

Whole School Reading Curriculum- 2021/22

"Reading is the master skill of secondary school" - Alex Quigley

The ability of learners to read fluently is important to any curriculum. If pupils cannot read, they will not be able to access the curriculum, and may be disadvantaged for life. The Matthew effect explains why word-rich learners make more progress than word-poor learners. An effective way to address the Matthew effect is through the explicit teaching of reading. Reading aloud is a good way of developing vocabulary, language expression and expressive and receptive language skills.

There is clear and consistent evidence about the importance of vocabulary development. In addition to explicit vocabulary instruction, there is clear evidence that teachers can support comprehension by modelling how expert readers read actively, including by monitoring their understanding, asking questions, making predictions and summarising (Stuart and Stainthorp, 2015).

At Beechwood School, we have a reading curriculum that is implemented during registration time. Our reading curriculum runs from year 7 to year 13. Below is a table showing a selection of books that our students read;

Year group	Books on the curriculum
7	"Mythos" by Stephen Fry; "I Capture the Castle" by Dodi Smith; "The Diary of a Young Girl" by Anne Frank; "Treasure Island" by R L Stevenson
8	"Norse Mythology" by Neil Gaiman; "I Am Malala" by Malala Yousef; "A short History of Nearly Everything" by Bill Bryson; "Animal Farm" by George Orwell
9	"Educated" by Tara Westover; "To kill a Mockingbird" by Harper Lee; "Empire of the Sun" by J G Ballard; "Rebecca" by Daphne du Maurier; "Fahrenheit 451" by Ray Bradbury
10	"Pride and Prejudice" by Jane Austen; "Flowers for Algernon" by Daniel Keyes; "Brave New World" by Aldous Huxley; "The Great Gatsby" by F scott Fitzgerald
11	"I Know Why the Caged Birds Sing" by Maya Angelou; "The Catcher in the Rye" by J D Salinger; "The Trial" by Franz Kafka; "A Day in the Life of Ivan Denisovich" by by Alexander Solzhenitsyn and Ralph Parker
Sixth Form	<p><u>Group 1:</u></p> <ul style="list-style-type: none"> ● "The Diary of a Young Girl" by Anne Frank ● "The Boy At the Back of the Class" by Onjali Q. Raúf ● "Northern Lights" by Philip Pullman ● "The Black Flamingo" by Dean Atta <p><u>Group 2:</u></p> <ul style="list-style-type: none"> ● "To Kill a Mockingbird" by Harper Lee ● "I Know Why the Caged Birds Sing" by Maya Angelou ● "The Catcher in the Rye" by J D Salinger

	<ul style="list-style-type: none"> ● “Lord of the Flies” by William Golding ● “The Midnight Library” by Matt Haig ● “Never Let me Go” by Kazuo Ishiguro ● “Juliet Takes a Breath” by Gabby Rivera <p><u>Group 3:</u></p> <ul style="list-style-type: none"> ● “The Hand Maid’s Tale” by Margaret Atwood ● “Girl, Woman, Other” by Bernardine Evaristo ● “The Kite Runner” by Khaled Hosseini ● “1984” by George Orwell ● “The Bell Jar” by Sylvia Plath
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Below is a schedule showing how we use registration time to deliver our reading curriculum, reading, tier 2 vocabulary and cultural capital through Bedrock Vocabulary.

Year	Monday	Tuesday	Wednesday	Thursday	Friday
7	Assembly/DOS Designed Activity	Expert reader- read aloud	Bedrock Vocabulary check/word savvy	Explicit teaching of routines	DOS Designed Activity
8	Bedrock Vocabulary check/word savvy	Assembly/DOS Designed Activity	Expert reader- read aloud	Explicit teaching of routines	DOS Designed Activity
9	Explicit teaching of routines	Bedrock Vocabulary check/word savvy	Assembly/DOS designed activity	Expert reader- read aloud	DOS designed activity
10	Explicit teaching of routines	DOS designed activity	Effective revision strategies	Assembly/D OS designed activity	Expert reader- read aloud
11	Expert reader- read aloud	Explicit teaching of routines	DOS designed activity	Effective revision strategies	Assembly/DO S designed activity