

At City of Derby Academy we know how important reading is.

We've read the research that shows that those who read in their youth grow up to have:

- Better physical and mental health
- Access to vital services
- The ability and confidence to stand up for themselves in the real world
- Jobs that help them to earn more money

In fact getting our students to read more and with greater success is one of the key ways we can **improve life chances**.

With the National Literacy Trust reporting in their annual survey that just 1 in 3 (34.6%) children and young people aged 8 to 18 said that they enjoyed reading in their free time in 2024 (the lowest levels since their survey began in 2005), we know our students are going to need our help and enthusiasm to find the joy and benefits that reading can bring.

This is why we've launched a three-strand strategy.

Click on each block for more details.



EARLY READING (support for less confident readers)

All students screened on entry using NGRT reading test.

Extensive training of staff to develop expertise in delivering a range of targeted phonics and fluency interventions.

Investment in Reading software package: 'Reading Plus' to support less-confident readers in developing their skill.

Diagnostic testing for those most in need of extra support.

Training for all teaching staff on how to support early readers in the classroom.

Regular review and monitoring of student attitudes, results and quality of delivery.

DISCIPLINARY LITERACY (Reading across the curriculum)

Extensive training for leaders and all teaching staff around how reading can support learning within all lessons.

Carefully curated vocabulary lists which are linked to all curriculums and explicitly taught within lessons.

Use of evidence-based research to develop a whole-school approach to reading.

Creation of 'Read like a subject expert' posters, where each department has committed to a set of principles and strategies for reading within their subject areas.

READING CULTURE (Reading for pleasure and library development)

Significant investment in library resources including redesigning the layout and updating the books on offer.

*Development of our recommended reads in each year group:
The Reading Mountains*

Launch of project and event days. In 2024/25 this included having external visitors in to share their favourite books; an author leading a creative writing workshop; World Book Day (Book swap cafe and masked reader) and a shared event day to celebrate the Carnegie Medal Shadowing with Chellaston Academy.

Development of a thriving student library community with student reviews, student librarians and lunchtime clubs.

EARLY READING (support for less confident readers)

KS3 Reading Fluency Intervention

We are proud to offer a 10-week Reading Fluency Intervention for selected students in Key Stage 3. This programme is designed to build reading confidence, fluency, and comprehension through regular, supported practice.

Students meet twice a week during school hours in small groups with a trained teacher. Each week they work with a short reading text, which they also take home to read aloud to someone at home. This home reading is a key part of the programme, and we are very grateful to families for supporting this.

In addition, students will be paired with an older student mentor who will listen to them read during one form time each week, offering encouragement and support.

Previous students who have taken part in this intervention have reported feeling more confident reading in class and are more likely to choose books to read for pleasure. Many have made significant progress, with some improving their reading age by over two years in just 10 months.

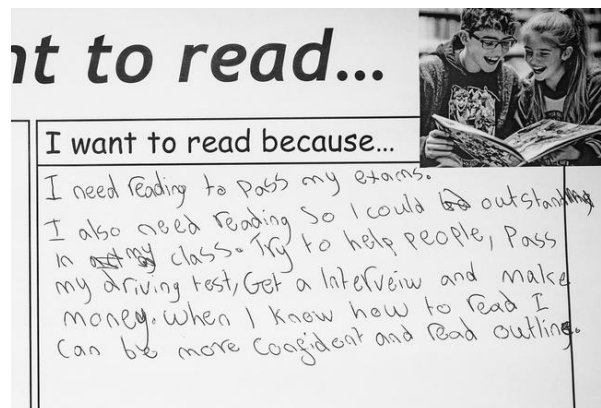
We are excited to see the continued impact of this programme and the progress our students will make.

KS3+ Phonics Intervention

At our school, we recognise that some students arrive in Key Stage 3 without the essential literacy foundations needed to fully access the curriculum. To support these learners, we offer a Phonics Intervention Programme designed specifically for older students, including those with SEN and SEMH needs.

