

Reading- The Erdington Way

Vision: 'All students experience barrier free access to an ambitious academic curriculum, regardless of their starting point or background, so they will know more, understand more, do more, and be more.'

- **Priority goal:** Rapidly raise the reading ages of students and create a culture for Literacy.
- **Ambitious goal:** All students leave Erdington Academy with a reading age of 15.7.
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All of these are underpinned by the idea that 'Literacy is everyone's business.'

Literacy across the curriculum:

A recent major study showed a '**significant correlation**' between reading ability and GCSE results across all subjects. **This is just as strong in Maths & Sciences as it is in Arts, Humanities and English.** (GL Assessment study of 370,000 students, February 2020)

Reading aids with cognitive development and impacts across the curriculum – advanced readers likely to do 'significantly better', with a **9.9% advantage in Maths** by age 16 (IoE, London, 2013).

Researchers found that the **strongest factor affecting pupils' science scores is reading comprehension** (EEF, September 2017)

Reading improves teenagers' vocabulary by 26% regardless of background (Centre for Longitudinal Studies, November 2017)

The importance of Literacy:

"For those of us who sometimes console ourselves with the thought that education is not a matter of life and death, actually for those young people, for the most vulnerable children and young people in our society, it really is."

- John Coles, Director for Schools for England at the Department for Children, Schools and Families (2009)

- 1 in 6 young people who leave school as NEET will be dead before they reach 25.
- Prison education: a review of reading education in prisons (Ofsted, 2022) – 57% of adult prisoners are functionally illiterate. Only 14% of adults in the prison population have GCSE level or equivalent in English language/literacy.
- 17% of the adult population in the UK is functionally illiterate: they have a reading age below 9.5 (figures before Covid).
- In 2000, results from the OECD's Programme for International Student Assessment (PISA) suggested that '**finding ways to engage students in reading may be one of the most effective ways to leverage social change.**' It is also clear that the pandemic of 2020-21 has served to disrupt literacy development in students (DfE, 2021).

What we are doing:

- Form time reading to boost fluency
- Control the game as a whole school reading strategy to improve engagement and comprehension
- Use of the Library and Online Library to promote reading for pleasure
- AR quizzes on books read to increase rewards around reading
- Reading competitions
- Author Visits/ Literacy related events across the year
- Targeted Reading Interventions for the lowest ability students
- Sharing pupils reading ages with parents on reports

Helpful strategies to support reading development:

- Chunking the text into manageable, teachable amounts
- Reading under a visualiser
- Prompting all students to follow the reading with a finger, pen, or ruler
- Signposting students to books/ reading materials that can further support their understanding of a topic
- Pre-teaching vocabulary
- Choral response of key vocabulary