



David Ross Education Trust

Broadening Horizons

Trust Wide Reading Lists – Pride in our reading

Guidance for Academies

Why a Trust wide reading list?

Our aim is to help develop students' reading habits by challenging them to read more widely and so build their ability to engage with and discuss a variety of books and authors and increase their access to great literature. Some of the titles are well known, some more obscure. We hope that all of our pupils / students will find something new and wonderful as they read.

Why this list?

The works have been chosen to meet three criteria:

- **Worthiness:** each one is worth reading both for the depth of content and for the skills of its writing craft
- **Accessibility:** each of the books on the list can be read and enjoyed by all pupils / students within age bands
- **Capital:** each of the books will broaden cultural understanding of significant ideas, genres and themes.

Which year groups are included?

Years 5, 6, 7, 8 (and beyond) and sixth form

What about other year group lists?

These will be developed during 2017/18 and rolled out to schools.

What is the DRET expectation?

That pupils / students should be reading at school for at least 10 minutes a day, and in addition at home for 30+ minutes a day from KS2 onwards.

How can this be implemented?

1. Private reading: all pupils start the day equipped with a book, reading whilst register and homework etc. are collected in.
2. Literacy leads in schools to produce comprehension materials for chosen texts from the list that reinforce a deep connection with texts, not least for homework for those pupils / students who do not yet read enough – sharing resources Trust wide as these develop.
3. Literacy leads in schools to maintain a weekly list of books read / being read from the lists, followed up weekly with pupils / students not engaged, maintaining home / school dialogue where reading is not taking place at home.
4. Set out expectations of parents / carers to be role models – their children need to see them read as this demonstrates its importance.
5. Add a 'comments' box against every book for children to write their thoughts in – make this accessible for others to read, as this will encourage further reading.
6. Literacy leads to maintain libraries.
7. Principals to give high priority within curriculum budgeting to developing resources.
8. Literacy leads in schools to coordinate a termly book review competition so that book lists are integrated into a specific activity and therefore become meaningful.
9. Pupils / students who make exceptional progress through the lists this half term (HT1) – literacy leads to inform the Director of Education, who will personally congratulate them and write to their parents / carers.

Pride in Reading - embedded

This is a long term strategy for the Trust, so it is the responsibility of all schools to implement these lists, and all further lists that are rolled out. As part of their visits to schools, Trustees, SLT and AILs will be monitoring the implementation.

The next phase of implementation will align with our 'Pride in reading' sprint week (wb 9th October), where Trust English leads will set out further guidance on implementation.

Simon Rose
Director of Education