This intervention is delivered in school by trained staff using age-appropriate materials that help students build confidence and fluency in reading. The programme focuses on the core building blocks of reading—phonics—through structured, supportive sessions.

While there is no set homework, we encourage parents and carers to talk with their child about what they are learning in phonics and to celebrate their progress. This kind of encouragement at home can make a big difference in helping students feel proud of their achievements.



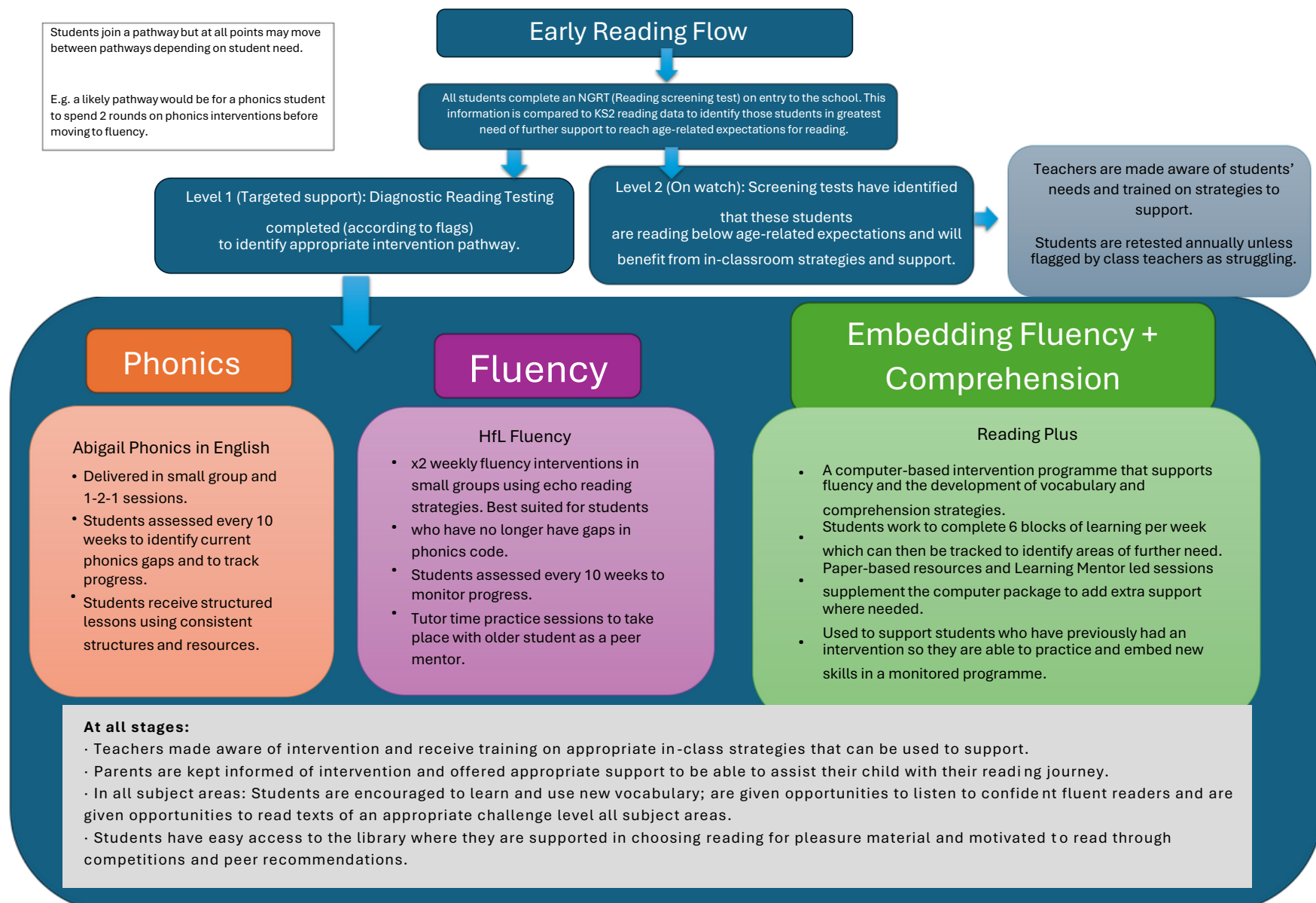
What do our students say?

“Reading fluency sessions made me read more and made me more confident. It helped me to slow down and focus on what I was reading.”

“I use what we did with reading interventions more in lessons now to break down texts.”

Reading Plus – Fluency & Comprehension Support
To support students who need to further develop their reading fluency and comprehension, we are using Reading Plus, an adaptive online reading programme designed for Key Stage 3 learners. Reading Plus helps students become more confident, fluent readers by offering a wide range of engaging texts tailored to their individual reading levels. After an initial assessment, students are given personalised reading tasks that include comprehension questions, vocabulary development, and visual skills training. The programme is used in school and can also be accessed at home on a laptop, computer, or tablet. Students are encouraged to complete their weekly reading assignments both in and outside of school. Reading Plus has been used in over 1,400 UK schools and is proven to improve reading stamina, fluency, and understanding. We are excited to see the progress our students make as they build stronger reading habits and a love for reading.

How do we know what personalised support our students need?



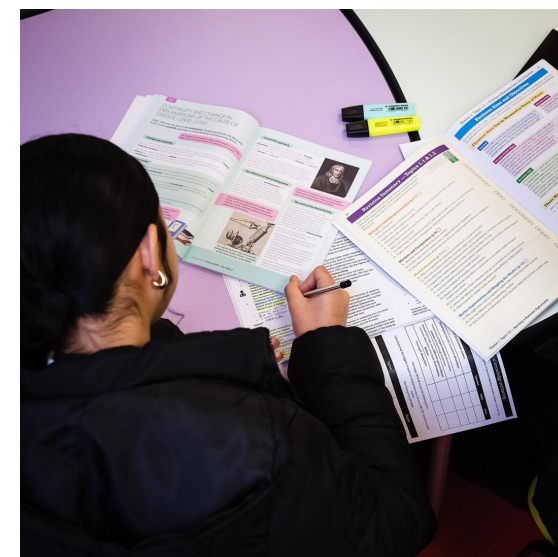
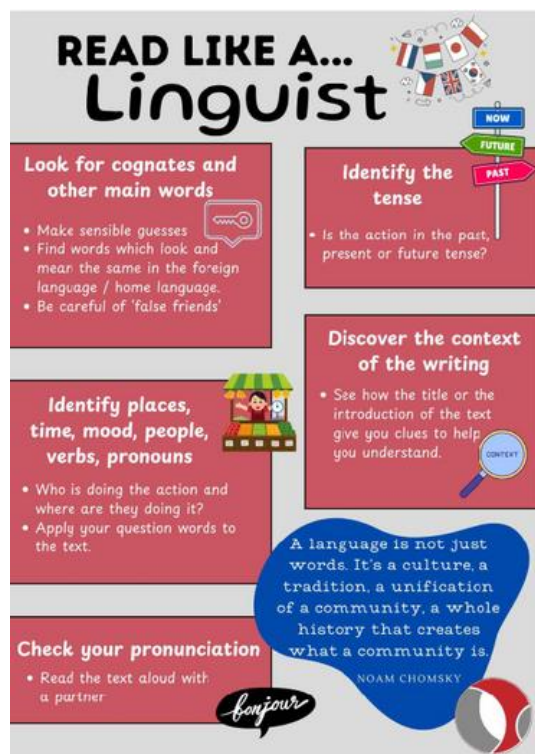
DISCIPLINARY LITERACY (Reading across the curriculum)

Disciplinary Literacy: Embedding Reading Across the Curriculum

At our school, we are committed to embedding disciplinary literacy across all subject areas, in line with the Education Endowment Foundation's (EEF) recommendations. We recognise that reading, writing, and communication look different in each subject, and we are supporting students to become confident readers of subject-specific texts. As part of this work, every curriculum area now identifies key vocabulary for each unit and explicitly teaches this vocabulary to ensure students can access and understand complex academic language. This vocabulary can be found on the curriculum maps available in each subject area of our school website.

