of students take part in the book awards, reading and exploring the shortlisted books and attending the annual ceremony)

Our Libraries and the Learning Environment

- At the centre of our school's commitment to reading are our school libraries, book corners and shared reading areas.
- The success of the library is tightly linked to the quality of reading in the classroom. If teachers collectively model a passion for reading and explicitly support students through thoughtful text selection and skilful teaching the library can become the natural hub for children to further develop their reading.
- The libraries must be a safe, welcoming and magical place for children to be in and as such the following are important:
 - There should be an enriching, varied and relevant choice of books suitable for different ages and across genres.
 - Books should be kept in good condition and students should be expected to take care of them.
 - Stock should be rotated strategically and there should be prominent front-facing displays to help students make book selections.
 - The influence of student leadership and student voice should be visible in the libraries, from the choice of books, the displays and themes, the rotation of stock and the recommendation of good reads.
 - The libraries should be used to celebrate reading around topical themes.
 - The libraries should be hubs to host literary events for students such as author talks, poetry slams, book hunts, reading groups.
- The library should play a central role in coordinating book recommendations, through publishing reading lists on the library system, to using student librarians and reading champions for recommending reading.
- The library should be available for a wide range of subjects to use strategically for students to research and pursue their wider reading in different subject areas across the curriculum and teachers should be encouraged to use the library for this purpose.
- The libraries' presence should go beyond its walls, for example by setting up parent libraries, book exchanges, reading trolleys for the classroom.
- In the primary school each year group must have its own shared reading areas. These are used to give students access to their leveled readers for phonics and comprehension. It is important that these books are prominently displayed, well organised and clearly labeled so students are able to read at the appropriate level.
- Classrooms may also have a reading corner and, where this is possible, this should be a space which inspires and celebrates reading and where students can read individually or in small groups.

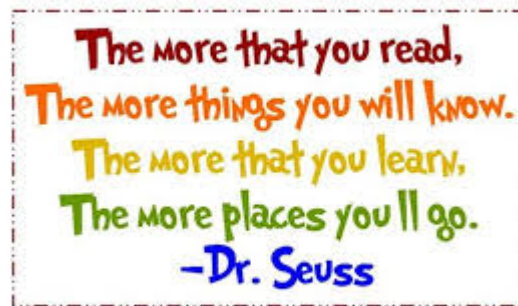
Reading at Home and the Role of Parents and Carers

- All students in Key Stages 1, 2 and 3 are expected to have a home reader. In Key Stage 1 and early Key Stage 2 this reader will be matched to each students' reading level. It is important that these texts are matched in order to support the students progress through the phonics programme.
- As students develop their independent reading they will be able to borrow a wide range of books from the school library.
- In Key Stage 1 and early Key Stage 2 we ask parents to support their children in keeping a reading record which is kept in their book bag with their reader.
- We support parents to be active in their children's reading by providing access to the Little Wandle phonics resources and the school library system as well as recommended reading lists.
- Parents are invited to attend the school to receive advice and to discuss how to support their children with reading. This takes place through phonics sessions and reading breakfasts at the primary school and curriculum evenings on both campuses.
- Home-Learning is used to support students' reading and reading is celebrated throughout the school through home activities which celebrate reading such as our year 6 into 7 summer reading challenge, class reading scrapbooks, library book reviews and the work of our reading champions.

Some useful links

- [International Literacy Association \(The Case for Children's Rights to Read\)](#)
- [School Library System](#)

- [The DfE Reading Framework 2022](#)
- [Prosody: How to Help Children Read with Fluency and Expression](#)
- [Reciprocal Teaching \(Reading Rockets\)](#)
- [Little Wandle](#)
- [Little Wandle \(for Parents\)](#)
- [EEF Toolkit \(Phonics\)](#)
- [EEF Toolkit \(Reading Comprehension Strategies\)](#)
- [EEF: Improving Literacy in Secondary School \(Including focus on specific vocabulary instruction\)](#)
- [The National Curriculum \(2014\)](#)
- [The Confident Teacher Blog \(Alex Quigley\)](#)
- [Mary Myatt \(Texts as the Beating Heart of the Lesson\)](#)
- [National Literacy Trust Research Report](#)
- [EEF: Whole class Reading in the Secondary Classroom](#)
- [Science News for Students \(Will you learn better from reading on a screen or paper\)](#)



The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss