Implementing a Robust Literacy Offer: Reading* – Part 2

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Universal RISE

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1

Prioritise 'disciplinary literacy' across the curriculum

- Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
- Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
- All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
- School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.

2

Provide targeted vocabulary instruction in every subject

- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

3

Develop students' ability to read complex academic texts

- Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
- To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
- Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.

4

Break down complex writing tasks

- Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
- Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.

5

Combine writing instruction with reading in every subject

- Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
- Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
- Students should be taught to recognise features, aims and conventions of good writing within each subject.
- Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.

6

Provide opportunities for structured talk

- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.

7

Provide high quality literacy interventions for struggling students

- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

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8:45 am	Welcome and refreshments
9:00 am	Overview of the day
9:15 – 10:15 am	**Session 1**: The Reading, Oracy and Writing Trifecta – a connected approach to literacy.
10:15 – 11:15 am	**Session 2**: Curriculum Design for Reading and Oracy
11:15 – 11:30 am	Break
11:30 –12:30 pm	**Session 3**: Breathing Life into the Common Approach
12:30 -1:15 pm	Lunch
1:15 – 2:15 pm	**Session 4**: Effective Assessment to Drive the Literacy Plan
2.15 – 2:45 pm	Action Planning and Reflection
2.45 – 3:00 pm	Closing remarks.

Session 1: The Reading, Oracy and Writing Trifecta – a connected approach to Literacy

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Preliminary Reflection:

- How do you currently think about and enact a reading/ oracy/ writing/ literacy programme in your schools?
- What are the issues you've encountered?
- What is your data saying? What is your current priority?
- What is going well?
- Where would you like to develop? What are the needs of your pupils and your demographic? Any specific barriers?

The Literacy Trifecta

- Culturally embedded, inter-related practices.
- Cognitive and neuro-scientific perspectives emphasise that **reading and writing are not wholly separate from oral language**: from a brain / processing viewpoint, listening, speaking, reading and writing are interwoven socio-cultural practices.

Scarborough's Reading Rope (2001)

- Oral and written language share **overlapping neural networks**.
- Listening, speaking, reading and writing draw on **shared underlying systems**: shared semantics, syntax, phonology, conceptual knowledge.

Pugh et al. (2000). The Neurobiology of Reading.

- This challenges narrower views (e.g. purely decoding-based "reading first, writing later") and supports integrated, **meaning-rich literacy teaching from the earliest stages**.

Reading, Oracy and Writing: A Holistic View

- Inextricably linked: each supports the other.
- **Oracy underpins reading and later writing development.**
  - Children who have "more varied and complex talk at home or in school" tend to become stronger readers and writers *(The Oracy–Literacy Connection: How Talking Shapes Reading and Writing)*.
- **Reading and listening comprehension overlap — but are not identical**
  - Supporting oracy will help reading, but doesn't replace the need to teach reading-specific comprehension strategies.
- **Oracy supports thinking, reasoning, vocabulary development — all of which feed writing quality.**
  - Oracy argues that talk gives pupils the chance to "pre-formulate ideas alongside others," test vocabulary choices and sentence structure, and rehearse concepts — thus lowering the cognitive load.
- **Writing emerges from a "sea of talk"** - early sociocultural writing research.

The Golden Thread: Disciplinary Literacy

Disciplinary literacy

Reading, writing, thinking, and communicating like experts" looks different in different disciplines.

A scientist, historian, mathematician, or literary scholar reads, writes, reasons, and speaks in subject-specialised ways.

V

Content-area literacy

Generic reading/ writing strategies can work across all subjects (e.g. summarising, highlighting, note-taking).

Disciplinary literacy argues that subject-specific literacy practices — informed by the conventions, texts, vocabulary and reasoning norms of each discipline — are essential.

Disciplinary Literacy: Engaging as an Insider

- Understanding the specialised language, assumptions, structure, and purposes that define how knowledge is constructed, communicated, and used in that field (e.g. interpreting a scientific report).
- Literacy should be both **general and subject-specific**, with all subject teachers supported to teach reading, writing and communication in ways **aligned with their disciplines**.

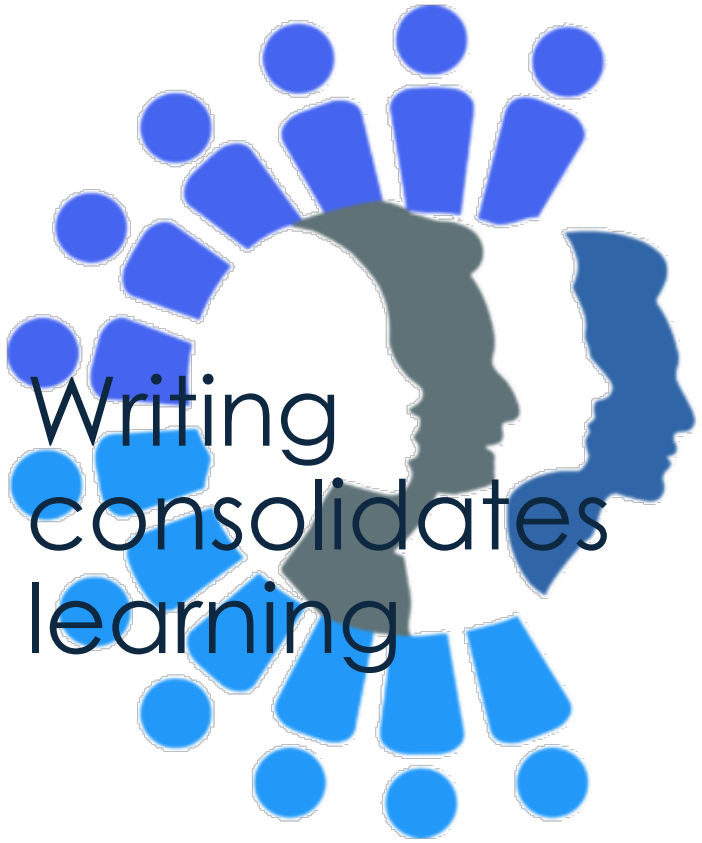
Education Endowment Fund (EEF)

- Disciplinary literacy better reflects the realities of learning and working **beyond school** — where reading, writing and thinking are rarely generic, but discipline- and context-dependent.

Lea & Street (2006)

Reading fuels writing

- **Reading builds knowledge** - students have something to write *about*.
- **Reading develops vocabulary** - improves precision and sophistication in writing.
- **Reading teaches syntax and grammar implicitly** - improves fluency.
- **Reading models text structures** - students internalise how different genres "work".
- **Reading exposes pupils to a range of text types** - builds knowledge of authorial techniques.
- **Reading and writing share cognitive resources** - strengthening one strengthens the other.
- **Reading increases language exposure beyond speech** - written language is more complex than spoken language.



Writing consolidates learning

- **Writing strengthens memory**: writing requires learners to retrieve, organise, and transform information - deeper encoding.
- **Writing clarifies and organises thinking**: externalising ideas through writing exposes misconceptions and reinforces conceptual organisation (schema formation).
- **Writing enhances understanding by requiring coherence and structure**: to write coherently, learners must impose logical order - deeper understanding of relationships between ideas.
- **Writing develops metacognition and self-monitoring**: writing explanations/justifications prompts learners to internally assess what they know and what they don't.
- **Writing requires active use of academic vocabulary and language structures**: using vocabulary in writing strengthens semantic networks.
- **Writing enhances disciplinary thinking**: writing in subjects like science, history, and maths requires discipline-specific reasoning - deeper mastery of subject concepts.
- **Writing integrates reading and oral language, deepening learning across modalities**: writing synthesises input from texts and discussion, reinforcing comprehension and conceptual learning.

Cross-curricular Reading, Oracy and Writing

Reflect: Where are the explicit links between the three areas in the subjects provided? What threads can you identify?

Can you populate the three pillars of literacy for your own subject area?

What about RE, Art, Geography or English?

Cross-curricular Reading, Oracy and Writing: Science

- Reading scientific texts, diagrams, graphs, data tables
- Interpreting experiment instructions/ method
- Extracting information from multimodal sources (charts, infographics)
- Reading case studies (e.g., disease outbreaks, engineering failures)
- Skimming for gist vs. scanning for detail (e.g., identifying dependent variables)

- Predicting outcomes verbally before an experiment ("What do you think will happen and why?")
- Using scientific vocabulary aloud (hypothesis, variable, conservation, diffusion)
- Verbal reasoning (e.g., "because… therefore… this shows…")
- Group discussions during practicals (method refinement, error analysis)
- Debates on the ethics or science/ areas of contention (e.g., climate change, GM foods)

- Writing hypotheses, methods, and results
- Constructing written explanations using causal connectives (" The reaction sped up *because*…")
- Writing conclusions and evaluation statements
- Writing scientific reports or practice test responses
- Creating labelled diagrams or flowcharts

Reflect: Where are the explicit links between the three areas? What threads can you identify?

Cross-curricular Reading, Oracy and Writing: History

- Reading primary sources (letters, speeches, propaganda posters)
- Reading secondary interpretations (historians' arguments)
- Identifying purpose, audience, reliability, and bias
- Extracting contextual information from textbooks and articles
- Reading for argument structure rather than just content

- Open discussions about source reliability
- "Hot seating" historical figures to probe motives and perspectives
- Debates (e.g., "Was the Treaty of Versailles fair?")
- Verbalising argument chains before writing
- Oral rehearsal of evaluative writing

- Analytical paragraphs, unpicking sources
- Extended written arguments evaluating causes, consequences, significance
- Comparative essays (e.g., comparing rulers or revolutions)
- Synthesis of multiple sources into a coherent argument

Reflect: Where are the explicit links between the three areas? What threads can you identify?

Cross-curricular Reading, Oracy and Writing: Maths

- Decoding problem text (identifying what the question is asking)
- Reading symbolic notation (≠, ≥, ∑, π)
- Interpreting graphs, geometric diagrams, or algebraic representations
- Reading multi-step word problems
- Reading proofs or worked examples to locate structure

- Verbalising steps in a procedure ("First I…, then I…, because…")
- Explaining reasoning to a partner (Why is this answer plausible? What's the pattern?)
- Think-alouds modelling mathematical thinking
- Group problem-solving discussions
- Vocabulary building (factor, multiple, gradient, reciprocal)

- Showing written working in clear, logical steps.
- Writing justifications ("This works because…")
- Creating labelled diagrams
- Writing proofs
- Writing explanations of methods or reasoning for exam questions.

Reflect: Where are the explicit links between the three areas? What threads can you identify?

The Power of Routines for Literacy

Routines make literacy behaviours **habitual, not occasional**.

- Reduce cognitive load by making processes predictable.
(Sweller, 1988; Kirschner, Sweller & Clark, 2006).

- Automate strategic behaviour, helping students internalise expert habits
(Rosenshine, 2012).

- Create equitable classrooms by giving all learners predictable structures for participation

(Mercer, 2000; Alexander, 2017).

Routines for Structured Talk

Predictable talk routine make oracy purposeful, equitable, and cognitively rich—fuel for deeper reading and writing.

Why they work:

- Increase accountable participation
- Improve reasoning and conceptual understanding
- Build oral language needed for reading comprehension and writing
- Strengthen retrieval and elaboration through discussion

Vehicles for Talk:
Think-Pair-Share, Turn & Talk, Structured Discussion Groups, Socratic Debate

Mercer (2010) – "Exploratory talk" significantly improves reasoning and subject learning; structured dialogue builds understanding.

Reading Scaffolds to Build Routines

Consistent reading routines turn invisible comprehension strategies into habitual expert behaviours.

Why they work:

- Visible thinking while reading
- Strategic comprehension behaviours
- Monitoring meaning and tackling complex texts
- Building metacognitive awareness

Frameworks/ Scaffolds:
Think-alouds, Annotative tracking, Guided Reading, Reading Goals

Rosenshine (2012) – Repeated practice with scaffolded routines leads to automaticity and deeper understanding.

Writing Frameworks

Writing frames enable students to transform reading and talk into coherent prose, supporting disciplinary literacy.

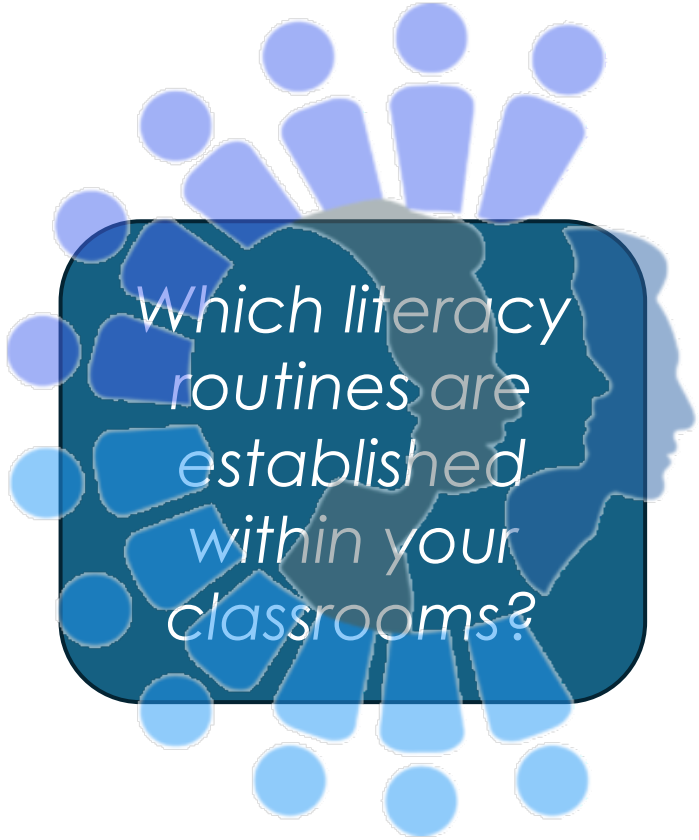
Why they work:

- Reduce cognitive load by structuring thinking
- Support novice writers to express complex ideas
- Make links between reading, oracy and writing explicit
- Provide models that students can internalise and later adapt

Frameworks/ Scaffolds:
Think-alouds, Annotative tracking, Guided Reading, Reading Goals

Fitzgerald & Shanahan (2000) – Reading and writing share organisational and conceptual processes; writing frames help bridge them.

Reflection:



Which literacy routines are established within your classrooms?

How effective have these been?

Where do you feel there needs to be further development and why?

Session 2: Curriculum Design for Reading and Oracy

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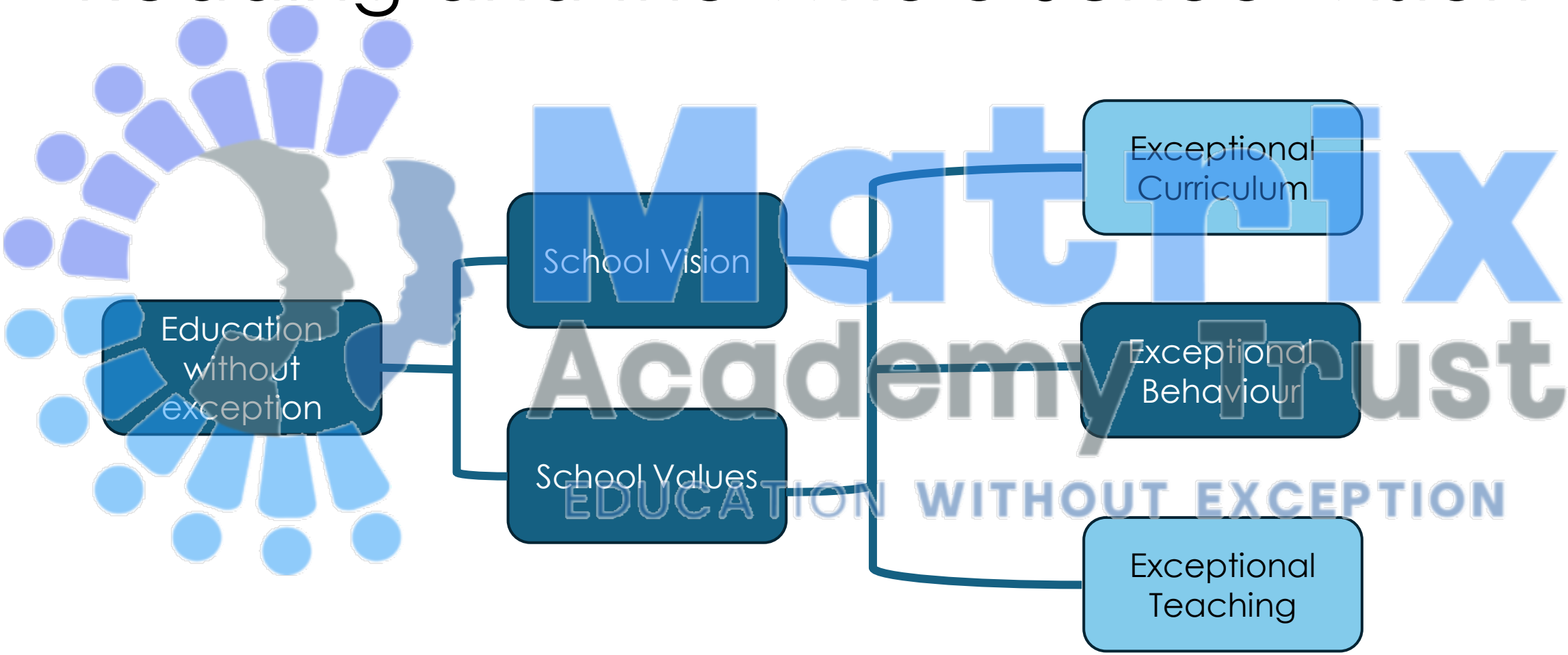
Reading and the Whole School Vision



Reading Interventions

Targeted, data informed interventions that will close the reading gap.

- 1:1
- Fresh Start
- Lexonik
- Reading buddies (peers)
- Accelerated Reader
- (Common approach)

Reading within the Curriculum

A common approach to reading that can be adapted for each discipline so pupils can read, write and think like a specialist.

- Before, during, after
- Explicit vocabulary instruction (identified in MTP)
- Reading aloud
- Reading routines

Reading Culture

Reading is prioritised and pupils have the opportunity to read widely and often. Pupils develop a love of reading.

- Library
- Read Aloud Programme (form time)
- Reading calendar
- Books on pupils
- Author and library visits

Whole School Curriculum Intent

Subject Curriculum Intent

Long term Key Stage *end points*

Medium term *end points*

Component *end points*

Composites

Component

Assessment of the curriculum

Key concepts

Long-Term End Points

Composite –

A multi-faceted summary, involving a range of knowledge and skill.

Component -

A manageable chunk of core knowledge.

Medium-Term End Points

Characterisation

Year 7 Ideas	Year 8 Analysis	Year 9 Compare
How to **identify** the presentation of key characters	How to **comment** on the presentation of key characters	How to **compare** the presentation of key characters
How Jerome is characterised; how his characterisation is developed by the perception of him that other characters have (such as Officer Moore).	The difference between the intelligence of the pigs vs other animals on the farm and what this represents.	Key similarities and differences between characters and relationships e.g. noughts and crosses.

Year 9 Know | Apply	Extend
Reading: The conventions of gothic text: doppelganger, setting, supernatural, madness, the sublime, dreams, framed narrative. Developing understanding of conventions of tragedy: Catharsis, hubris Exploring features of the anti-hero (John Proctor, Frankenstein). What symbolism is and how to explore symbolic depth How stage directions and setting can be used for effect What a motif is and how they are utilised within a text How to compare texts (including poems) in relation to literary concepts, ideas and methods How to track central themes/ideas/arguments and link them to context What allusion is and how allusion can be used to develop character How structure can be manipulated for dramatic effect How writer's use language to convey their perspective in non-fiction How non-fiction can help to understand the world/society we live in How writers use pathos, ethos and logos to support their argument **Writing:** How to effectively reveal an unreliable narrator and craft an unreliable narrative voice How to craft and use foreshadowing effectively How to use symbols and motifs effectively How to vary sentence forms for effect (Simple, fragmented sentences, dashes) How to construct an effective counter argument How to craft a simple thesis statement How to craft topic sentences that make links across texts How to select textual evidence to support the topic sentence How to offer multiple interpretations and analytical comments on a writer's use of langua How to craft a simple comparative thesis statement to give an overarching point of comp How to craft comparative topic sentences considering similarities and/or differences How to make links across poems Able to spell and use the 60 words richer accurately in a sentence **Spoken:** How to draft and redraft. How to vary tone and language based on an audience.	

Year 9 Medium Term Plan: Summer Term – Freedom

Big Picture	During Summer, students will Know	Apply	Extend
End Points – Pupils will know: • Synthesise different viewpoints presented in non-fiction • A range of structural features and how structure can contribute to the meaning of a text • How to use language and structural features for deliberate effect • How to use counter arguments for effect • Use discourse markers to develop and sequence ideas • How to vary vocabulary and sentence structure for effect • How to reinforce ideas	Reading: • How to apply 5 reading strategies to non-fiction texts • The purpose of non-fiction texts and how writer's achieve their purpose • How non-fiction texts can create representations of a particular identity • How non-fiction can help to understand the world/society we live in • How different groups in society are marginalised and abused by those in power and society • How poets use their poems as a vehicle for protest • How poets protest through language/structure • How writers use pathos, ethos and logos to support their argument • What activism is and what causes it has helped in the past/still helps today • How attitudes have changed over time Writing: • How to write an effective introduction • The features of a speech and article • How to use pathos, ethos and logos to support an argument • How to use a rhetorical question and anecdote for effect • How to use topic sentences and discourse markers to write a co • How to use cyclical structure and repetition • How a counter argument can be used to strengthen a particula • How to use; the more the more sentence, the repeat and relo without without sentence with accuracy and precision (creative writing sentence types)		• How to link personal ideas/opinions to wider societal issues • How to use structural features to juxtapose tone
Prior Learning			
Future Learning			

Component 5 – Child Food Poverty

MARCUS RASHFORD – #ENDCHILDFOODPOVERTY

To all MPs in Parliament,

On a week that would have opened UEFA Euro 2020, I wanted to reflect back to May 27th, 2016, when I stood in the middle of the Stadium of Light in Sunderland having just broken the record for the youngest player to score in his first Senior International match. I watched the crowds waving their flags and fistpumping the three lions on their shirts and I was overwhelmed with pride not only for myself, but for all of those who had helped me reach this moment and achieve my dream of playing for the England national team. Understand: without the kindness and generosity of the community I had around me, there wouldn't be the Marcus Rashford you see today: a 22-year old Black man lucky enough to make a career playing a game I love.

My story to get here is all-too-familiar for families in England: my mum worked full-time, earning minimum wage to make sure we always had a good evening meal on the table. But it was not enough. The system was not built for families like mine to succeed, regardless of how hard my mum worked.

As a family, we relied on breakfast clubs, free school meals, and the kind actions of neighbours and coaches. Food banks and soup kitchens were not alien to us: I recall very clearly our visits to Northern Moor to collect our Christmas dinners every year. It's only now that I really understand the enormous sacrifice my mum made in sending me away to live in digs aged 11, a decision no mother would ever make lightly.

This Summer should have been filled with pride once more, parents and children waving their flags, but in reality, Wembley Stadium could be filled more than twice with children who have had to skip meals during lockdown due to their families not being able to access food. (200,000 children according to Food Foundation estimates). As their stomachs grumble, I wonder if those 200,000 children will ever be proud enough of their country to pull on the England national team shirt one day and sing the national anthem from the stands.

Ten years ago, I would have been one of those children, and you would never have heard my voice and seen my determination to become part of the solution.

As many of you know, as lockdown hit and schools were temporarily closed, I partnered with food distribution charity FareShare to help cover some of the free school meal deficit. Whilst the campaign is currently distributing 3 million meals a week to those most vulnerable across the UK, I recognize it's just not enough.

This is not about politics; this is about humanity. Looking at ourselves in the mirror and feeling like we did everything we could to protect those who can't, for whatever reason or circumstance, protect themselves. Political affiliations aside, can we not all agree that no child should be going to bed hungry?

Food poverty in England is a pandemic that could span generations if we don't course correct now. Whilst 1.3 million children in England are registered for free school meals, one quarter of these children have not been given any support since the school closures were ordered.

What was Marcus Rashford campaigning for? **How is cyclical structure used for effect?** Marcus Rashford's letter to parliament "Please add in addresses	• Marcus Rashford set up the In the Box campaign with Selfridges to give homeless people essential items over the Christmas period. Rashford also teamed up with the charity FoodShare to deliver meals to those in Greater Manchester area who were no longer receiving free school meals. He then wrote an open letter to the UK government calling on them to end child poverty • Cyclical structure is where the ending of a piece of writing mirrors the beginning • A counter argument anticipates the opposing viewpoint. Acknowledging the counter argument allows you to challenge opposing view on your own terms. An argument will be stronger and more convincing if opposing viewpoints are dealt with • An expert opinion is when a writer draws on information from an expert and quotes what has been said • How Rashford uses language/structure to persuade -Anecdote -Cyclical structure -Expert opinion -Counter argument **Without ___(emotion), without any ___(emotion), I____(adverb) ___(verb)** "Our modern society is no more equal than it was 100 years ago. People continue to suffer from discrimination and prejudice everyday" Write the next paragraph and conclusion to your speech to your peers explaining your point of view. Pupils must include: expert opinion, the without without sentence, a counter argument and cyclical structure	
Component 6 **How can poetry be seen as a protest?** Hollow by Vanessa Kisuule What Stephen Lawrence Has Taught Us by Benjamin Zephaniah	• Vanessa Kisuule is a British Ugandan writer and performer who began writing poetry at the age of eighteen. • 'Hollow' was written in response to the destruction of the statue of slaver Edward Colston. His entire fortune was built on the systematic enslavement and murder of enslaved Africans • She uses her work as a vehicle to challenge those who are inclined to bend the way the political wind is blowing and encourages others to think for themselves • The symbolic significance of the statue • How words such as 'righteous', 'stately' and 'wise' have connotations of power • How Kisuule use language for effect -rhetorical question -simile	"Zephaniah's diatribe is as relevant today as it was in 1999" – to what extent do you agree? How does Zephaniah use his poem to criticise institutionalised racism? Were the protestors right in destroying the statue? Justify your answer

Reading: Before, During and After

BEFORE	DURING	AFTER
• Establish a 'Reading Goal' • Connect and recall prior knowledge • Pre-teach and clarify key vocabulary • Plan where to pause (chunk the reading) • Make a reasoned prediction on upcoming reading.	• Model fluency from the expert • Use guided reading strategies • Check for understanding through questioning	• Reflect on and summarise the reading • Respond the questions linked to the reading. • Consolidate understanding through oracy and verbalisation.

Embedding Literacy Matters: Built-in, not Bolt-on

- Literacy is how children access knowledge; if literacy is separate from curriculum, students cannot fully access disciplinary knowledge.
- "Literacy should be a central element of every lesson" – EEF (2019)
- Random or disconnected reading tasks do not build expertise; only intentional sequencing creates conceptual and linguistic progression.
- Planned for, not sprinkled on top - Applebee & Langer (2013)

A Progressive Approach to Curriculum: from Novice to Expert

- Vocabulary progresses along a continuum; students need repeated, structured encounters with increasingly complex words

Beck, McKeown & Kucan (2002)

- Reading progress depends on exposure to increasingly challenging texts aligned with curriculum content.

Snow & O'Connor (2016)

- Oracy progression needs intentional design: structured stems build dialogic exchanges and can transform into reasoned arguments.

Alexander (2017)

An Effective and Responsive Literacy Curriculum

Core texts should reflect the authentic forms of knowledge in each discipline:

- scientific reports
- historical sources
- mathematical explanations
- geographical analyses
- literary texts

Shanahan & Shanahan (2008)

Texts should fill knowledge gaps or extend and deepen learning as your text choice IS curriculum design.

Balance challenge with accessibility: scaffold to enable access, without reducing the rigour.

Challenge with scaffolding is more effective than simplification for both reading and writing

EEF (2021)

Reading and Oracy need clear intentions, not vague ideas.

Setting intention improves equity and quality of participation. Pupils learn better when they know why they are reading and talking.

Alexander (2017)

Examples of talk outcome: justify, evaluate, hypothesise, connect, explain

Examples of reading purpose: infer, summarise, critique, analyse, apply

Inclusion through scaffolds - not simplifications - for EAL, SEND, and lower prior attainment

Removing challenge limits learning. Scaffolding maintains cognitive demand while supporting access.

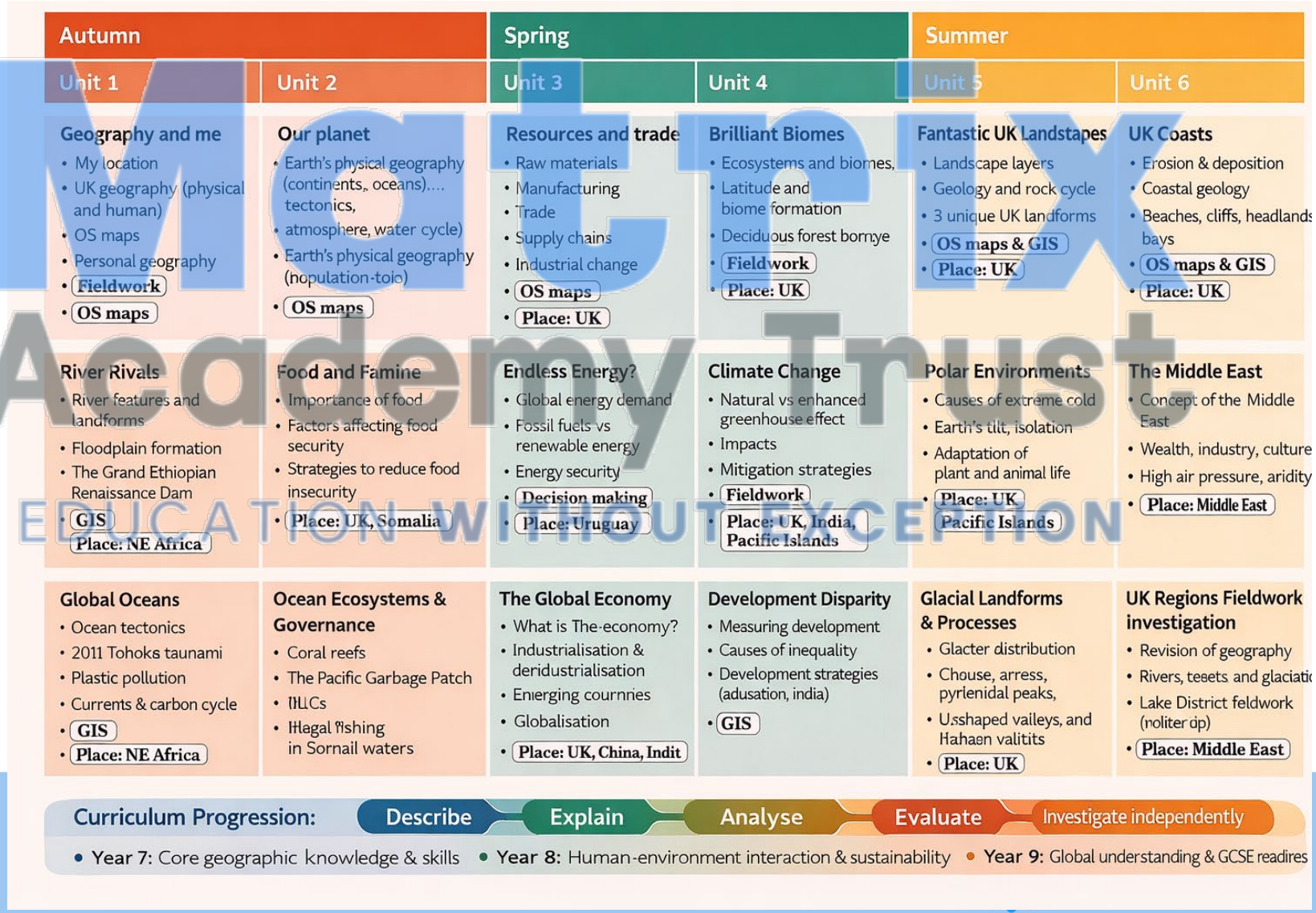
(Shanahan 2014)

Effective scaffolds: sentence stems, vocabulary pre-teaching, dual coding, guided annotation, structured talk frames, chunked texts, modelling.

Maintaining disciplinary challenge is essential for an equitable educational offer.

Building-in Authentic Reading and Oracy

- We're not adding extra literacy activities.
- We're identifying where reading and oracy already matter in your curriculum, and making them explicit, purposeful, and progressive.



Autumn		Spring		Summer	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Geography and me • My location • UK geography (physical and human) • OS maps • Personal geography • Fieldwork • OS maps	**Our planet** • Earth's physical geography (continents, oceans)…. tectonics, • atmosphere, water cycle) • Earth's physical geography (population-toio) • OS maps	**Resources and trade** • Raw materials • Manufacturing • Trade • Supply chains • Industrial change • OS maps • Place: UK	**Brilliant Biomes** • Ecosystems and biomes, • Latitude and biome formation • Deciduous forest bornye • Fieldwork • Place: UK	**Fantastic UK Landstapes** • Landscape layers • Geology and rock cycle • 3 unique UK landforms • OS maps & GIS • Place: UK	**UK Coasts** • Erosion & deposition • Coastal geology • Beaches, cliffs, headlands bays • OS maps & GIS • Place: UK
River Rivals • River features and landforms • Floodplain formation • The Grand Ethiopian Renaissance Dam • GIS • Place: NE Africa	**Food and Famine** • Importance of food • Factors affecting food security • Strategies to reduce food insecurity • Place: UK, Somalia	**Endless Energy?** • Global energy demand • Fossil fuels vs renewable energy • Energy security • Decision making • Place: Uruguay	**Climate Change** • Natural vs enhanced greenhouse effect • Impacts • Mitigation strategies • Fieldwork • Place: UK, India, Pacific Islands	**Polar Environments** • Causes of extreme cold • Earth's tilt, isolation • Adaptation of plant and animal life • Place: UK • Pacific Islands	**The Middle East** • Concept of the Middle East • Wealth, industry, culture • High air pressure, aridity • Place: Middle East
Global Oceans • Ocean tectonics • 2011 Tohoks taunami • Plastic pollution • Currents & carbon cycle • GIS • Place: NE Africa	**Ocean Ecosystems & Governance** • Coral reefs • The Pacific Garbage Patch • MLCs • Illegal fishing in Sornail waters	**The Global Economy** • What is The-economy? • Industrialisation & deridustrialisation • Enierging cournies • Globalisation • Place: UK, China, Indit	**Development Disparity** • Measuring development • Causes of inequality • Development strategies (adusation, india) • GIS	**Glacial Landforms & Processes** • Glacter distribution • Chouse, arress, pyrlenidal peaks, • Usshaped valleys, and Hahaen valitits • Place: UK	**UK Regions Fieldwork investigation** • Revision of geography • Rivers, teeets and glaciatic • Lake District feldwork (noliter dp) • Place: Middle East

Curriculum Progression: Describe → Explain → Analyse → Evaluate → Investigate independently

• **Year 7:** Core geographic knowledge & skills • **Year 8:** Human-environment interaction & sustainability • **Year 9:** Global understanding & GCSE readires

- Think–Pair–Share: "Is this human or physical geography? Why?"
- Structured sentence stems: "This is physical geography because…""I know this place is important because…"
- Low-stakes personal geography presentation (30–60 seconds)

• Paired explanation: "Explain the water cycle using the diagram"
• Oral sequencing: "First… then… finally…"
• Oracy stems supporting whole-class cold-call

• Role-play talk: producer / manufacturer / consumer
• Structured discussion: "Who benefits most from trade?"
• Justification using oracy stems: "I think this stage is most important because…"

• Comparative talk: "This biome is similar to… but different because…"
• Fieldwork talk: Hypothesis sharing; observational language outdoors

• Map-based explanation: "This area is upland because…"
• Paired reasoning: "Which rock type would you expect here?"
• Teacher-guided questioning to extend answers: "How do you know?"

• Decision-making discussion: "Should we protect this coastline?"
• Structured debate roles: Local resident / council / environmental group
• Oral rehearsal before extended writing

Autumn		Spring		Summer	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Geography and me • My location • UK geography (physical and human) • OS maps • Personal geography • **Fieldwork** • **OS maps**	**Our planet** • Earth's physical geography (continents, oceans),… tectonics, • atmosphere, water cycle) • Earth's physical geography (nopulation-toio) • **OS maps**	**Resources and trade** • Raw materials • Manufacturing • Trade • Supply chains • Industrial change • **OS maps** • **Place: UK**	**Brilliant Biomes** • Ecosystems and biomes, • Latitude and biome formation • Deciduous forest bomye • **Fieldwork** • **Place: UK**	**Fantastic UK Landstapes** • Landscape layers • Geology and rock cycle • 3 unique UK landforms • **OS maps & GIS** • **Place: UK**	**UK Coasts** • Erosion & deposition • Coastal geology • Beaches, cliffs, headlands bays • **OS maps & GIS** • **Place: UK**

• OS map legends, symbols, keys (explicit reading of cartographic texts)
•Local area descriptions (short paragraphs, images + captions)

• Short explanatory texts (e.g. "How volcanoes form")
• Annotating diagrams
• Glossary use for tier 3 vocabulary (mantle, crust, evaporation)

• Infographics showing supply chains
• Short case study text: UK manufacturing or trade example

• Biome fact files (adapted for reading ability)
• Short descriptive paragraphs of deciduous forests

• OS map extracts (relief, contours)
• Annotated diagrams of the rock cycle
• Short texts describing UK landscapes

• Diagrams of erosion and deposition
• Case study text (UK coastline)
• Photos with captions - developing inference

Thinking and Planning for Curriculum Development

Identify an area of a curriculum (your own or another of which you have some knowledge).

How could you build in opportunities for Reading, Oracy (and Writing) within that **medium term plan** or scheme of learning?

- What would you specifically do?
- How could you connect the three pillars (R/O/W)?
- How would each pillar support the other?

In summary:

- Built-in, not ‘Bolt-on – authentic contexts are key.
- Key texts should reflect authentic knowledge.
- Balance challenge with accessibility.
- Clear intentions, not vague ideas.
- Scaffolds - not simplifications.

Reflection:

Where is reading and oracy already a strength in your school?

Where does reading and oracy need development?

What is the biggest barrier to this development and how could eliminate this?

Session 3: Breathing Life into a Common Approach to Literacy

What a shared approach looks like and how it manifests in different subjects; strategies for embedding reading and oracy that align with whole-school teaching principles.

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Defining A Common Approach

- Whole-school reading/oracy framework should be operational
- A common approach should be lived, not laminated.
- What every classroom does consistently (e.g., modelling, vocabulary routines, pre-reading strategies).
- Subjects adapt to meet disciplinary needs.
- Alignment with your school's pedagogical principles (e.g., explicit instruction, retrieval, scaffolding, responsive teaching).

Principles in Crafting a Common Approach

- Clarity of goal - where terms are the same, expectations are clearer.
- Consistency - aids collaboration through a shared vocabulary.
- Metacognition and self-reflection - builds agency and independence over time.
- Equity and inclusion – a common framework reduces misunderstandings and supports accessibility for all.

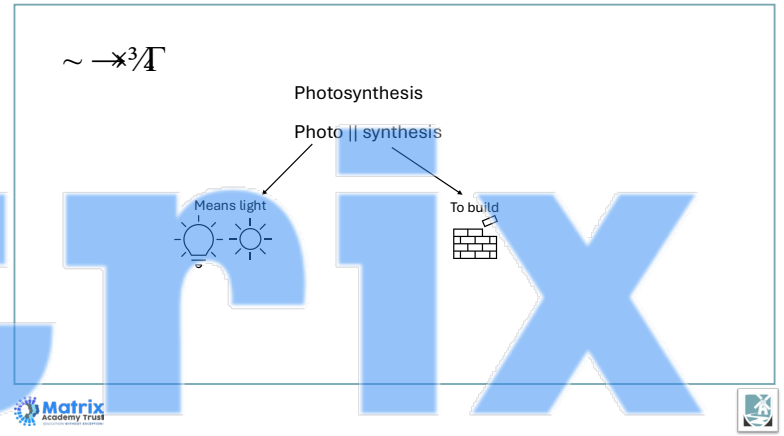
Reading: Before, During and After

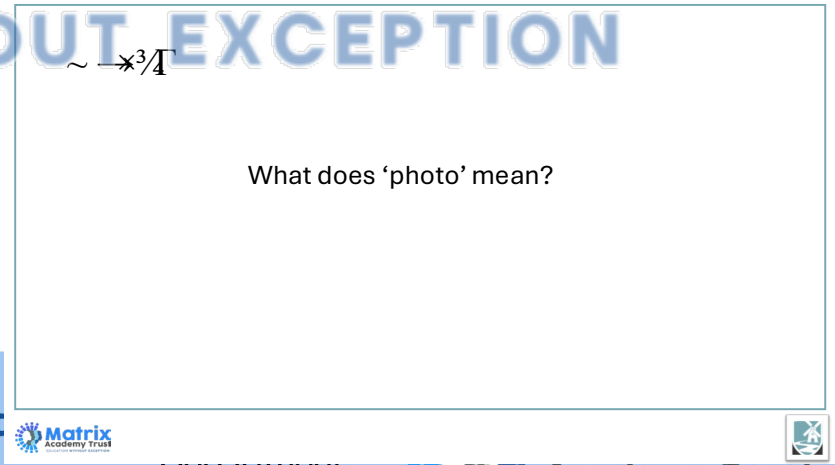
BEFORE	DURING	AFTER
• Establish a 'Reading Goal' (informed by a curriculum end point). • Connect and recall prior knowledge • Pre-teach and clarify key vocabulary • Plan where to pause (chunk the reading) • Make a reasoned prediction on upcoming reading.	• Model fluency from the expert • Use guided reading strategies • Check for understanding through questioning	• Reflect on and summarise the reading • Respond the questions linked to the reading. • Consolidate understanding through oracy and verbalisation.

Science example - Photosynthesis

BEFORE READING

Connecting prior knowledge	Clarify and pre-teach vocabulary
• This is usually written within a knowledge booklet and will include a sentence or two of text that even students with low reading ages can access to help them activate prior knowledge. *We have already learned about how humans, just like other animals need food and water to get energy for movement and nutrients for growth. When they want this food and water, they go out and find it – they might hunt or farm or shop, but they can go and get it. Like animals, plants are also living things and need to grow. But plants do not eat food, they cannot go for a walk to find some food. Instead, they make their own food so they can build mass. The energy needed to make their own food comes from the Sun.*	Explicitly teach tier 3 vocabulary etymology and morphology, making link between root words. E.g. photo = light synthesis = to build using dual coding (see appendix 1) Where else have we seen 'photo' before, photography = light picture where else have we seen synthesis before? Protein synthesis = building proteins Whilst teaching I would use cold calling to ensure high attention and gain an appropriate sample of data followed by a high ratio technique such as mini whiteboards to gain full classroom data on understanding (see appendix 2)





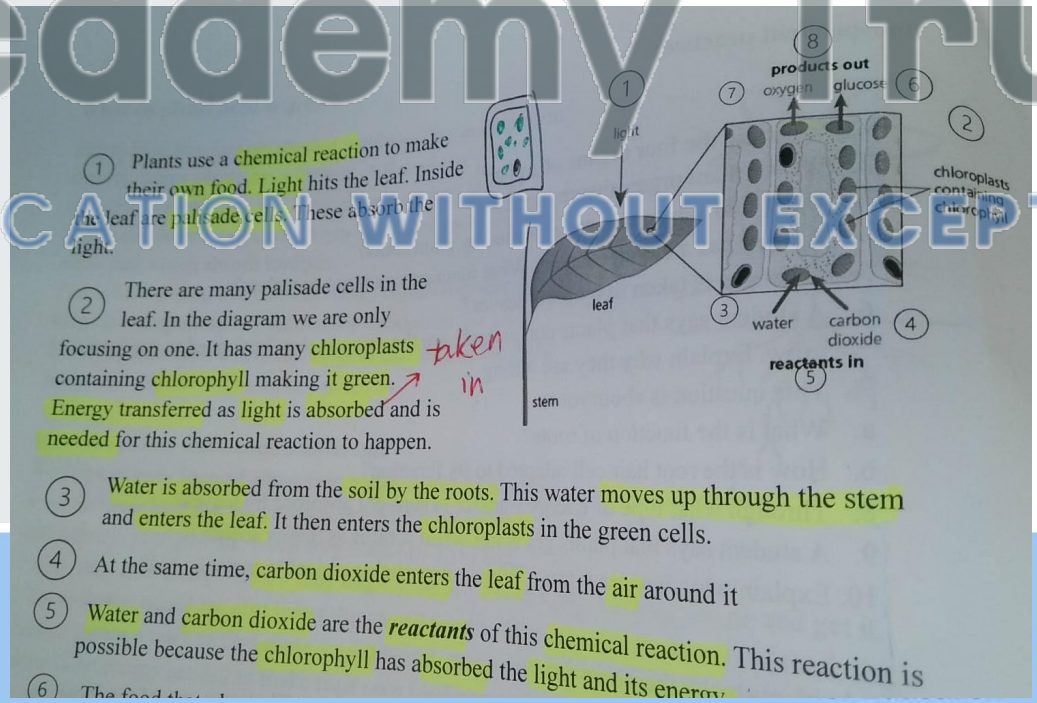
Science example - Photosynthesis

DURING READING

Modelled process	Active/ guided reading
The booklet will be on the screen either on ONENOTE or under the visualiser and I will read the text out putting emphasis on key vocabulary and modelling prosody and fluency. If there is a tier 2 word or 3 word in the text that needs further attention, I will say the word and quickly say a synonym after. Then immediately ask a question on what that word means from 3 or 4 LPA students. I have just introduced echo reading into my lessons so for a text with key information in the students will repeat the sentence/sentences after me (will be recording this after Xmas) . Again, I will then ask multiple CFU questions after this (see appendix 3).	While I am undertaking the above, I will also be highlighting and annotating any text – adding synonyms next to tier 2 or 3 words for example (see appendix 4)

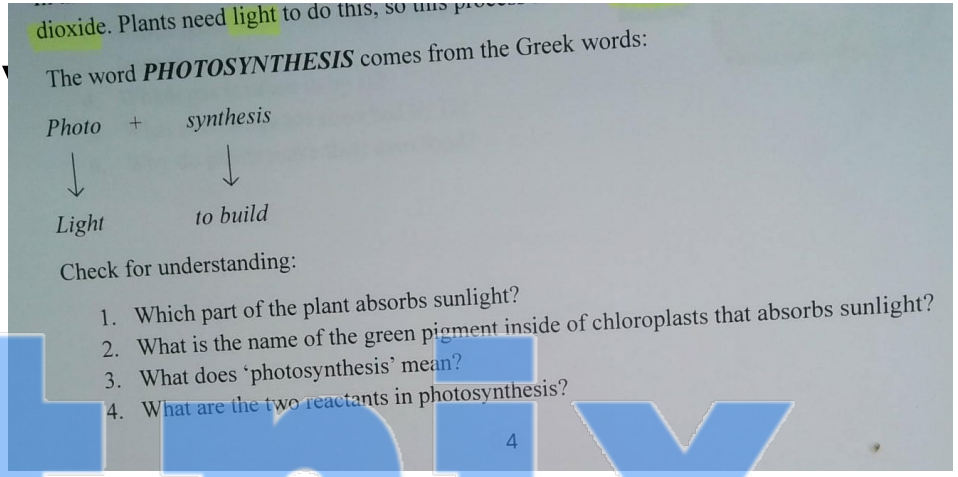
Photosynthesis uses carbon dioxide, water and light energy to make glucose and oxygen."

What gas is made in photosynthesis?



Science example - Photosy

AFTER READING	
Reflect and check on understanding	Respond to linked questions
We will then complete a round of MWB questions on the content of the text to ensure 80% + achievement before moving on to the 'respond'	Pupils will then answer a selection of simple comprehension questions on the text. They are repeatedly encouraged to re-read the text before answering the questions (appendix 5) Once we have self-marked these and addressed any issues students then complete independent silent study tasks on applying this information to unfamiliar situations or interleaving new knowledge with prior knowledge/cross topics (appendix 6)



dioxide. Plants need light to do this, so this proces

The word ***PHOTOSYNTHESIS*** comes from the Greek words:

Photo + *synthesis*

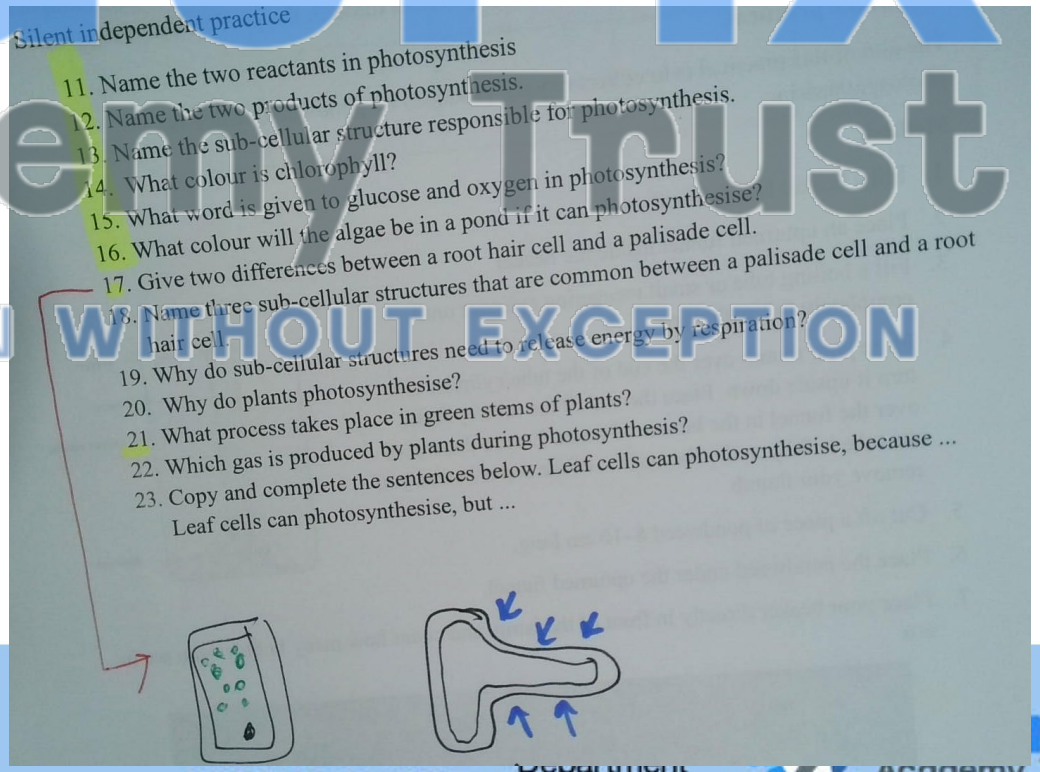
↓ ↓

Light *to build*

Check for understanding:

1. Which part of the plant absorbs sunlight?
2. What is the name of the green pigment inside of chloroplasts that absorbs sunlight?
3. What does 'photosynthesis' mean?
4. What are the two reactants in photosynthesis?

4



Silent independent practice

11. Name the two reactants in photosynthesis
12. Name the two products of photosynthesis.
13. Name the sub-cellular structure responsible for photosynthesis.
14. What colour is chlorophyll?
15. What word is given to glucose and oxygen in photosynthesis?
16. What colour will the algae be in a pond if it can photosynthesise?
17. Give two differences between a root hair cell and a palisade cell.
18. Name three sub-cellular structures that are common between a palisade cell and a root hair cell.
19. Why do sub-cellular structures need to release energy by respiration?
20. Why do plants photosynthesise?
21. What process takes place in green stems of plants?
22. Which gas is produced by plants during photosynthesis?
23. Copy and complete the sentences below. Leaf cells can photosynthesise, because ...
    Leaf cells can photosynthesise, but ...

How would the Common Approach work elsewhere?

BEFORE	DURING	AFTER
• Establish a 'Reading Goal' (informed by a curriculum end point). • Connect and recall prior knowledge • Pre-teach and clarify key vocabulary • Plan where to pause (chunk the reading) • Make a reasoned prediction on upcoming reading.	• Model fluency from the expert • Use guided reading strategies • Check for understanding through questioning	• Reflect on and summarise the reading • Respond the questions linked to the reading. • Consolidate understanding through oracy and verbalisation.

Using the approach above, create a worked example for the teaching of reading, using one of the following foci:

<u>Oxbow Lakes – Geography</u>
Sample knowledge end points:
- The processes of erosion, transportation, and deposition in a meander.
- Why erosion occurs on the outside bend and deposition on the inside bend.
- Sequence the stages of oxbow lake formation.
- Why oxbow lakes are typically found in the middle and lower courses of rivers.

<u>Russian Revolution - History</u>
Sample knowledge end points:
- The long term/ short term causes of the revolution.
- How political, economic, and social factors combined to cause revolution
- The sequence of events from the February Revolution to the October Revolution
- The roles of the Tsar, Provisional Government, soviets, and Bolsheviks

<u>Aerobic & Anaerobic Respiration - PE</u>
Sample knowledge end points:
- The role of oxygen and glucose in each system.
- Which type of respiration is used in different sports or phases of activity.
- How training can improve aerobic capacity or anaerobic tolerance.
- How intensity and duration affect the energy system used.

A Common Approach to Oracy

Rationale and guiding principles:

- **Combats** passivity in the classroom.
- **Contributes** to deepened thinking and learning.
- **Complements** a robust reading approach.

[For strong standard], all pupils are explicitly taught how to communicate effectively through spoken language (oracy), articulate ideas, develop understanding and engage with others through speaking, listening and communication.

Ofsted Inspection Toolkit, November 2025

Common Approach to Oracy

Before

1. Review the routines for TALK *(EEF, 2017)*:
(TP – Review and Share)

T Think first
A Allow everyone to be heard, taking turns
L Listen and track the speaker
K Kindness and tolerance matter

2. Teachers will:
Share:

- the purpose and oracy goal, informed by a curriculum end point (TP – Share);
- the structure for talk.
- the talking points and highlight the content (what are we talking about) (TP – Chunk)
  - *The reading/ visual springboard (stimulus)*
  - *Open ended questions/ thought provoking prompts*
  - *Challenges (always, sometimes, never; odd one out)*

Model the talk using the discussion mat scaffold, in standard English/ full sentences. (TP – Chunk and Practice)

(Mercer & Dawes, 2024)

3. Pupils will:
Think, prepare and rehearse for talk (TP – Chunk and Practice), using appropriate activities below:

- Everybody writes
- Stop and jot.

(Lemov, 2022)

During

1. Pupils will:
Participate in a common activity including (TP – Practice):

- Paired turn and talk.

Script: "[reiterate task/ topic], turn and talk to your partner, for X minutes, go!"

- Group discussion.

Script: "[reiterate task/ topic], turn and talk in your groups (triads/ quartets), for X minutes, go!"

(Dover & Ricketts, 2025)

…using the discussion mat to:

- **Instigate** talk and deliver a view.
- **Agree** with a point using a justification
- **Build** on another's point, with justification.
- **Challenge** another's point/ response/ method/ outcome with justification.

(Lemov's Habits of Discussion, 2021)

2. **Teachers will** actively observe talk (TP – Check):

- **Prompting** further development of talk.
- **Clueing** to give pupils further stimulus for development of talk
- **Modelling** how to further develop talk
- **Correcting** non-standard English and full sentences, and misconceptions.

(Quigley, 2025)

After

1. Pupils will:
Reflect and give feedback on the talk, using standard English and full sentences (TP – Review and Check).

(Simon-Caffyn et al, 2025)

2. Teachers will:
Lead feedback through modelling how to clarify and extend (TP – Review and Check) talk:

- Pupils **revoicing and rephrasing** to check for understanding
- **Probing** pupils to justify using evidence
- **Challenging** pupil views.

(Bromley, 2025)

Lead and narrate a reflection fed by active observation (V21 Oracy Benchmarks, 2019) (TP – Review & Check) :

- Giving **purposeful praise**
- **Highlighting key aspects** of the talk:
  - What did you do?
  - How did this improve/ affect the talk?
  - What was challenging?

Before

1. Review the routines for TALK *(EEF, 2017)*:
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(Mercer & Dawes, 2024)

3. Pupils will:
Think, prepare and rehearse for talk (TP – Chunk and Practice), using appropriate activities below:

- Everybody writes
- Stop and jot.

(Lemov, 2022)

Why?

- Establishing clear ground rules for talk.
- Prioritises thinking.
- Turn-taking etiquette (explicit behaviour)
- Complements READ.

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(Mercer & Dawes, 2024)

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- Everybody writes
- Stop and jot.

(Lemov, 2022)

Why?

- 'Goal' aligns with reading
- 'Goal' is informed by a curriculum end point – component/ lesson or medium term
- Reading springboard; indivisible.
- Explicit input from staff
- Prioritising modelling (symbiosis with reading)

Before

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(Mercer & Dawes, 2024)

3. Pupils will:
Think, prepare and rehearse for talk (TP – Chunk and Practice), using appropriate activities below:

- Everybody writes
- Stop and jot. *(Lemov, 2022)*

Why?

- Prioritising the thinking
- Rehearsal time builds confidence.
- Complements TLAC modes of participation.

Why?

- Supports TLAC (turn and talk)
- Supports embedding of cues.
- Further work to be done on explicit group discussion.
- Discussion mat scaffolds the talk.

During

1. **Pupils will:**

Participate in a common activity including (TP – Practice):

- Paired turn and talk.