We are also helping students to develop the reading strategies needed to read like subject experts, whether that means sourcing and contextualising in History, interpreting data in Science, or analysing tone and structure in English. To support this, we are reviewing our curriculum to ensure students regularly engage with authentic, subject-specific texts that deepen their understanding and support their learning.

We also recognise that not all students arrive at secondary school with the same reading ability. That's why we are investing in professional development to ensure all teachers understand how students learn to read, the barriers they may face, and how to teach reading effectively within their subject. This approach ensures that literacy is not treated as a standalone skill, but as a vital part of success in every subject discipline.



Add links to the following PDFs

1) "Read Like A..." posters (all)

2) Vocabulary Matters poster

DISCIPLINARY LITERACY (Reading across the curriculum)

What do our students say?

"I find it helpful when the teacher reads to me but with shorter texts it's good to practice on our own."

It's really helpful when the teacher picks out the difficult words and goes through them with us."

"I really like it when we learn words like this. It just helps me to explain myself more clearly."

"When we spend time reading the instructions first in Technology it helps make the practical work much easier."

What do our staff say about changes to reading in school?

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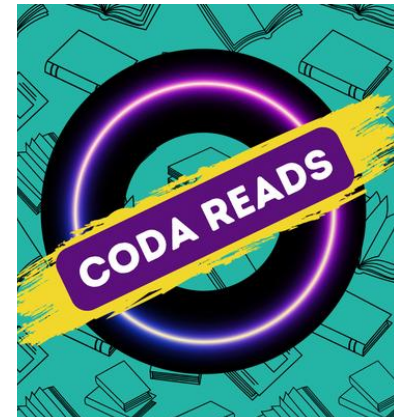
- "Reading has come to the forefront of our minds while we are teaching and is promoted a lot more in school."
- "As a result of relentless retrieval, students know the language of music far better and can be more articulate when writing responses."
- "A big focus for us is helping **all** students improve reading - for their life and to help them get qualifications."
- "I think more about the written resources I use. I look at keywords and phrases that students might need extra support with. I explicitly teach vocab and have it included in all my lesson plans."
- "Students are more engaged with reading in school."
- "Since the recent focus on disciplinary reading my practice has changed hugely! I take far more consideration in what types of reading I do and how accessible it is. I consider the range of texts taught and reflect more on how those texts are delivered to students."
- "Students are more engaged with how they learn new words and their meanings. This then enhances their written and verbal vocabulary."




READING CULTURE (Reading for pleasure and library development)

CODA READS EVENTS

World Book Day **24/25** 2025



Add link to library instagram account



THE 6 WEEK CLIMB!

Have you been reading the Reading Mountain books?

Now is your chance!

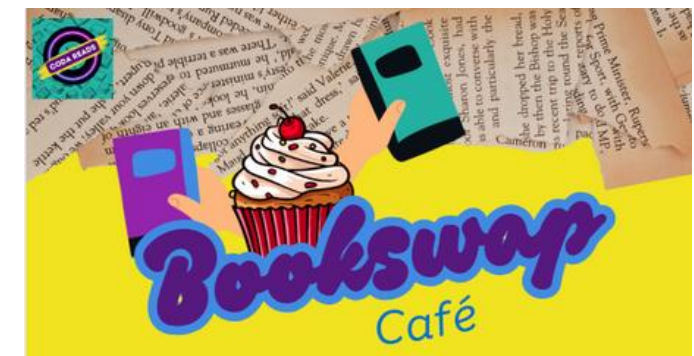
Every book you read and review during the next 6 weeks will earn your form 2 points.

The winning form will earn a non-school uniform day!



THE MASKED READER

Can you work out which of your teachers is hiding behind the mask?



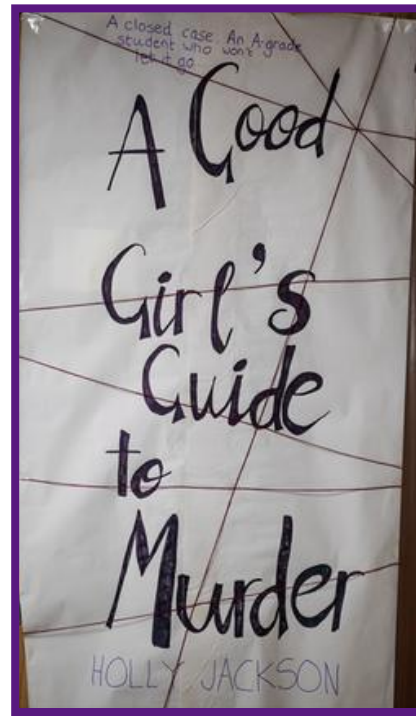
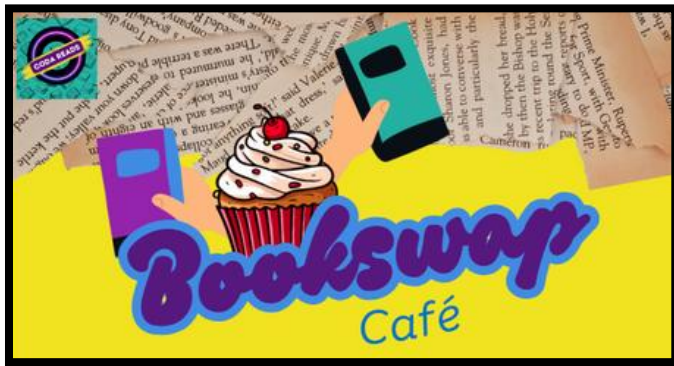
Bookswap Café

Have any books at home that you no longer want?

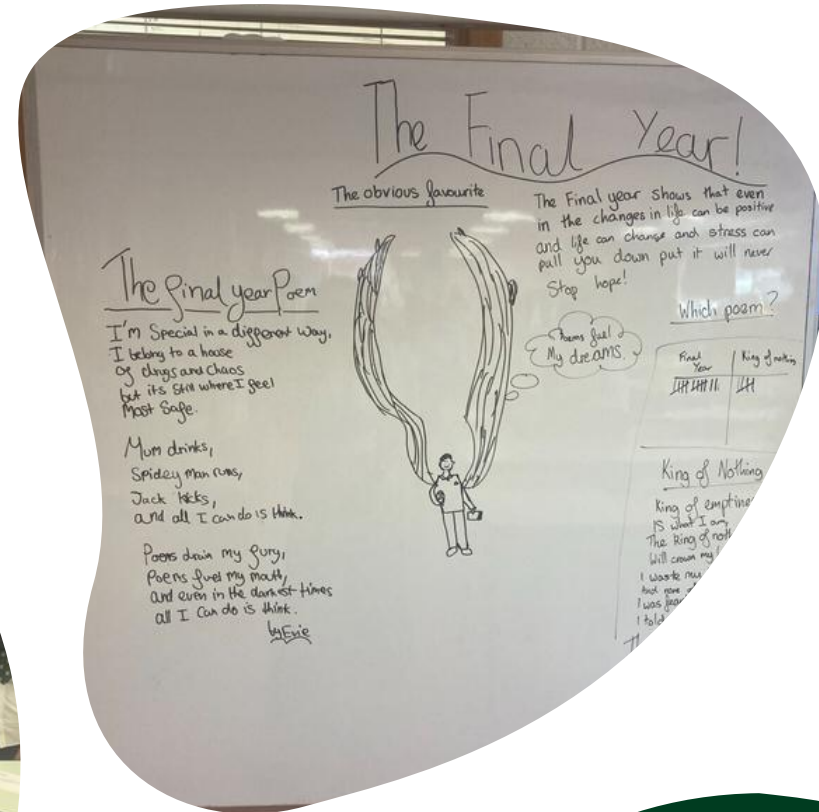
Bring them up to the library before 6th March.

You'll then be given a token to allow you to swap your unwanted book for one of your choice at 'The Book Swap Cafe' on World Book Day in the Bistro area.





