

# Implementing a robust literacy offer

## Reading Conference 1

Regional improvement for standards and excellence (RISE)



## Overview of the day

8:45- 9:00 am	Welcome and Refreshments
9:00 am	Overview and aims of the day
9:15 – 10:15 am	Why make reading a priority?
10:15 – 11.15 am	Strand 1: Interventions
	Break
11:30 – 12:30 pm	Strand 2: Curriculum
12:30 – 13:30 pm	Strand 3: Culture
	Lunch
14:15 – 15:00 pm	Action Planning

# Introductions



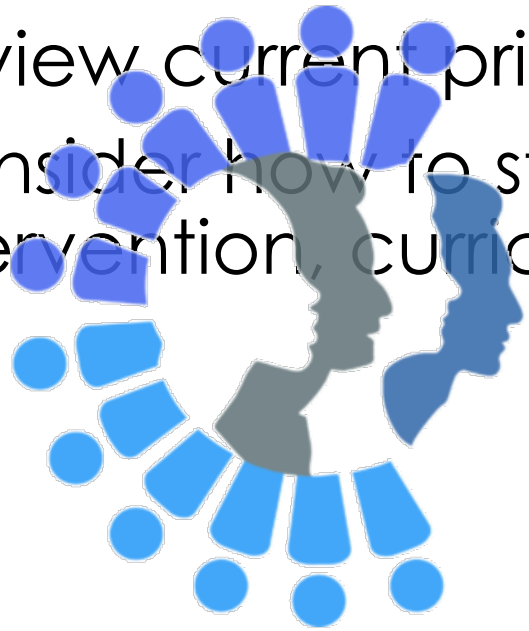
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# Aims

- Review current priorities and identify the next steps.
- Consider how to strengthen key areas of Reading such as intervention, curriculum and culture.



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Outcomes

Low in priority

Funding

The problem with reading in a secondary setting



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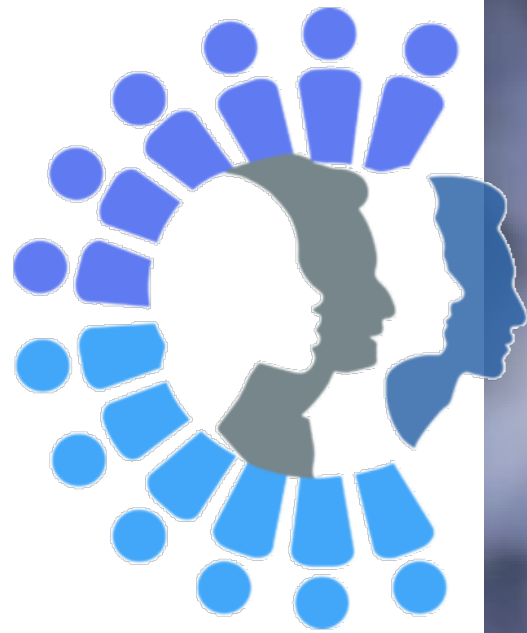
Context

Lack of  
support

Staffing

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# Reflection



What are the current barriers to reading in your context?

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# Why make reading a priority?



Why we need to raise the profile of reading across the whole school, from senior leaders to classroom practitioners

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Reading underpins success in every subject



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***Reading is the key to accessing the curriculum***

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Poor reading = poor outcomes and prospects



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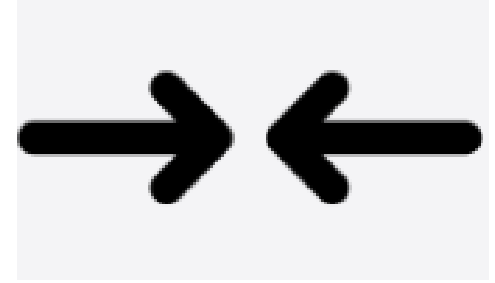
*Reading is the key to good outcomes and prospects*



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Close the gap for disadvantaged pupils



Advantaged V Disadvantaged

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***With the right intervention, reading can help to narrow the gap between disadvantaged pupils and their non-disadvantaged peers***

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How do we get everyone to 'buy in'?

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# 'We are all leaders of literacy'

- Maths:
- English Language:
- Science Combined:
- History:
- Drama:
- Geography:



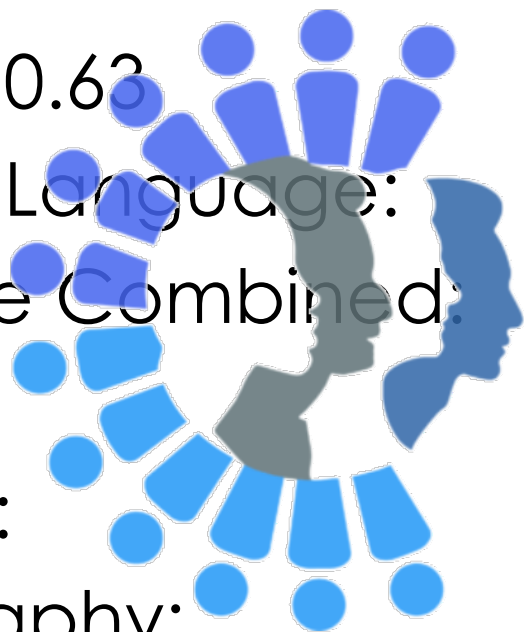
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*(Values above 0.5 indicate a meaningful statistical relationship.)*

# 'We are all leaders of literacy'

- Maths: 0.63
- English Language:
- Science Combined:
- History:
- Drama:
- Geography:



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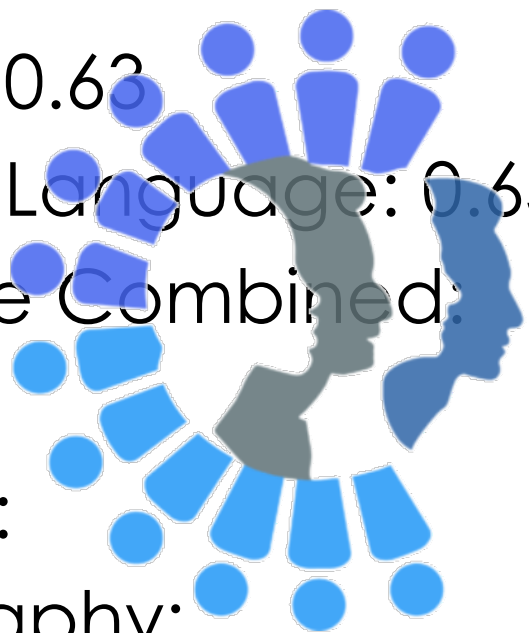
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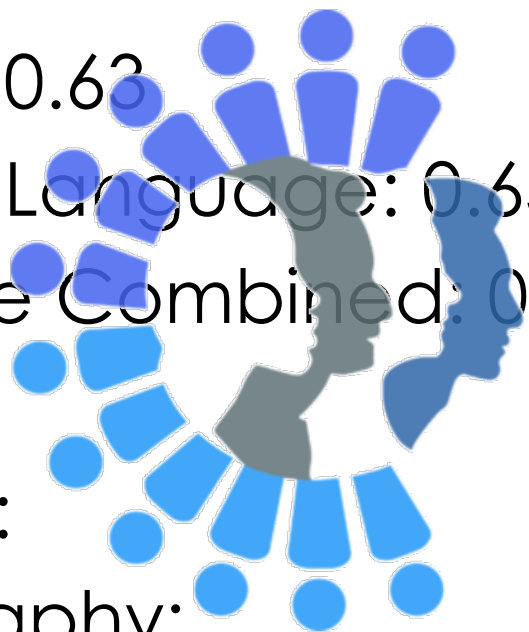
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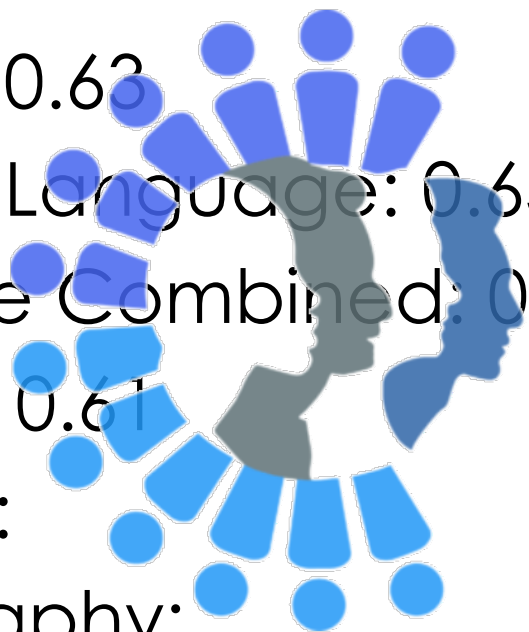
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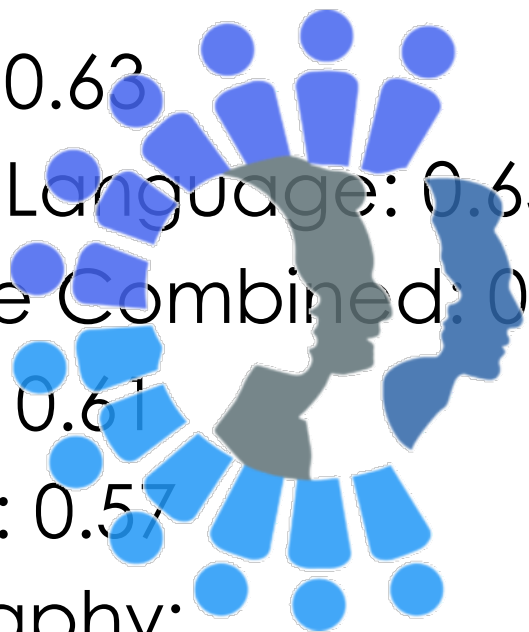
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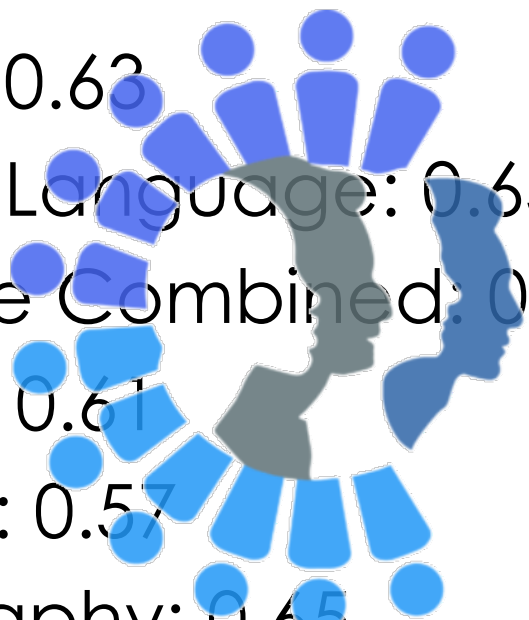
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We don't do everything for Ofsted but...

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# New Framework Areas

- Safeguarding
- Achievement
- Curriculum and teaching
- Behaviour and attendance
- Personal development and well-being
- Inclusion
- Leadership and governance
- (Post-16 and EYF5)

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**Urgent  
Improvement**

**Needs Attention**

**Expected  
Standard**

**Strong Standard**

**Exceptional**

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# Knowing and understanding how well pupils...

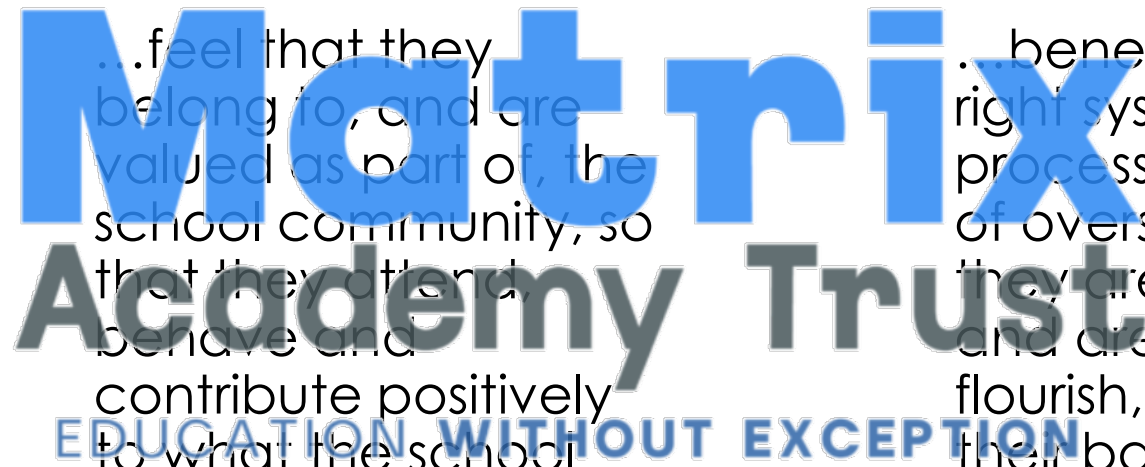
Achieve

Academically  
and personally



Belong

...feel that they belong to, and are valued as part of, the school community, so that they attend, behave and contribute positively to what the school offers



Thrive

...benefit from the right systems, processes and levels of oversight, so that they are kept safe and are able to flourish, whatever their background or individual needs

# Where does reading appear?

## Focus on:

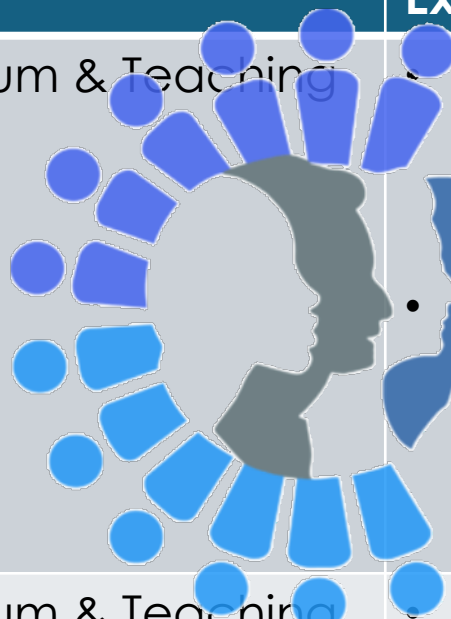
- Curriculum & Teaching
- Achievement
- Behaviour & Attendance
- Personal Development & Well-being



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# Where does reading appear?

Area	Extract	Page
Curriculum & Teaching	<ul style="list-style-type: none"> <li>• leaders make sure that pupils build strong foundations <b>for accessing the curriculum</b> and for later success, including academic achievement, good health and well-being</li> <li>• establishing <b>strong foundations in communication and language, reading, writing</b> and mathematics so that pupils can access the rest of the curriculum and so on later success, including <b>academic achievement</b>, good health and well-being</li> </ul>	Page 17
Curriculum & Teaching	<ul style="list-style-type: none"> <li>• During all inspections, inspectors must evaluate how effectively pupils are enabled to secure strong foundations to access the curriculum. This involves evaluating <b>how effectively</b> the school supports pupils who are at the <b>early stages of communication and language, reading, writing</b> and mathematics, including older pupils whose development is not at their age-appropriate level.</li> </ul>	Page 18



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## Securing strong foundations for all pupils

**In gathering evidence about securing strong foundations for all pupils, inspectors consider the extent to which:**

- for primary-age pupils (and for older pupils where necessary), the curriculum prioritises accurate and fluent word reading, spelling, handwriting and mathematics
- leaders prioritise 'keeping up' rather than 'catching up', quickly dealing with any identified gaps in pupils' knowledge
- the curriculum is designed to extend pupils' language and vocabulary, both spoken and written, and increase their reading competency across all subjects
- 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
- teaching of reading is rigorous and sequenced, and develops pupils' fluency, confidence and enjoyment; at all key stages, reading attainment is assessed accurately and gaps are tackled quickly and effectively, so that all pupils can access the whole curriculum



**For older pupils, including those in key stage 2 and beyond who have not yet secured the strong foundations they need to access the curriculum, inspectors consider the extent to which:**

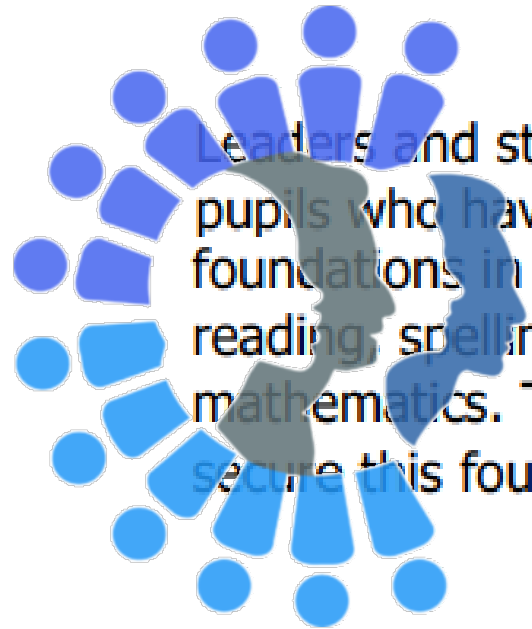
- assessment accurately identifies any gaps in pupils' foundational knowledge in communication and language, reading, writing and mathematics
- ongoing, targeted teaching and practice are prioritised so that pupils quickly catch up
- relevant leaders and other staff are supported to develop the expertise and experience to provide effective additional support and regularly check whether this is having the intended impact

**For pupils at the early stages of learning English as an additional language, inspectors consider the extent to which:**

- leaders and teachers recognise that these pupils already speak at least one language, and do not lower their expectations of them
- teachers assess pupils' English language proficiency accurately and regularly
- teachers recognise that providing opportunities for pupils to talk with staff and peers during lessons is particularly important; teachers help pupils articulate what they know and understand by scaffolding, modelling, extending and developing their ideas
- teachers focus on the vocabulary pupils need, including subject-specific vocabulary, to help them understand new concepts; they keep explanations clear and precise
- teachers develop and extend pupils' language carefully and deliberately, with plenty of repetition
- teachers ensure that pupils learn to read using systematic synthetic phonics as soon as possible, so that they have access to a wide range of literature that will accelerate their understanding of English

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# Which standard?



Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.

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**Urgent  
Improvement**

**Needs Attention**

**Expected  
Standard**

**Strong Standard**

**Exceptional**

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# Which standard?



Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.

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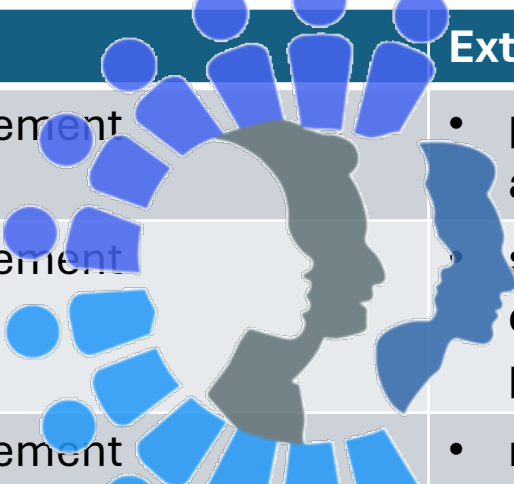
**Strong Standard**

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# Where does reading appear?



Area	Extract	Page
Achievement	<ul style="list-style-type: none"><li>pupils' attainment and progress over time in national tests and examinations, where relevant</li></ul>	Page 27
Achievement	<ul style="list-style-type: none"><li>securing important foundational knowledge in language and communication, reading, writing and mathematics so that pupils can access the whole curriculum</li></ul>	Page 27
Achievement	<ul style="list-style-type: none"><li>reading fluently at an age-appropriate level</li></ul>	Page 27

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# Achievement: Page 29

When inspectors evaluate achievement in schools with **secondary-age pupils**, they consider:

- whether pupils achieve well in national tests and examinations, where relevant
- the extent to which pupils make progress across the whole curriculum and through key stage 3, in preparation for key stage 4 and post-16 study
- the extent to which gaps in knowledge are tackled for pupils who are at the early stages of securing their foundational knowledge (including reading fluency), so that they can access the wider curriculum

When inspectors evaluate the achievement of **pupils with SEND in specialist or mainstream settings**, they:

- keep in mind that published outcomes data may not give a sufficiently detailed picture of the progress and achievement of some groups of pupils, or this data might not be available, and therefore evidence gathered on site is crucial to evaluating progress and achievement
- consider pupils' starting points and the progress they make from them; inspectors also want to understand the curriculum pathways of individuals or groups, and whether leaders have identified the right priorities for them and are ensuring that they make good progress

# Gathering evidence about achievement

## Foundational knowledge

In gathering evidence about foundational knowledge, inspectors consider the extent to which:

- pupils have the age- and phase-appropriate knowledge and skills they need to progress to the next stage of learning, including:
  - language and communication skills that enable them to access the full curriculum
  - accurate and fluent reading
  - compositional skills
  - accurate spelling
  - legible and fluent handwriting
  - mathematical knowledge
- pupils read widely and often, with age-appropriate comprehension
- a strong culture of reading is embedded across the school, shown by pupils' confidence in and enjoyment of reading, which sets them up to be lifelong readers

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# Which standard is this?



Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly.

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Improvement**

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# Which standard is this?



Although many pupils achieve well, a significant minority have gaps in their learning, which hinders their achievement.

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Improvement**

**Needs Attention**

**Expected  
Standard**

**Strong Standard**

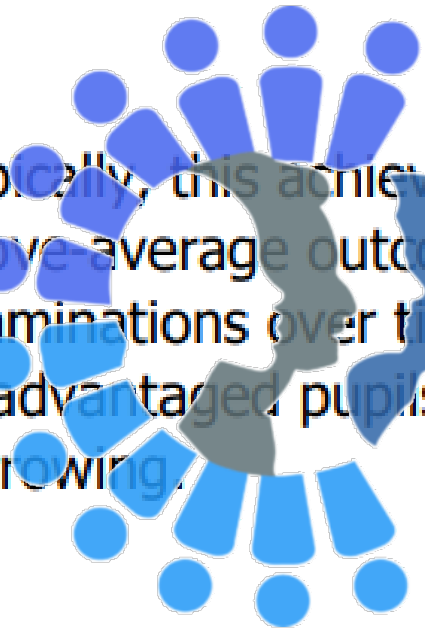
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# Which standard is this?

Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing.



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Improvement**

**Needs Attention**

**Expected  
Standard**

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# Which standard is this?



- Pupils lack the foundations of communication, reading, writing or mathematical knowledge (taking into account that some pupils with SEND may not establish these foundations). Gaps in foundational knowledge are not tackled quickly or effectively.



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Approaching Reading in your context:  
The Three-Strand Model

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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.

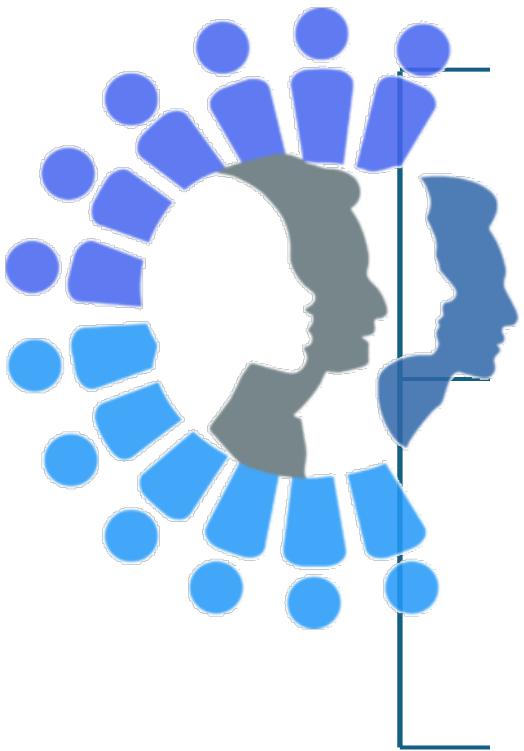
# 7

## 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.

# Approaching reading in your context: The Three-Strand Model



## Intervention

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

- Systematic screening
- Quality Assurance
- Tiered interventions
- A list of interventions that target different needs
- Graduated response
- Support pupils to access the curriculum

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 1.
- 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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## Curriculum






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

Pupils have access to a range of academic texts

Common approach

- Disciplinary Literacy
- Vocabulary Instruction
- Clear reading routines

1	2	3
<p>Prioritise 'disciplinary literacy' across the curriculum</p> 	<p>Provide targeted vocabulary instruction in every subject</p> 	<p>Develop students' ability to read complex academic texts</p> 
<ul style="list-style-type: none"><li>• Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</li><li>• Disciplinary literacy is an approach to improving literacy in the curriculum that has the importance of subject-specific support.</li><li>• All teachers should be supported to understand how to talk to students to raise their literacy, where and how to communicate effectively in their subjects.</li><li>• School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.</li></ul>	<ul style="list-style-type: none"><li>• Teachers in every subject should provide explicit vocabulary instruction to give students access and use academic language.</li><li>• Effective approaches, including those related to etymology and morphology, help students remember words and make connections between words.</li><li>• Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.</li><li>• Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.</li></ul>	<ul style="list-style-type: none"><li>• Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.</li><li>• To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.</li><li>• Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.</li><li>• Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.</li></ul>



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

- Library
- Reading/Literacy calendar
- Author and library visits
- Rewards
- Extracurricular clubs
- Student Leaders

# Reflection

What are your overall priorities for this academic year?  
Which strand is your current priority?



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# Break



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What does an effective reading intervention programme look like?



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How to ensure interventions are data-informed and targeted

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# Approaching reading in your context: The Three-Strand Model



Intervention

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Curriculum

**Academy**

A black icon of a hand holding a pencil, positioned as if writing. The hand is on the right, and the pencil is pointing towards the left.

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Culture



## Intervention

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

- Systematic screening
- Quality Assurance
- Tiered interventions
- A list of interventions that target different needs
- Graduated response
- Support pupils to access the curriculum



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- Library
- Literacy calendar
- Author and library visits
- Rewards
- Extracurricular club
- Student Leaders
- Social Media

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# Measuring Reading Attainment

## Why?

Secondary subjects are text-heavy and demand strong reading comprehension

Many pupils start secondary school with hidden reading gaps

Accurate assessment = targeted support

Unassessed reading difficulties will ultimately become a barrier

## How?

NGRT (New Group Reading Test)

YARC (Year Assessment of Reading for Comprehension)

STAR Reading (K-5)

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ART (Access Reading Tests)

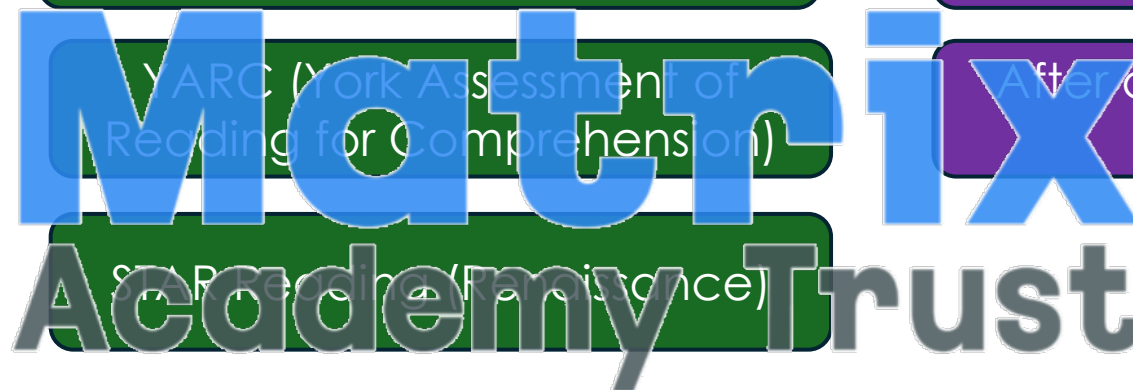
Lexia RAPID

IDL Literacy Screener

## When?

Ideally, twice a year for all pupils

After an intervention has taken place



# Reflection

How do you assess reading ability in your setting?

How do you measure impact?



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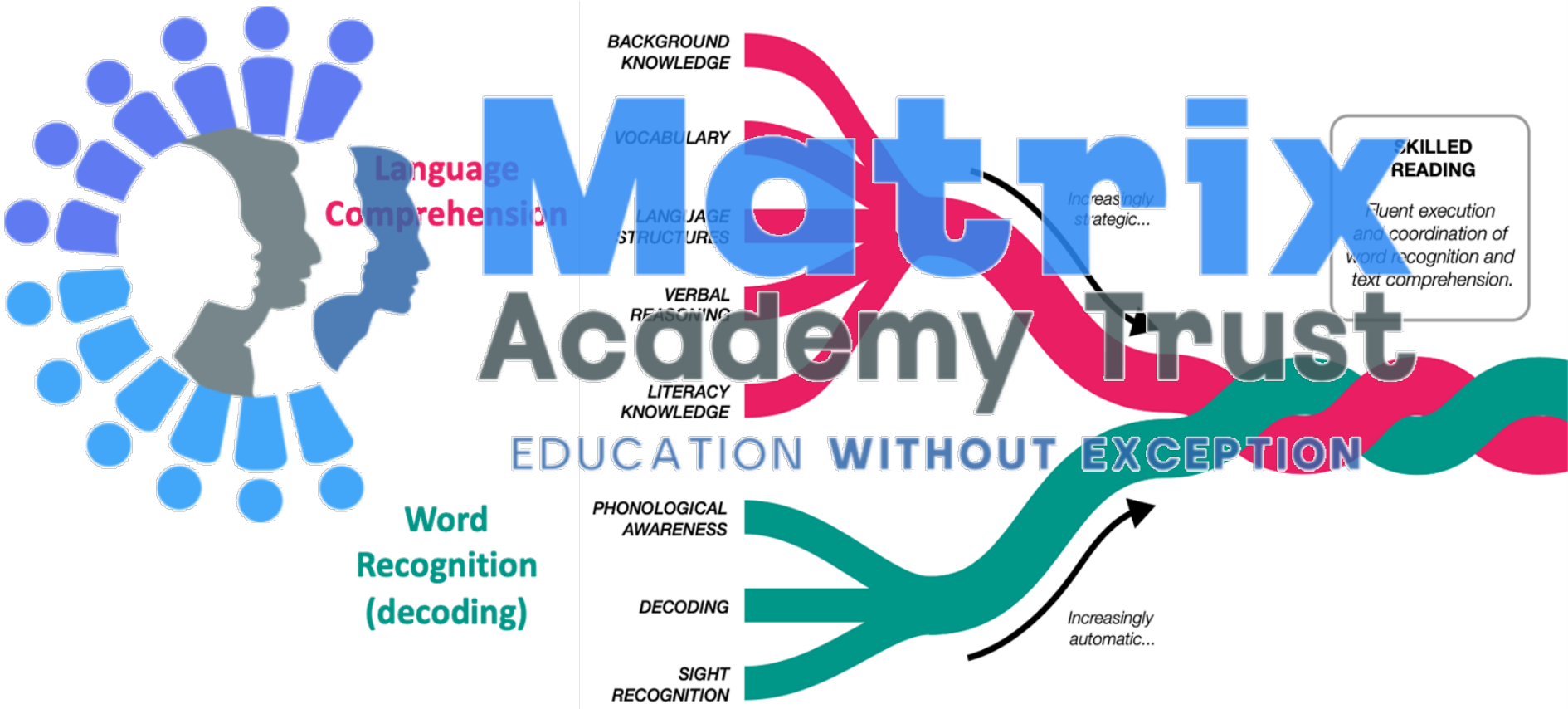
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# Reading is **not** a single skill...

## Scarborough's Reading Rope



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It is more than one skill

Same symptom = different causes

Deficits are not always confined to one strand



Age might mask the issue

Interventions that target different strands have different timescales

Reading need will change as texts get harder

# What interventions are on offer?

Phonological Awareness

Vocabulary

Comprehension

Fluency

Read Write Inc.  
Fresh Start  
Lexonik Leap  
Literacy Gold  
Abigail Steel  
Training  
Toe by Toe

Lexonik  
Advanced Reading Plus  
Reading Wise  
Lexia  
Bedrock

Accelerated Reader  
Teams: Reading Progress

Reading Plus  
Teams:  
Reading Progress

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What might a robust intervention programme look like?

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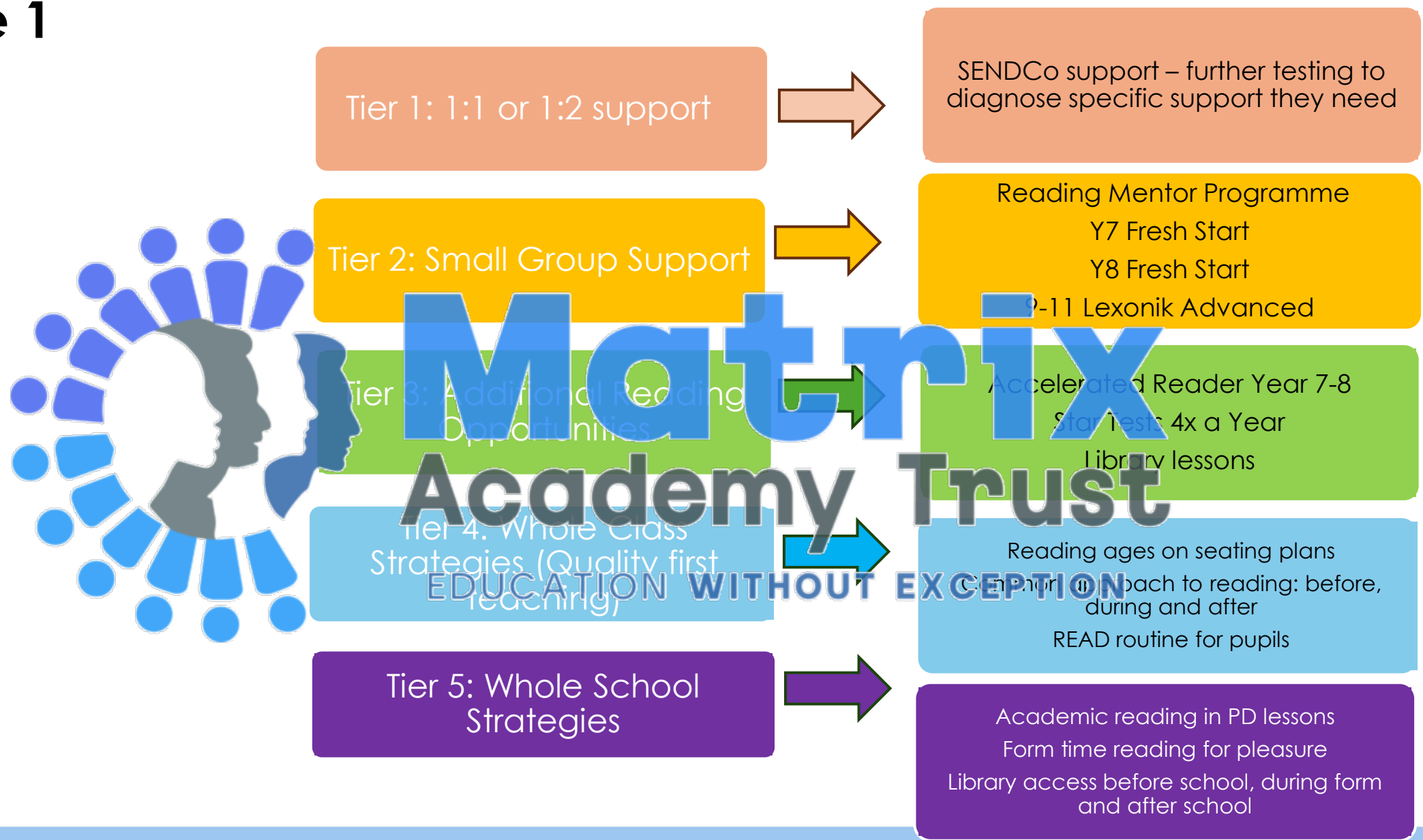
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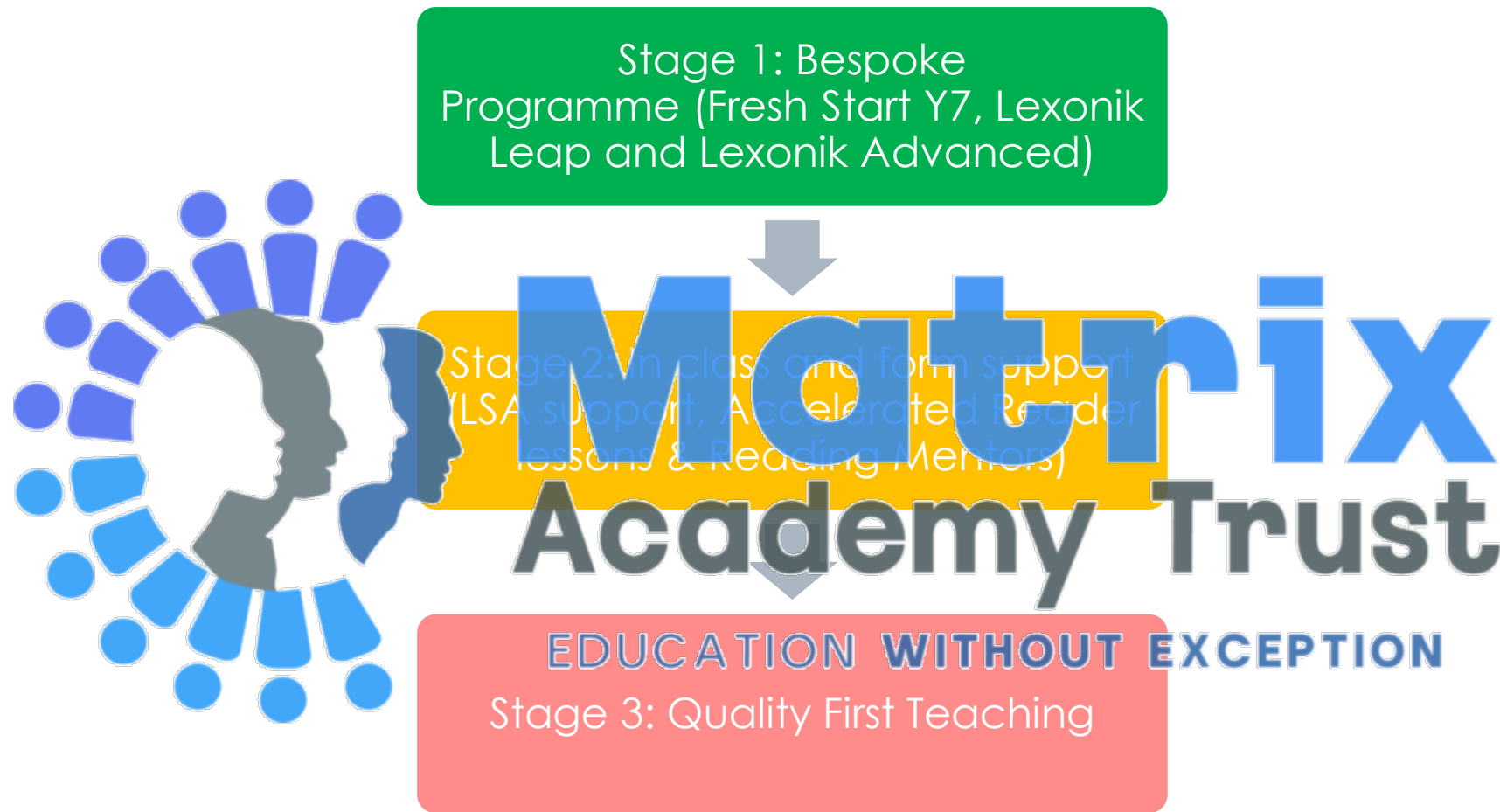
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# Example 1



# Example 2



# Reflection

What is your reading data currently telling you?  
In terms of reading attainment, what are your current priorities?  
What interventions do you currently run?  
What do your interventions cater for?  
What interventions do you need to run next?



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What data do we collect and  
how do we interpret it?

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# As Literacy Leads, what data could we collect?

NGRT – SAS scores/ Reading Age

- whole cohort
- by year group
- vulnerable groups/ school priorities

Intervention impact

- attendance to intervention
- progress (years, months, modules etc)
- behaviour

Library

- number of books by year group
- Popular books
- AR – progress in tests

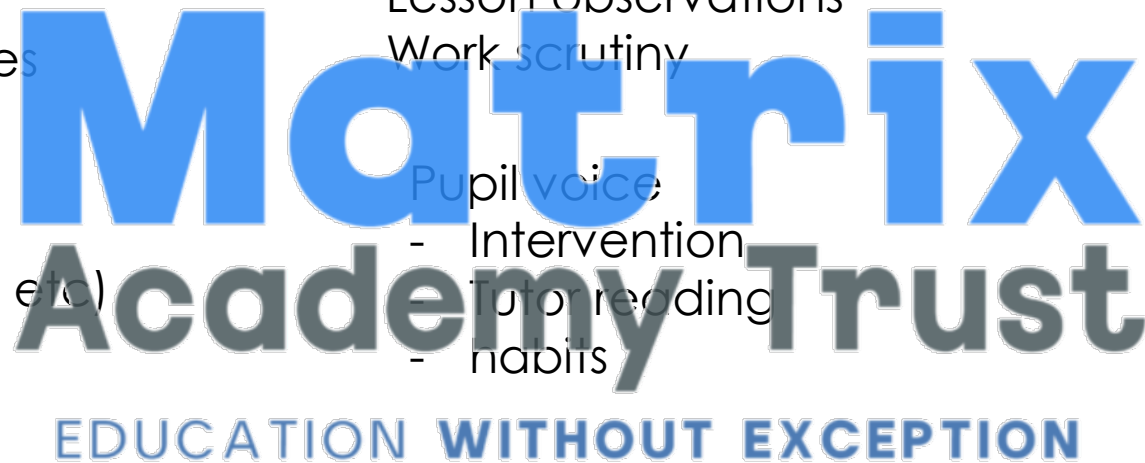
Pupil outcomes

Lesson observations

Work scrutiny

Pupil voice

- Intervention
- Tutor reading
- habits



# What data should we report?

NGRT – SAS scores/ Reading Age

- whole cohort
- by year group
- vulnerable groups/ school priorities

Intervention impact

- attendance to intervention
- progress (years, months, modules etc)
- behaviour

Library

- number of books by year group
- Popular books
- AR – progress in tests

Pupil voice

- Intervention
- Tutor reading



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Leaders

Teachers

Parents /  
Guardians

Pupils

Regional improvement for standards  
and excellence (RISE)

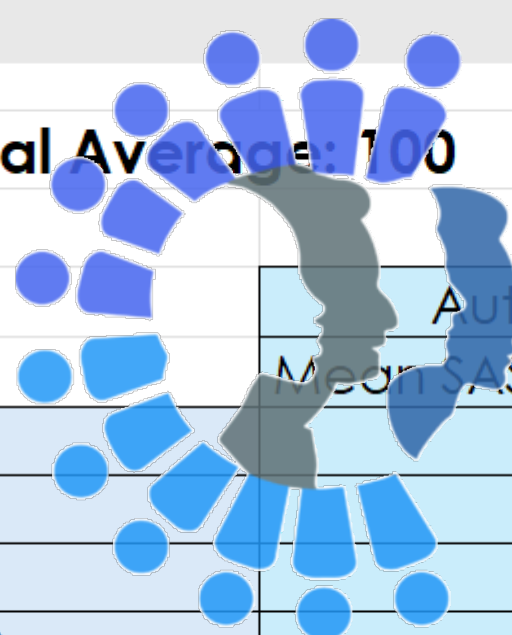
Department  
for Education



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# Share with Leaders and Teachers

Reading Snapshot						
National Average: 100	Autumn SAS		Spring SAS		Impact (compare to National Average)	
	Mean SAS <85 %	>110 %	Mean SAS <88 %	>110 %		
Year 7						
Year 8						
Year 9						
Year 10						
Year 11						
Overall School						



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# Case Study: What is the priority?

	Autumn SAS			Spring SAS			Impact (compare to National Average)
	Mean SAS	<88 %	>110 %	Mean SAS	<88 %	>110 %	
Year 7	96	19%	8%	94	18%	9%	-6
Year 8	101	14%	13%	102	10%	14%	2
Year 9	108	8%	15%	109	6%	16%	9
Year 10	103	16%	7%	105	14%	9%	5
Year 11	100	17%	9%	100	17%	9%	-
Overall School	101.6	14%	10.40%	102	13.00%	11.00%	2

# Narrating the Reading Snapshot

Review your current Reading Snapshot

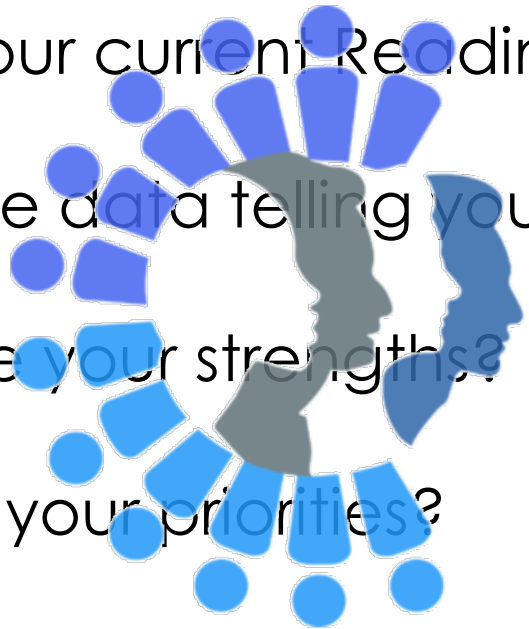
What is the data telling you?

Where are your strengths?

What are your priorities?

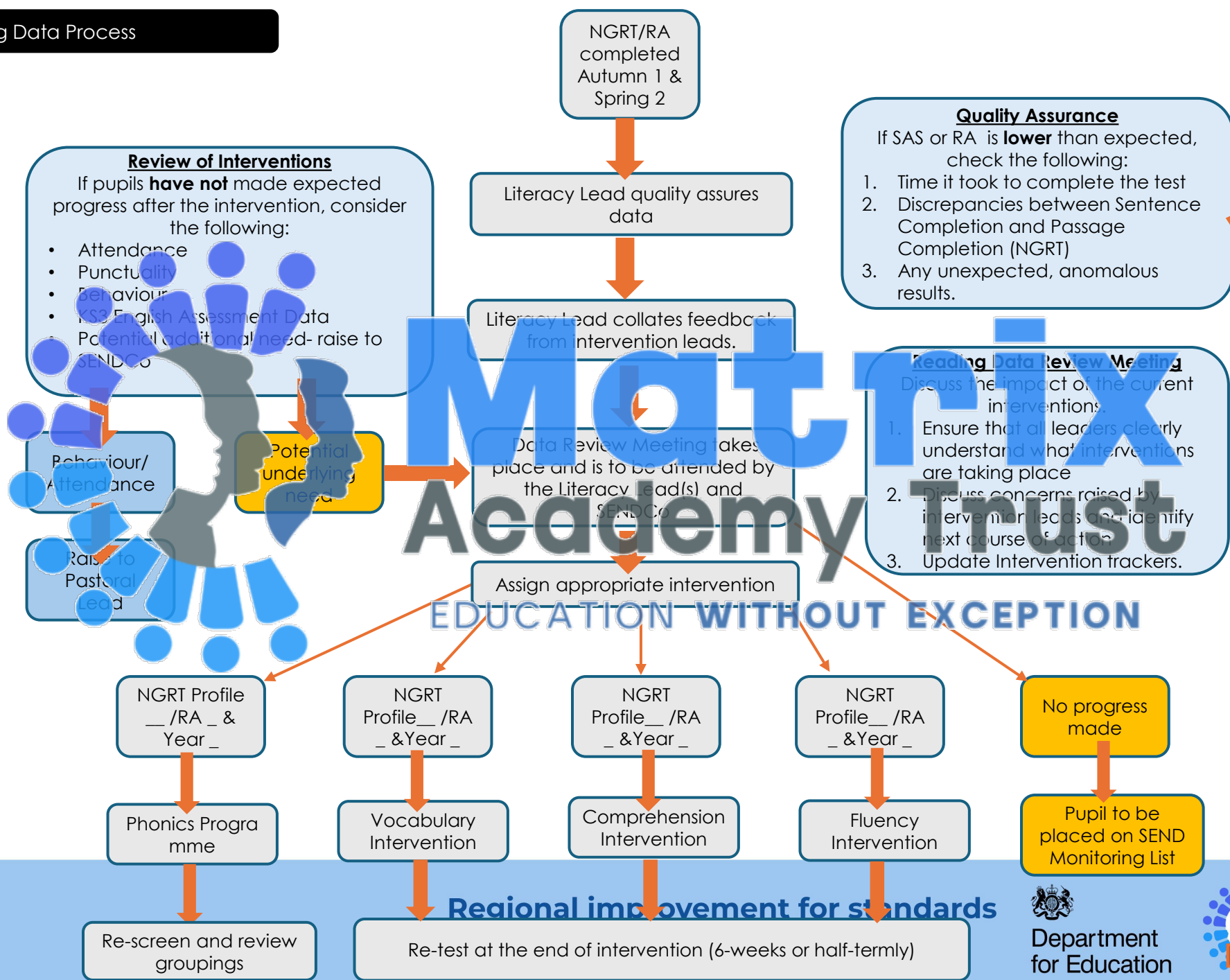
What resources and actions do you need to address these?

