

Getting every student reading

Key priorities for secondary schools

24/5/23



The challenge(s):

Too many students enter (and leave) secondary education without being able to read confidently.

Secondary teachers are told to be teachers of reading but have not always had the training they need on how to do this well.

Too many students experience a deficit intervention model - we rob Peter to pay Paul. And we're still short.

Stephen's provocation:

What would it look like if **all** students could read at age related expectations by the time they were in Year 8?

How do we get there?

Three truths:

1. If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers. (Point 193, Schools inspection handbook)
2. Teaching reading is messy and hard, particularly once pupils have experienced reading failure.
3. If we want to reach every student rapidly, a few interventions a week will not be enough. Everyone must play their part, every lesson, every day.

**Every student
Every day
No exceptions**

What does the evidence tell us?

Build an army of expert practitioners

Give them the tools to do the job really, really well

Translate across the curriculum

What does the evidence tell us?

Implement a programme of robust identification and diagnosis of need

Prioritise high-quality literacy interventions for those who need them

Build an evidence base around what works - replicate

Why reading goes wrong?

Decoding

Fluency

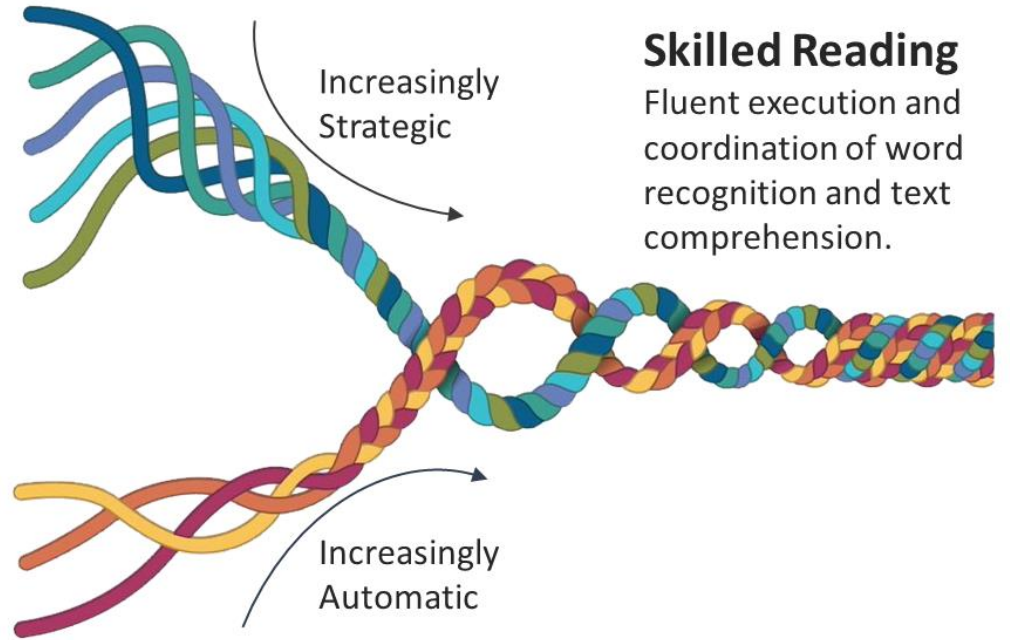
Comprehension

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



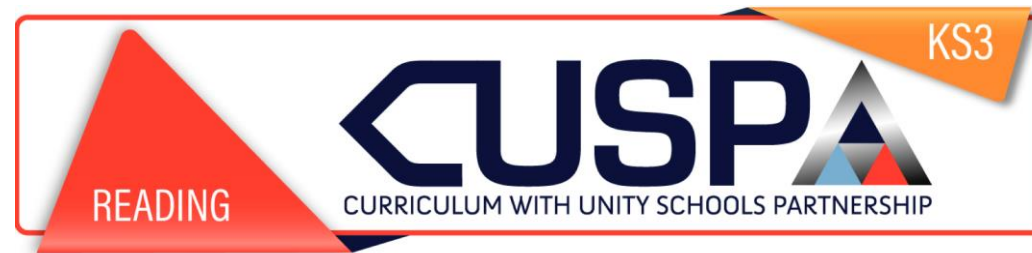
Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

The series:

1. Pure Phonics subject knowledge
2. Fluency - the bridge to comprehension
3. The principles and practices of explicit vocabulary instruction
4. Disciplinary literacy
5. Precision questioning

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Every teacher
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No exceptions



Tutor Time Reading Programme

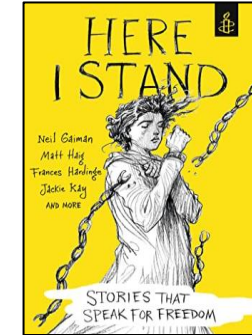
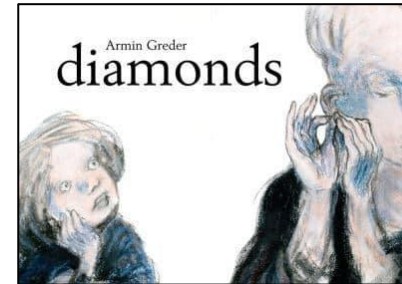
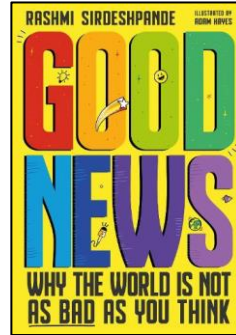
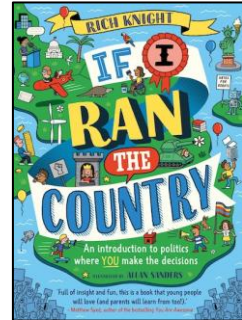
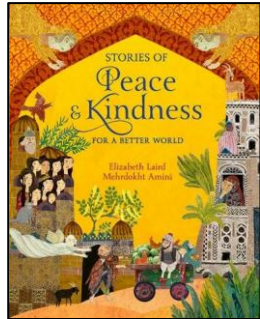
Potential challenges:

1. Getting through a book
2. Horizontal vs Vertical organisation
3. Timetable constraints
4. Resourcing

The structure

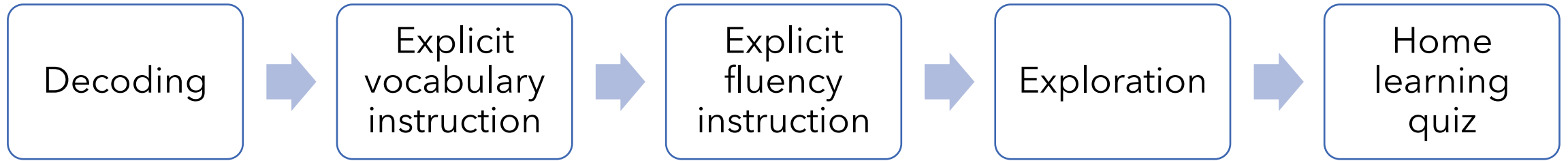
6 units x 5 years
6 weeks x 1 lesson
Mix of core texts and booklets
Single age Sequence
Mixed age sequence
Challenge rating
Sensitivity rating

The literature spine

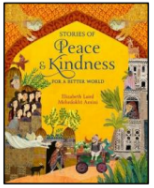


Overcoming adversity	Technology and the advancement of humanity	Environmental responsibility	Representation through time	What is beauty?
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The units



Fully resourced

Week 4	Vocabulary	Reading fluency	Exploration
<p>Text <i>Stories of Peace and Kindness For a Better World</i> – Elizabeth Laird</p> <p><i>The Next Sultan</i> <i>A story from Yemen</i> (p30 -35)</p> 	<p>Application focus</p> <p>Share the vocabulary script for the word <i>astray</i>.</p> <p><u>Optional</u> Read both sentences to students ensuring your diction is clear. Once students have selected the correct option, discuss why the second sentence is not correct.</p> <p>Challenge students to recall other words that may follow the pattern of 'a' + word. Discuss how the meaning will change if there is a space between the a and the rest of the word. Some examples to get started are: acorn, aback, aglow, ajar and afar.</p> <p>Scaffolding</p> <p>Provide a model or structure for making a prediction.</p>	<p>Echo reading</p> <p>In this strategy, the teacher or lead reader reads out a short piece of text modelling appropriate prosody and fluency and the student echoes (repeats) it back imitating the same phrasing, expression and pace.</p> <p>Teacher reads p31 – 32. Echo read p33. Focus on explaining when we read questions, our voices tend to go higher at the end.</p> <p>Teacher reads the final part of the tale after students have completed the exploration task.</p>	<p>In this session, complete the Reading fluency exercise first. Ask students how they think knowing what each son's favourite animal is will assist the Sultan in deciding who will rule after him. Share that the favourite animals chosen by the sons were a dog, a monkey and a camel. Have students predict which son the Sultan would have chosen based on this information. Encourage students to think of the qualities of each animal to help support their prediction. Teacher then reads from the start of p34 to <i>The Sultana was waiting for him</i>. Ask students whether any of them would like to change their prediction in light of how each son presented their favourite animal. Teacher reads the remainder of the tale.</p> <p>Complete the Vocabulary exercise.</p> <p><u>Optional</u> Challenge: ask students to list the top five qualities a leader should possess</p>
<p>Questions</p>	<p>Based on their favourite animal choices, which son would be the weakest leader? Give one example of the use of personification.</p>		

astray

Vocabulary

*He wouldn't learn the truth from him, and they would easily lead him **astray**.*

Astray. That's an interesting word. I want to understand what it means.


a-str-ay - astray


Astray means away from the correct path or direction.


When it suddenly started


Astray is a word I would use to indicate


The origin of this word is from the old French word *astrey* to move about aimlessly which helps me to understand the word on the

Read, hear, say 

Define 

Apply 

Connect 

Analyse 

Vocabulary

Apply

Which sentence below uses the word **astray** correctly?

1. The parents suggested that their child had been led astray by some troublesome friends.
2. The café owner claimed the dog in the back alley was astray.

Challenge: use the word **astray** correctly in your own sentence.

Home learning quiz

1. Give one example of personification from the text. Take care to copy the phrase exactly.

Enter your answer

2. Which characteristic for dogs was not given in the text?

- devoted
- friendly
- obedient
- loyal

3. What name was given to a camel in the text?

Enter your answer

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Exploration

The favourite animals of the Sultan's sons were a dog, a monkey and a camel respectively.

Predict which son was chosen to succeed. Explain your reasoning.



Challenge: list the top five qualities a leader should possess.



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Reading fluency



Echo reading: in this strategy, the teacher reads out a short piece of text modelling appropriate prosody and fluency and the student echoes (repeats) it back imitating the same phrasing, expression and pace.



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What problems does this solve?

1. Teachers hone their skills over time
2. Reduces variation in the quality of offer
3. Ensures that we reach every student
4. Offers a blueprint for excellence

Consideration for implementation:

1. Booklets, core texts, both?
2. Timetable expectations?
3. Professional space to grow?
4. Sharing brilliant practice?
5. Accompanying intervention programme?

Just three things:

1. We are not asking teachers to teach reading but to attend to reading.
2. The TTRP serves both students and teachers.
3. Implementation takes time and commitment – if something is important, give it time.

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Every day
No exceptions



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