Carneige Shadowing



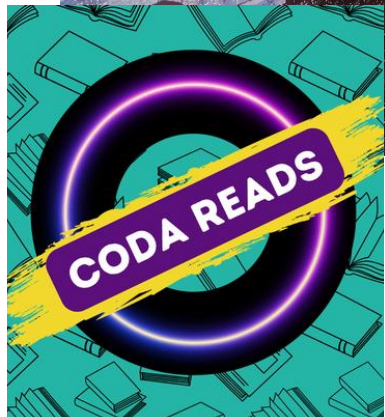
Steve Camden - Author Visit



Student Librarian visit to Creative Learning Services



READING CULTURE (Reading for pleasure and library development)



At City of Derby Academy we know it can be sometimes hard to choose a book when faced with so many brilliant options.

This is why we have our Reading Mountains.

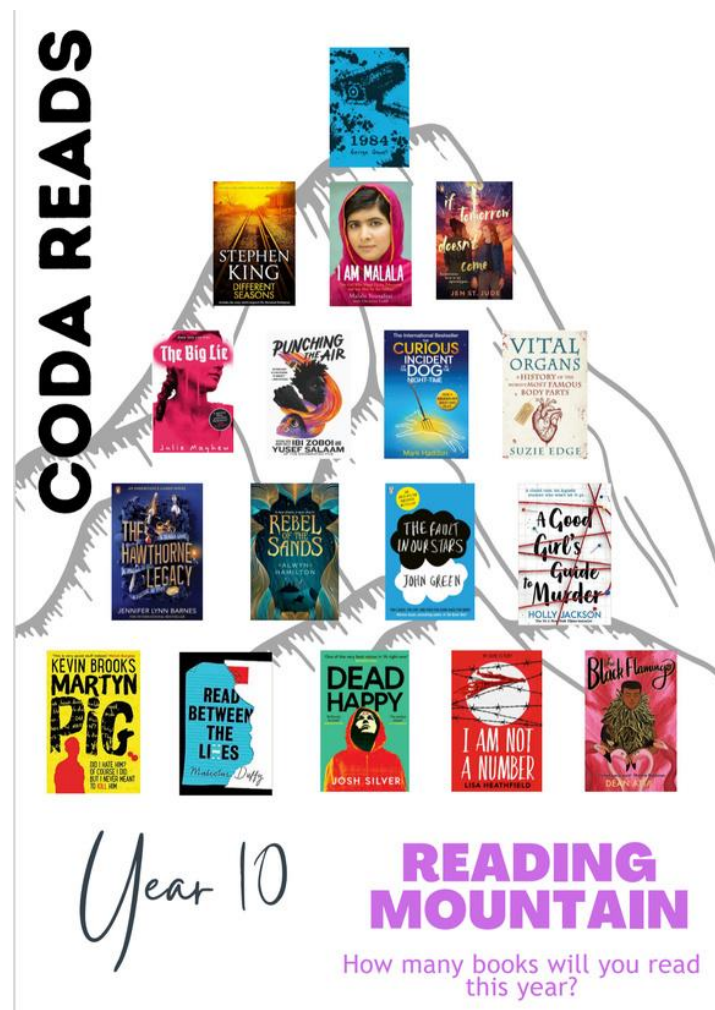
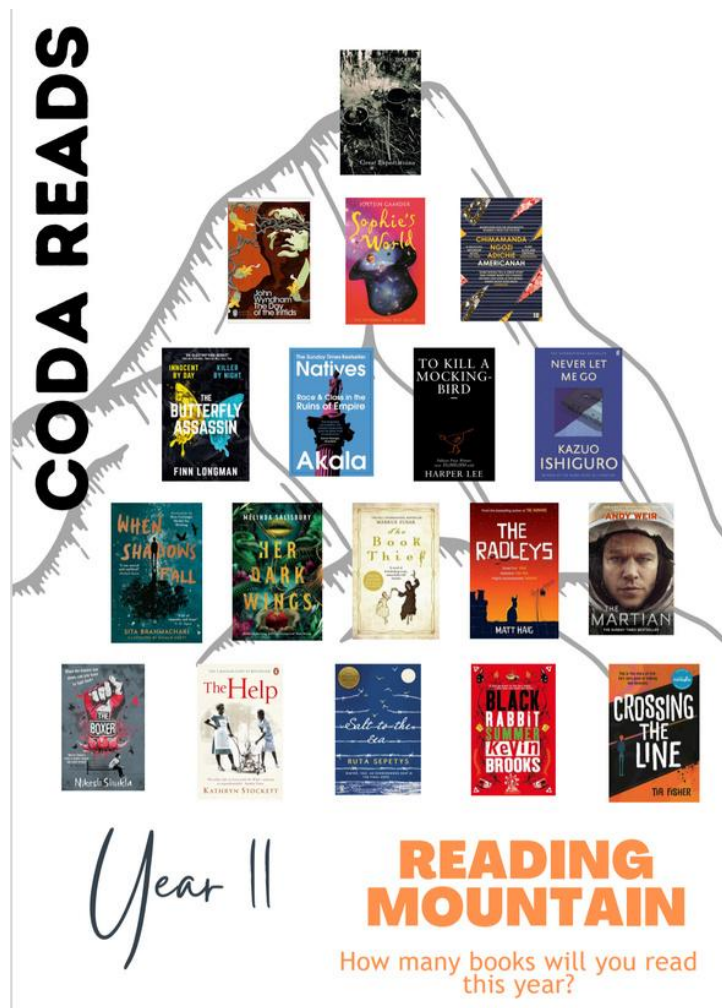
Each year group have a selection of recommended reads with increasing challenge levels and a huge variety of genres.