What are the potential barriers?



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Regional improvement for standards



Common Approach

# Matrix

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How to plan for a common approach to reading across a secondary curriculum.

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Department  
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# Approaching reading in your context: The Three-Strand Model



Intervention

**Matrix**

Curriculum

**Academy**



**Trust**

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Culture





## Curriculum

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

# Matrix Academy Trust

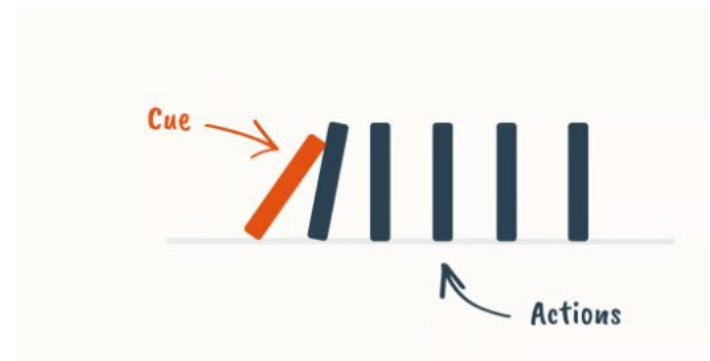
- Pupils have access to a range of academic texts

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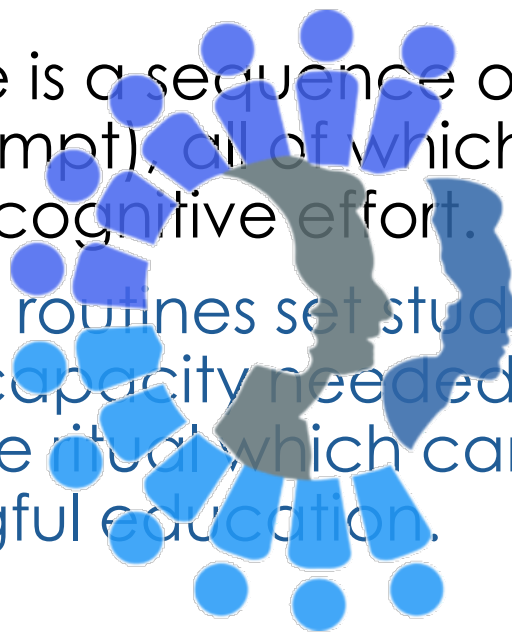
- Common approach
- Disciplinary Literacy
- Vocabulary Instruction
- Clear reading routines

- Library
- Literacy calendar
- Author and library visits
- Rewards
- Extracurricular club
- Student Leaders
- Social Media

# Power of Routines



- A routine is a sequence of actions that gets triggered by a 'cue' (aka prompt), all of which happens largely unconsciously and with minimal cognitive effort.
- Effective routines set students up for success, free up the precious mental capacity needed for creativity to flourish, and act as a collective ritual which can foster belonging—a key ingredient in meaningful education.

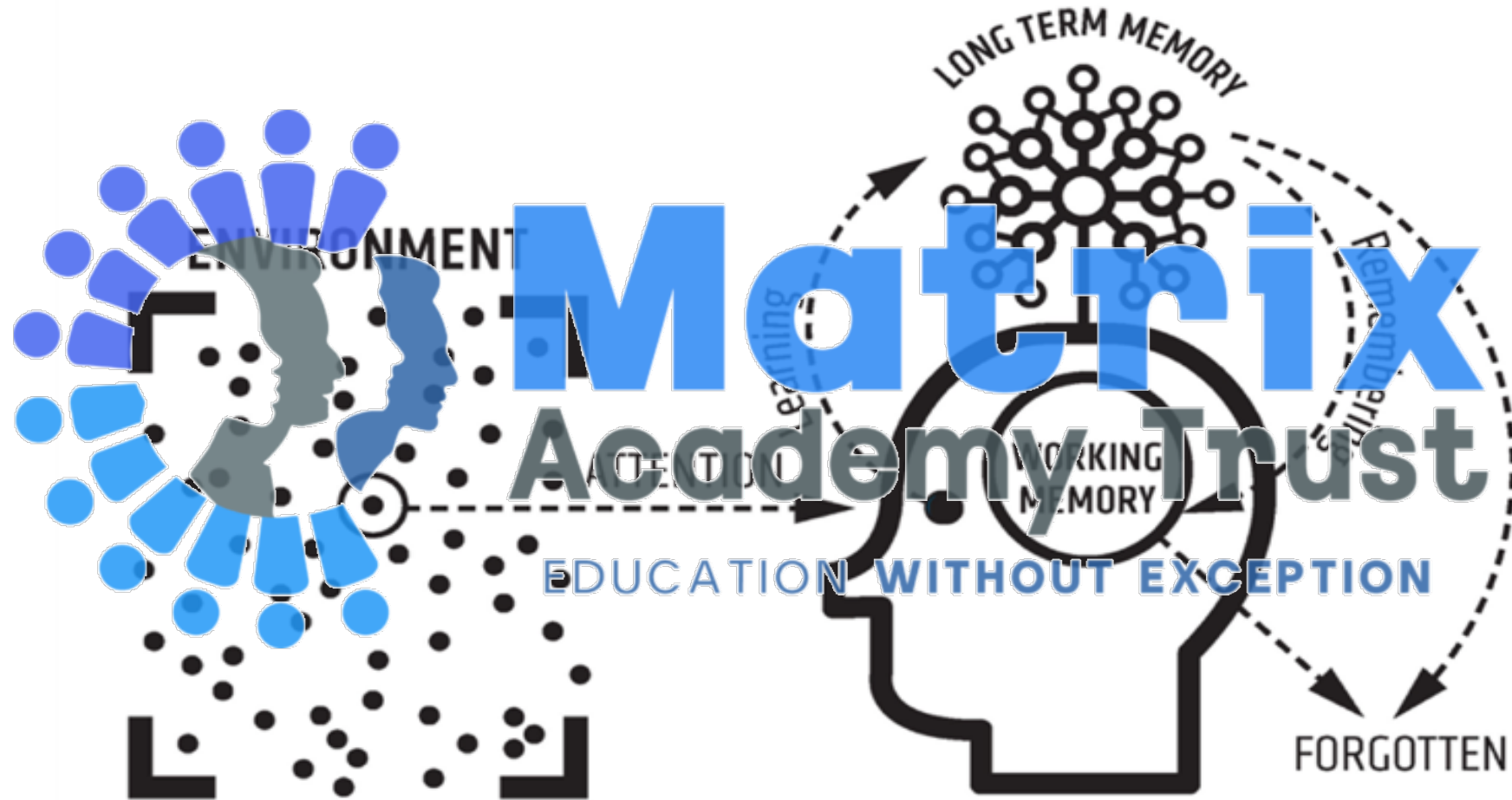


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Peps Mccrea

# Model of Memory



# READ: How we read to learn

- **R**eady to listen 
- **E**yes down, following the text 
- **A**ll silent and listening 
- **D**iscuss thoughts and ideas 



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A science teacher says...