Script: "[reiterate task/ topic], turn and talk to your partner, for X minutes, go!"

- Group discussion.

Script: "[reiterate task/ topic], turn and talk in your groups (triads/ quartets), for X minutes, go!"

(Flower & Ricketts, 2025)

…using the discussion mat to:

- **Instigate** talk and deliver a view.
- **Agree** with a point using a justification
- **Build** on another's point, with justification.
- **Challenge** another's point/ response/ method/ outcome with justification.

(Lemov's Habits of Discussion, 2021)

2. **Teachers will** actively observe talk (TP – Check):

- **Prompting** further development of talk.
- **Clueing** to give pupils further stimulus for development of talk
- **Modelling** how to further develop talk
- **Correcting** non-standard English and full sentences, and misconceptions.

(Quigley, 2025)

Why?

- Progressive, in terms of construction and vocabulary.
- Opportunity to direct roles to support and challenge pupils.
- Universal stems that are applicable across the curriculum.
- Develop and evolve with feedback.

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Tools for Talk

Instigating:

I...
-think
-believe
-feel
-imagine

- In my opinion, ...
- Not everyone will agree with me, but...
- To me, it seems that...
- It is my belief that...
- As I see it, it appears that...
- The commonly accepted view is that...

Agreeing:

- I also think that because...
- I also agree with that because...
- I also feel that...
- I think that _____ has the right idea because...
- This idea/ view makes sense because...
- I share that opinion because...
- In the same way, I thought...
- Likewise, when we think about _____, it is true that...
- I would concur with _____'s view...
- I can see why some people think that...

Building:

- Also,...
- Another idea is...
- Furthermore, ...
- Moreover,
- In addition to this, I think that
- Have you thought about...?
- I would like to add that...
- Taking this point further, I would say...
- To develop this idea, I would like to add...
- If we think about this more deeply, it could be said that...

Challenge:

- I do not agree with that point because...
- However...
- How does that...?
- My idea is different because...
- I would argue that...
- On the other hand...
- Have you thought about...?
- What if...?
- Maybe you could think about...?
- Why not...?
- What about...?
- Have you considered...?
- Here is another idea/ perspective: ...
- Despite that...
- On the contrary, I would say...
- Other evidence suggests that...

Why?

During

1. **Pupils will:**

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(Quigley, 2025)

- Bolsters active observation.
- Encourages and drives live/ formative feedback.

Why?

- Encouraging reflection, continuing to model appropriate talk.
- Led by staff as the expert.
- Supports the embedding of the teaching principles.
- Deepens the substantive learning in that subject.
- Implicit corrective practice.
- Opportunities to edit and redraft; symbiosis with the teaching of writing (Ofsted, 'Telling the Story' March 2025)

After

1. **Pupils will:**

Reflect and give feedback on the talk, using standard English and full sentences (TP – Review and Check).

(Simon-Caffyn et al, 2025)

2. **Teachers will:**

Lead feedback through modelling how to clarify and extend (TP – Review and Check) talk:

- Pupils **revoicing and rephrasing** to check for understanding
- **Probing** pupils to justify using evidence
- **Challenging** pupil views.

(Bromley, 2025)

Lead and narrate a reflection fed by active observation (V2 Oracy Benchmarks, 2019) (TP – Review & Check) :

- Giving **purposeful praise**
- **Highlighting key aspects** of the talk:
  - What did you do?
  - How did this improve/ affect the talk?
  - What was challenging?

Why?

- Metacognitive aspect.
- Reflection on the oracy, rather than the substantive knowledge/ focus of the talk.
- Develops and strengthen oracy as a bank of procedural knowledge that builds a skill.

After

1. **Pupils will:**
Reflect and give feedback on the talk, using standard English and full sentences (TP – Review and Check).

(Simon-Caffyn et al, 2025)

2. **Teachers will:**
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(Bromley, 2025)

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   - Giving **purposeful praise**
   - **Highlighting key aspects** of the talk:
     - What did you do?
     - How did this improve/ affect the talk?
     - What was challenging?

How would the Common Approach work in practice?

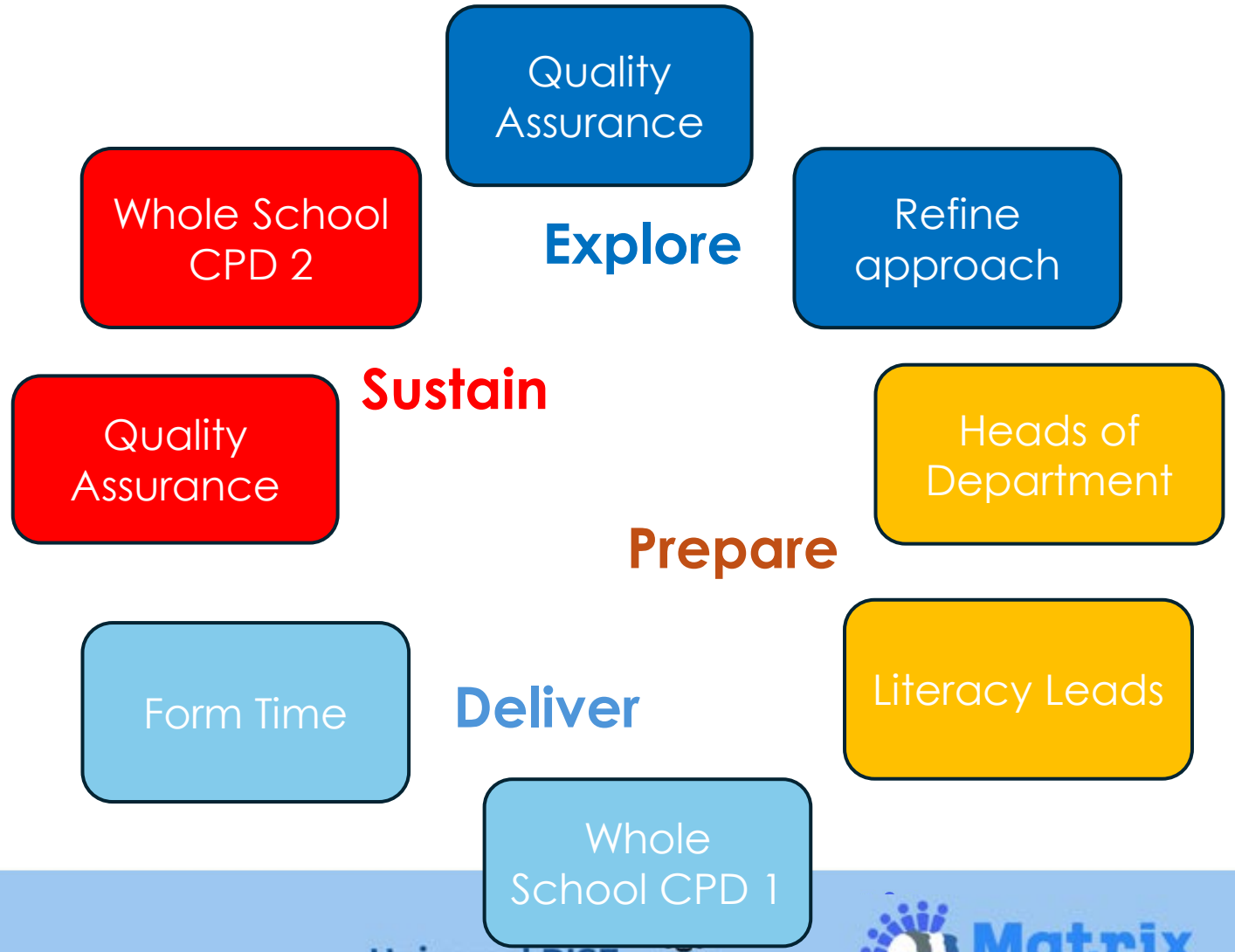
Before	During	After
1. Review the routines for TALK *(EEF, 2017)*: (TP – Review and Share) **T** Think first **A** Allow everyone to be heard, taking turns **L** Listen and track the speaker **K** Kindness and tolerance matter **2. Teachers will:** Share: • the purpose and oracy goal, informed by a curriculum end point (TP – Share); • the structure for talk. • the talking points and highlight the content (what are we talking about) (TP – Chunk) o *The reading/ visual springboard (stimulus)* o *Open ended questions/ thought provoking prompts* o *Challenges (always, sometimes, never; odd one out)* Model the talk using the discussion mat scaffold, in standard English/ full sentences. (TP – Chunk and Practice) *(Mercer & Dawes, 2024)* **3. Pupils will:** Think, prepare and rehearse for talk (TP – Chunk and Practice), using appropriate activities below: • Everybody writes • Stop and jot. *(Lemov, 2022)*	**1. Pupils will:** Participate in a common activity including (TP – Practice): • Paired turn and talk. *Script: "[reiterate task/ topic], turn and talk to your partner, for X minutes, go!"* • Group discussion. *Script: "[reiterate task/ topic], turn and talk in your groups (triads/ quartets), for X minutes, go!"* *(Flower & Ricketts, 2025)* …using the discussion mat to: • **Instigate** talk and deliver a view. • **Agree** with a point using a justification • **Build** on another's point, with justification. • **Challenge** another's point/ response/ method/ outcome with justification. *(Lemov's Habits of Discussion, 2021)* 2. **Teachers will** actively observe talk (TP – Check): • **Prompting** further development of talk. • **Clueing** to give pupils further stimulus for development of talk • **Modelling** how to further develop talk • **Correcting** non-standard English and full sentences, and misconceptions. *(Quigley, 2025)*	**1. Pupils will:** Reflect and give feedback on the talk, using standard English and full sentences (TP – Review and Check). *(Simon-Caffyn et al, 2025)* **2. Teachers will:** Lead feedback through modelling how to clarify and extend (TP – Review and Check) talk: • Pupils **revoicing and rephrasing** to check for understanding • **Probing** pupils to justify using evidence • **Challenging** pupil views. *(Bromley, 2025)* Lead and narrate a reflection fed by active observation (V21 Oracy Benchmarks, 2019) (TP – Review & Check) : • Giving **purposeful praise** • **Highlighting key aspects** of the talk: o What did you do? o How did this improve/ affect the talk? o What was challenging?

Using the approach, plan for an episode of oracy, using one of the following foci:

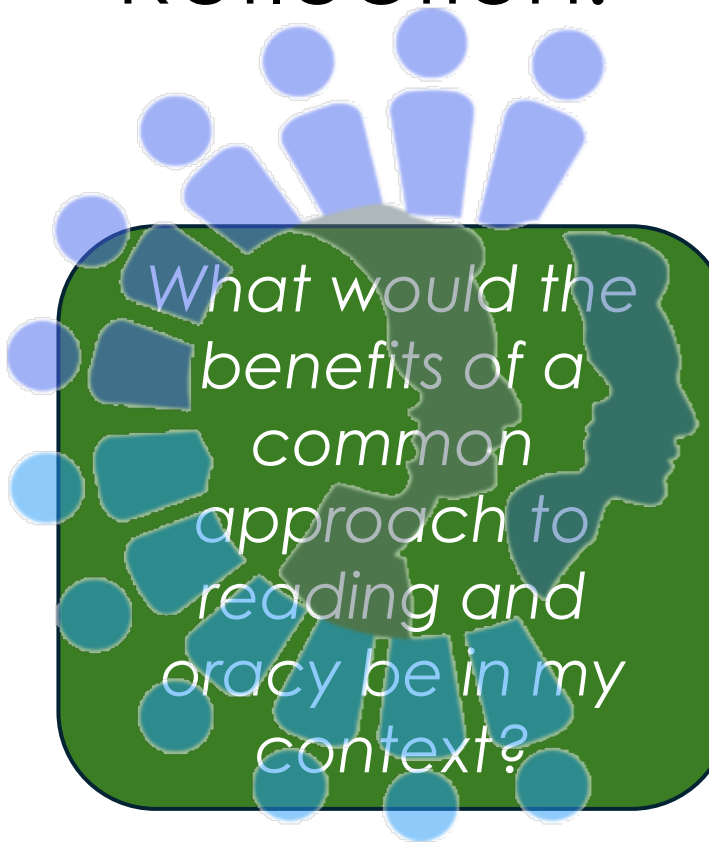
- Geography – Oxbow Lakes
- History – The Russian Revolution
- PE – Aerobic & Anaerobic Respiration

Implementing and Driving a Common Approach

- Clarity of purpose – start with the 'why' (data specific to your context)
- Collaboration in design – build ownership (not just compliance) within your setting
- Consider pilot implementation and making it manageable – focus on a specific area/ specific vehicle
- Shared language and frameworks breed consistency – part and parcel of the approach in action
- Modelling as part of professional development.
- Continuous improvement through open and candid dialogue; sharing best practice.



Reflection:



What would the benefits of a common approach to reading and oracy be in my context?

Who would be an 'early adopter' to pilot an approach?

Where could the barriers or issues be with trialling an approach? How can I mitigate these?

Session 4: Effective Assessment of Literacy to Inform Responsive Teaching

Formative assessment for reading and oracy to inform next steps and evaluate impact

Universal RISE

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Why assess?

- **Assessment should be about feedback to inform teaching, not about grading (Hattie, 2012).**
- Diagnosing what pupils can and cannot yet do.
- Identifying misconceptions.
- Adjusting instruction in real time to support efficient knowledge dissemination.
- Inform what to reteach, model, or scaffold next.
- In reading and oracy, this evidence is often ephemeral and intangible (spoken responses, annotations), so it must be noticed and acted upon immediately using effective **active observation**.

The Limits of Summative Reading Tests

Summative reading tests:

- offer a snapshot, not a diagnostic picture
- often (but not always) prioritise scores over strategies
- rarely capture disciplinary reading behaviours
- almost never assess oracy.

Summative tests are useful after learning, but insufficient for learning.

What does good evidence for formative assessment looks like?

Evidence of reading comprehension (use your approach)

Actively identify pupils who can:

- summarise meaning accurately,
- infer beyond literal meaning,
- explain how they know (metacognition),
- apply reading to new contexts,
- critique writer's message or argument.

Not just "right answers"

- In reading and oracy. understanding is demonstrated through explanation, justification, interpretation, transfer and use of academic language.
- This evidence is often qualitative, not numerical.

Evidence of oracy (use approach)

Actively observe pupils for:

- building on others' ideas,
- justifying claims with evidence,
- using disciplinary vocabulary accurately,
- adjusting talk for purpose and audience,
- clarifying or challenging ideas respectfully.

Making evidence usable

Effective formative assessment:

- uses hinge questions, not long tests to reveal understanding,
- listens for language choices and reasoning patterns,
- captures patterns over time, not one-off performances.

Evidence is strongest when it reveals thinking, not just outcomes.

Tools and strategies for the assessment of reading

Questioning and verbal checking for understanding:

- Pausing during a shared or individual reading task to ask clarifying, inferential, or explanatory questions.
- Cold call / warm call to sample understanding across the room.
- Asking students to explain a sentence or paragraph in their own words.
- Checking understanding of vocabulary as it appears ("What does distribution mean here?").

Why it works:

- Reading comprehension is invisible; questioning makes understanding observable.
- It reveals whether pupils are tracking meaning or simply decoding.
- Immediate feedback allows adjustment of pace, modelling, or vocabulary support.

Scenario 1:

Aisha is a 14-year-old student in Year 9 at a secondary school. She can read text aloud fluently and accurately, but teachers notice that she often struggles to explain what she has read. During English lessons, Aisha completes reading tasks quietly and on time, yet when asked questions about the text, her answers are vague or unrelated.

In subjects such as Geography and Science, Aisha finds it challenging to break down dense paragraphs, subject-specific vocabulary, and complex instructions. She often reads a page several times but still feels unsure about the main idea or key details. When asked to summarise information or answer comprehension questions, she copies sentences directly from the text rather than putting ideas into her own words.

Aisha becomes frustrated during independent work and frequently says, "I don't get what it's asking," even after reading the question carefully. She struggles to identify important information, make inferences, or link ideas across paragraphs. This affects her test performance, as she misinterprets questions and overlooks key command words.

What barriers to reading is Aisha facing?

Oxbow Lakes

An oxbow lake is a river landform that forms when a meander is cut off from the main river channel. Oxbow lakes are most commonly found in the middle and lower courses of a river, where the river has more energy and flows across a wide floodplain.

Meanders develop because water flows at different speeds within the river channel. On the outside bend of a meander, the river flows faster and causes erosion, particularly through a process called hydraulic action. This creates a steep river cliff. On the inside bend, the river flows more slowly and deposits material such as sand and silt, forming a slip-off slope. Over time, this causes the meander to become more curved.

As erosion continues on the outside bends, the neck of the meander becomes narrower. During periods of high discharge, such as after heavy rainfall or flooding, the river may break through the narrow neck and take a shorter, straighter route. This new channel becomes the main course of the river because water always follows the route with the least resistance.

Once the river has cut through the neck, deposition occurs at the entrance and exit of the old meander loop. Sediment is deposited because the water flowing into the loop has lost energy. Over time, this deposition seals off the loop from the main river channel, forming an oxbow lake.

Oxbow lakes are usually horseshoe-shaped and contain still or slow-moving water. Over time, they may gradually fill with sediment and vegetation, eventually becoming marshland or dry land. This shows how rivers constantly change the landscape through erosion, transportation, and deposition.

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"Aisha completes reading tasks quietly and on time, yet when asked questions about the text, her answers are vague or unrelated."

For Aisha, consider the following:

1. Where would be the appropriate time(s) to pause in the reading?
2. What clarifying questions could be asked to check for understanding?
3. What vocabulary will need clarifying to ensure the text is fully accessible?

Tools and strategies for the assessment of reading

Hinge Questions to Probe Comprehension:

- A **hinge question** is a single, strategically chosen question that:
  - can be answered quickly by all students,
  - reveals a misconception or threshold concept,
  - determines whether to move on or reteach.

Examples

- Science: "What is the key difference between conduction and convection in this paragraph?"
- History: "Is this source more useful for what it tells us about the event or the author? Why?"
- English: "What is the narrator's attitude in this section—admiring or critical?"

Why it works:

- Prevents teachers from moving on before key understanding is secured.
- Surfaces deep misconceptions—not just surface-level errors.
- Reveals whole-class understanding efficiently.

Tools and strategies for the assessment of reading

Quick Written Tasks:

- Summaries - Forces students to distil meaning, a strong indicator of understanding.
- Annotations - main ideas, key vocabulary, questions, connections to prior learning.
- Sequencing - Students arrange sentences, events, or ideas in logical order, helping to diagnose whether pupils understand structure and cohesion.
- Vocabulary Checks - match term to definition, use the word in a sentence related to the text, identify synonyms/antonyms from the passage.

Why it works:

- These provide tangible evidence that can be quickly scanned.

Tools and strategies for the assessment of reading

Identify misconceptions and misreadings

Pupils may appear to read fluently but **misunderstand disciplinary meaning**, e.g.:

- Science: confusing correlation with causation.
- History: assuming primary sources are "true" rather than perspectives.
- Maths: misreading "sum," "volume," "total," or relationships in word problems.
- Geography: misinterpreting diagrams or process models.

Strategies to uncover these:

- Compare two student explanations side-by-side.
- Ask pupils to justify answers to reveal misunderstanding.
- Use "What makes you say that?" to expose reasoning.
- Present near-miss answers to see if students can critique them.

Tools and strategies for the assessment of reading

Tracking Disciplinary Reading Behaviours

Rather than tracking general reading ability, teachers observe and record how pupils read as scientists, historians, mathematicians, geographers, etc.

- Science - Identifying variables, interpreting diagrams alongside text, evaluating evidence and claims.
- History - Sourcing (who wrote it?), contextualising (what was happening?), corroborating (how do sources compare?)
- Maths - Interpreting symbols and notation, Reading for precision/ to identify what a problem is truly asking
- English - Analysing writer's craft, tracking themes across a text, inferring implied meaning

Strategies to track:

- Simple checklists
- Exit tickets focused on reading behaviours
- Student self-assessment of reading strategies
- Annotated work sample/ folio kept over time
- Quick teacher notes/ 'messy book' on common patterns

Tools and strategies for the assessment of oracy

Observation Rubrics Aligned With Talk Intentions

- Instead of generic "quality of discussion," teachers assess pupils' talk against **specific purposes** (e.g., explore, justify, reason, evaluate, explain).
- Rubrics operationalise *what good looks like* for each type of talk.

Example Rubric Criteria (exploratory talk):

- Builds on others' ideas ("I want to add to…").
- Offers reasons ("I think this because…").
- Challenges respectfully
- Summarises opposing viewpoints

Why this works

- Makes expectations explicit for pupils
- Helps teachers diagnose strengths/misconceptions in reasoning
- Provides consistent evidence across lessons

The Russian Revolution (1917)

The Russian Revolution was a series of events in 1917 that led to the collapse of the Russian monarchy and the creation of a new communist government. It took place during the First World War and was caused by long-term political, economic, and social problems in Russia.

Before 1917, Russia was ruled by Tsar Nicholas II, an autocratic ruler who held absolute power. Most Russians lived in poverty and worked as peasants, while a small elite owned land and wealth. Industrial workers in cities faced long hours, low pay, and poor living conditions. Many people were unhappy with the lack of political representation and slow pace of reform.

The situation became worse during the First World War. Russia suffered heavy military losses, food shortages, and economic collapse. Soldiers were poorly equipped, and factories struggled to produce enough supplies. By early 1917, hunger and anger were widespread, particularly in cities such as Petrograd.

In February 1917, protests broke out after bread shortages led to strikes and demonstrations. Soldiers were ordered to stop the protests but many refused to fire on civilians. As support for the Tsar collapsed, Nicholas II abdicated. This ended centuries of Tsarist rule. A Provisional Government was set up to run the country, promising reforms and democratic elections.

However, the Provisional Government faced serious problems. It decided to continue fighting in the war, which remained unpopular. It also failed to solve food shortages or give land to peasants. At the same time, workers' councils known as soviets gained influence, creating a situation of dual power.

In October 1917, the Bolsheviks, led by Vladimir Lenin, seized power in a second revolution. They promised "peace, land, and bread" and gained support from workers and soldiers. The Bolsheviks overthrew the Provisional Government and established a communist state based on Marxist ideas.

The Russian Revolution was significant because it led to the creation of the world's first communist government. It also changed Russia's political system completely and influenced revolutionary movements around the world during the twentieth century.

Observation Rubrics Aligned With Talk Intentions

- Instead of generic "quality of discussion," teachers assess pupils' talk against **specific purposes** (e.g., explore, justify, reason, evaluate, explain).
- Rubrics operationalise *what good looks like* for each type of talk.

"She can read text aloud fluently and accurately, but teachers notice that she often struggles to explain what she has read."

For Aisha, consider the following:

1. What question could you ask that requires Aisha to talk for a specific purpose e.g. explore, justify, reason, evaluate or explain?

Tools and strategies for the assessment of oracy

Routines and Stems That Make Thinking Visible

Oracy routines structure discussion so pupils must articulate thinking, not just give answers. These are formative assessment opportunities in real time.

Examples of protocols

- **"Tell me more…"** to encourage elaboration
- **Revoicing** ("So you're saying that…") to confirm understanding and reveal misconceptions
- **Wait time** (3–5 seconds) to improve quality of response
- **Think–Pair–Share** to show progression from private reasoning into a dialogue
- **Talk stems** ("I agree because…", "I want to challenge…")

Why this works

- Forces students to explain how they know something
- Reveals underlying misconceptions or partial understandings
- Encourages reasoning before evaluation
- Creates opportunities for the teacher to analyse thought processes, not just answers

Tools and strategies for the assessment of oracy

Peer and Self-Assessment Frameworks

Pupils use structured criteria to evaluate their own and others' talk. This fosters metacognition and helps pupils internalise high-quality talk behaviours.

Examples of peer/self-assessment tools

- Reflection:
  - I built on someone's idea
  - I justified my opinion
  - I listened actively
- Talk checklist:
  - Did I use subject vocabulary?
  - Did I ask clarifying questions?
  - Did I challenge appropriately?
- Sentence stems for feedback:
  - "I noticed you…"
  - "Next time you could…"
  - "The strongest part of your argument was…"

Why this works

- Develops pupils' ability to regulate and monitor their own communication
- Makes implicit behaviours explicit
- Encourages equitable participation
- Reinforces disciplinary talk norms

Tools and strategies for the assessment of oracy

Capturing Oracy Evidence in Practical Subjects

In subjects like PE, Art, Design, Science practicals, or DT workshops, most learning is conducted through talk, not through written outcomes. Assessment must recognise this.

- Teachers capture evidence through:
  - **Actively observing talk snippets** (verbal reasoning during an experiment or critique)
  - **Annotation on planning sheets** ("observed strong use of technical vocabulary")
  - **Checklists of disciplinary talk behaviours** (e.g., tactical reasoning in PE)
  - **Exit tickets answered orally**

Examples by subject

Science practical

Teacher listens for:

- Prediction, reasoning and evaluation
- Accurate use of cause/effect language
- Hypothesis justification

Art critique

Evidence includes:

- Use of evaluative vocabulary
- Interpretation supported by visual evidence
- Understanding of artistic intention

PE

Assess:

- Tactical decision-making articulated aloud
- Reflective self-analysis of performance
- Understanding of biomechanics or technique

Using Assessment: Responsive Teaching of Literacy

- Responsive teaching means teachers continually gather evidence, interpret it, and modify teaching in real time or in the next lesson to secure learning.
- With reading and oracy, this is essential because understanding is often **invisible** unless deliberately surfaced.

  - If summaries are inaccurate, the next lesson begins with modelling summarisation.
  - If vocabulary explanations are weak, reteach the morphology and usage of key terms.
  - If pupils confuse key ideas, revisit that section with think-aloud modelling.
  - If pupils identify confusion, plan guided reading for that section.

Live Marking for Reading and Oracy

The teacher uses verbal feedback in the moment during whole –class, small group or paired discussion and reading aloud.

The goal is to adjust teaching *as misconceptions surface*.

Examples

- During discussion:
  "I'm hearing that several of us think the narrator is angry. Let's look again at the language—does it support that?"
- During reading aloud:
  "Pause there—does everyone understand the term 'contraction'? Let's unpack the morphology."
- While circulating:
  "I see three groups misinterpreting the diagram. Let's model how to read it together."

Why this works

- Prevents misconceptions from becoming embedded.
- Provides immediate correction in context.
- Reinforces literacy routines (annotation, talk stems, vocabulary use).

Knowledge Reviews: Re-teach or Move on?

A structured midway checkpoint to decide whether students understand key ideas in a text, have mastered vocabulary, can use sentence structures etc.

Examples of mini-review tasks:

- Reading comprehension: short unseen paragraph with three targeted questions.
- Oracy: quick structured discussion observed with a clear focus
- Vocabulary: morphology challenge (e.g., create new derivatives of a root).
- Writing: a brief analytical or explanatory paragraph.

Teachers use results to decide:

- Do we **reteach vocabulary**?
- Do we **revisit a key extract** with guided reading?
- Do we need **more oral rehearsal** before writing?
- Can we move on to the next level of text complexity?

Vocabulary Reteach, Modelled Reading and Writing Scaffolds

Reteach vocabulary when:

- pupils misuse key terms,
- pupils show limited understanding of morphology,

Strategies:

- Frayer models
- Morpheme breakdown
- Examples non-examples
- Oral rehearsal using academic language

Model reading/ thinking when:

- students misread key sections,
- inferential comprehension is weak,
- annotation is superficial,
- students rely on decoding without meaning-making.

Strategies:

- Show how to track cohesion
- Verbalise monitoring ("This sentence confuses me; I'll reread…")
- Highlight how to use punctuation, structure, or context clues

Use Writing Scaffolds when:

- Students can articulate orally but cannot write clearly,
- Writing lacks structure or precision,
- Explanations are incomplete.

Strategies:

- Sentence stems
- Writing frames derived from the text
- Oral rehearsal to writing
- Modelling "live writing" on the board

Aerobic and Anaerobic Respiration

Respiration is the process by which the body releases energy from food to allow muscles to contract and movement to take place. There are two main types of respiration used during physical activity: aerobic respiration and anaerobic respiration. The type of respiration used depends on the intensity and duration of the activity and the amount of oxygen available to the muscles.

Aerobic Respiration

Aerobic respiration occurs with oxygen and is used during longer-lasting, moderate-intensity activities such as jogging, cycling, swimming, and team games played at a steady pace. In aerobic respiration, glucose is fully broken down using oxygen to release energy. This process is efficient and produces a large amount of energy.

The waste products of aerobic respiration are carbon dioxide and water, which are easily removed from the body through breathing and sweating. Because aerobic respiration does not produce harmful by-products, it can be sustained for long periods without causing rapid fatigue.

Aerobic respiration is important for developing cardiovascular endurance. Regular aerobic training strengthens the heart and lungs, improves oxygen delivery to the muscles, and allows performers to work for longer before becoming tired.

Anaerobic Respiration

Anaerobic respiration occurs without oxygen and is used during short, high-intensity activities such as sprinting, jumping, throwing, and weightlifting. During these activities, the demand for oxygen is greater than the supply, so the body releases energy without using oxygen.

In anaerobic respiration, glucose is only partially broken down, which means less energy is released. A waste product called lactic acid is produced. As lactic acid builds up in the muscles, it causes muscle fatigue and pain, reducing the performer's ability to continue at the same intensity.

Anaerobic respiration is essential for activities that require speed, power, and strength. Training can improve a performer's tolerance to lactic acid, allowing them to maintain high-intensity performance for longer.

Use Writing Scaffolds when:

- Students can articulate orally but cannot write clearly,
- Writing lacks structure or precision,
- Explanations are incomplete.

Strategies:

- Sentence stems
- Writing frames derived from the text
- Oral rehearsal to writing
- Modelling "live writing" on the board

"When asked to summarise information or answer comprehension questions, she copies sentences directly from the text rather than putting ideas into her own words."

For Aisha, consider the following:

1. What sentence starters could you give to scaffold a comparison between aerobic and anerobic respiration?

Monitoring Implementation: Lesson Visits

Classroom visits should focus on practice, not performance and typicality.

What to look for in reading:

- Is there explicit modelling (think-alouds, annotation routines)?
- Are texts disciplinary and sufficiently challenging?
- Do pupils show active reading behaviours (marking unfamiliar vocabulary, noting key ideas)?
- Is reading purpose clear? (e.g., infer, summarise, critique)
- Are scaffolds present but not excessive (guided reading, chunking)?
- Are pupils able to explain how they know what a text means?

What to look for with oracy

- Are talk routines in place? (Turn & Talk, accountable talk stems)
- Do pupils build on each other's ideas?
- Are pupils encouraged to justify reasoning?
- Is technical vocabulary used correctly and confidently?
- Are opportunities for exploratory talk purposeful, not tokenistic?

Indicative teacher behaviour:

- Checking for understanding during reading/talk
- Responsive teaching (reteaching vocabulary, modelling again)
- Consistent use of agreed whole-school practices (e.g., reading routines, oracy stems)

Use Data and Teacher Feedback to Refine the Literacy Plan

- Identify whole-school gaps (e.g., inference, vocabulary, summarisation)
- Identify subject-specific gaps (Science - reading multimodal texts/ History - evaluating sources/ Maths - decoding word problems)
- Decide what CPD is needed (e.g., modelling reading strategies)
- Adjust curriculum sequencing (e.g., more vocabulary pre-teaching, additional model texts)
- Strengthen or change literacy routines based on impact
- Triangulate with feedback - department meetings, surveys, pupil voice, book looks or reading audits

Reading/ Oracy with QA cycles and Subject Review Processes

a) Curriculum scrutiny

- Where are the **high-value texts** in your curriculum?
- How is text complexity sequenced?
- What oracy outcomes are planned (exploratory talk, debate, justification)?
- Where do students struggle with reading in your subject?
- How do your literacy routines reflect disciplinary thinking?

b) Lesson visits

- How pupils engage with texts
- How talk supports understanding
- Whether disciplinary reading behaviours are visible
- Whether routines are consistent across the department

c) Work scrutiny

Review:

- Annotations
- Written explanations linked to reading
- Use of vocabulary
- Evidence that oracy has fed into writing (oral rehearsal moves into structured writing)

e) Departmental data discussion

- Vocabulary knowledge
- Reading-specific misconceptions
- Oracy participation patterns
- Progression of reading demands across KS3–KS5

d) Pupil voice

- "How do you approach difficult texts in this subject?"
- "What happens when you don't understand something you read?"
- "What makes a good discussion in this subject?"

Reflection:

Which element of formative assessment do you feel will be most pivotal in your setting?

How might you adapt your department review process to support effective evaluation of literacy?

How might you mitigate any staff reluctance with regard to literacy and formative assessment?

Final Reflections

Points to Ponder

Universal RISE

Department for Education

Matrix Academy Trust
EDUCATION WITHOUT EXCEPTION

Returning to the ‘Why’

- Reading and oracy are foundational to learning, equity and curriculum access.
- They are not “add-ons” or confined to English, but drivers of thinking, understanding and expression across subjects.
- A whole-school approach reduces inconsistency, cognitive overload for pupils, and inequitable experiences.

Reflection:

Where do reading and oracy currently unlock learning in your school and where do they unintentionally limit it?

An Integrated Approach: Reading, Oracy and Writing

- Reading feeds vocabulary, syntax, knowledge and models of language.
- Writing is the consolidation and articulation of understanding.
- Oracy should precede and sit alongside reading and writing, not follow them.
- Talk supports comprehension, inference and disciplinary thinking.
- Consistent routines reduce cognitive load.

Reflection:

How deliberately are reading, talk and writing planned as a sequence rather than separate activities?

An Effective Curriculum for Literacy

- Reading and oracy need to be mapped, not assumed.
- Curriculum design should specify what texts pupils read, vocabulary they encounter and reuse, specific purposes for oracy
- Disciplinary literacy is key - oracy and reading look different in science, history, maths and creative arts.

Reflection:

Where is oracy explicitly planned for in your curriculum, and where is it left to chance?

A Common Approach to Oracy

- A shared language for oracy helps staff and pupils.
- Agreeing on core expectations (e.g. listening behaviours, sentence structures, discussion routines) builds confidence.
- This does not mean scripted lessons, but shared principles and tools.

Reflection:

What would pupils notice if they moved classrooms—would expectations for talk feel familiar?

Make Formative Assessment for Literacy Effective

- Formative assessment is not about data, but responsive teaching.
- In reading and oracy, this might include listening to pupil talk, noticing misconceptions in discussion, using questioning to probe understanding, or adapting texts, tasks or scaffolds in the moment.
- Oracy gives immediate insight into thinking.
- Assessment should inform next steps, not just measure outcomes.

Reflection:

How well do your current assessment practices help teachers hear and see pupil thinking?