We like to challenge our students to read their way up the mountain and this year we ran a popular challenge: The 6 Week Climb. During this event, students worked as forms to read and review as many books from the mountain as they could. The winning form in each year group received an ice cream from the visiting ice cream van! What a treat... finding new books to love and ice cream to eat!



Add links to the PDFs when you click on poster

1) Reading Mountains book lists



CODA READS



Year 9

READING MOUNTAIN

How many books will you read this year?

CODA READS

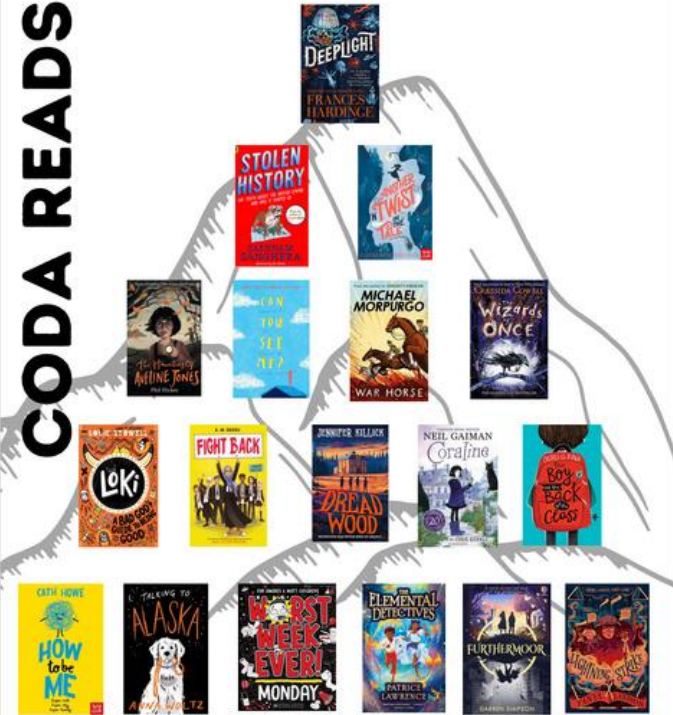


Year 8

READING MOUNTAIN

How many books will you read this year?

CODA READS



Year 7

READING MOUNTAIN

How many books will you read this year?

Our Library 2024/25