"There's too much for me to do already,  
why do I need to keep focusing on  
reading?"



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# Some clarification

## Disciplinary literacy

Teachers in all subject areas can improve pupils' literacy by explicitly teaching reading, writing and spoken language skills (ECF, 2019b). By improving pupil literacy, teachers will, in turn, support progress within their own subjects since understanding across the curriculum relies on literacy. Because each subject is distinct, each subject has its own subject-specific literacy practices. Giving pupils access to these introduces them to the disciplinary aspects of their subject (Moje, 2008). This is what we mean by disciplinary literacy.

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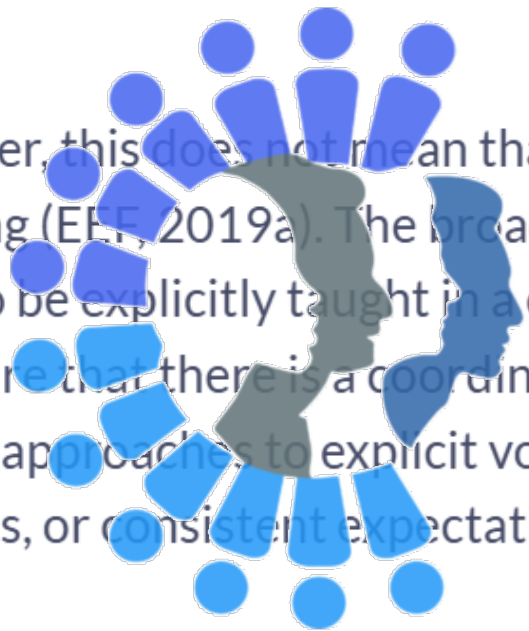
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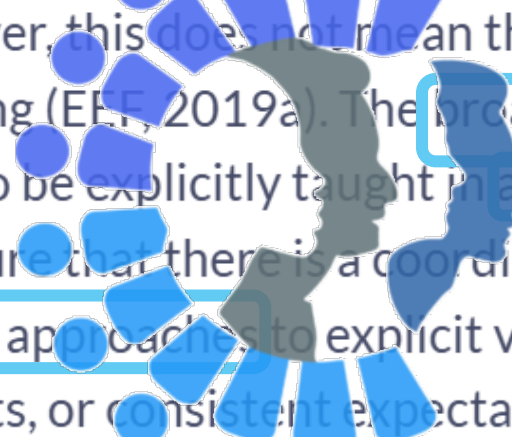
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However, this does not mean that each subject will take a completely different approach to literacy teaching (EEF, 2019a). The broad range of subject-specific speaking, reading and writing skills all need to be explicitly taught in a coordinated way. It is the responsibility of the school literacy lead to ensure that there is a coordinated system to support pupils' literacy learning. This might include shared approaches to explicit vocabulary instruction, consistent use of literacy marking codes in all subjects, or consistent expectations about pupils' oral responses to questions.



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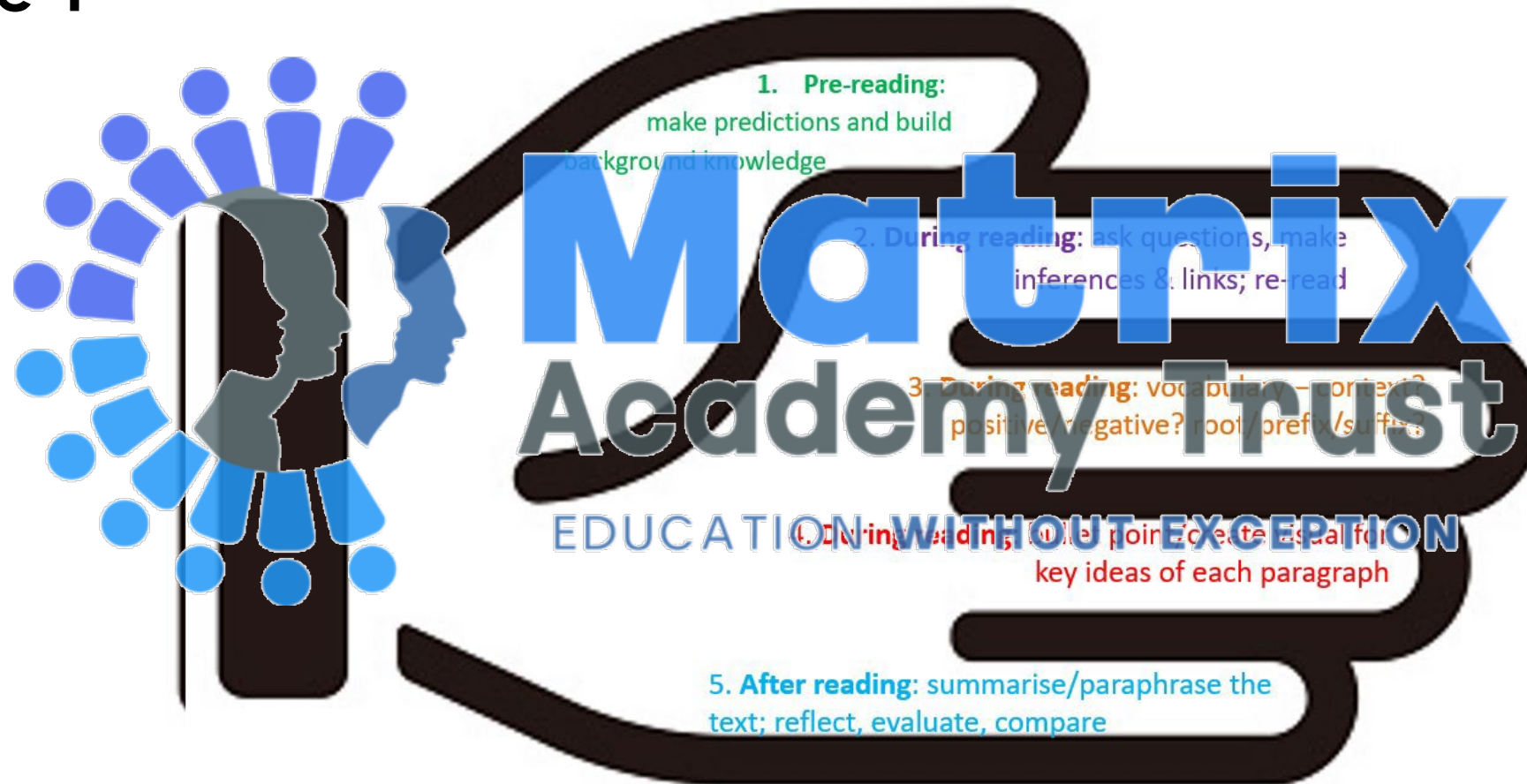
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# Principles of a common approach to reading

BEFORE	DURING	AFTER
 <ul style="list-style-type: none"><li>• Establish a 'Reading Goal'</li><li>• Connect and recall prior knowledge</li><li>• Pre-teach and clarify key vocabulary</li><li>• Plan where to pause (chunk the reading)</li><li>• Make a reasoned prediction on upcoming reading.</li></ul>	 <ul style="list-style-type: none"><li>• Model fluency from the expert</li><li>• Use guided reading strategies</li><li>• Check for understanding through questioning</li></ul>	<ul style="list-style-type: none"><li>• Reflect on and summarise the reading</li><li>• Respond to the questions linked to the reading.</li><li>• Consolidate understanding through oracy and verification.</li></ul>

# What might a common approach to reading to look like?

## Example 1



# What might a common approach to reading to look like?

## Example 2



What might a common approach to reading to look like in action?



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# Before

In pairs, look at the text you have been provided with.

Considerations: **Before**

What are the potential barriers in this text?

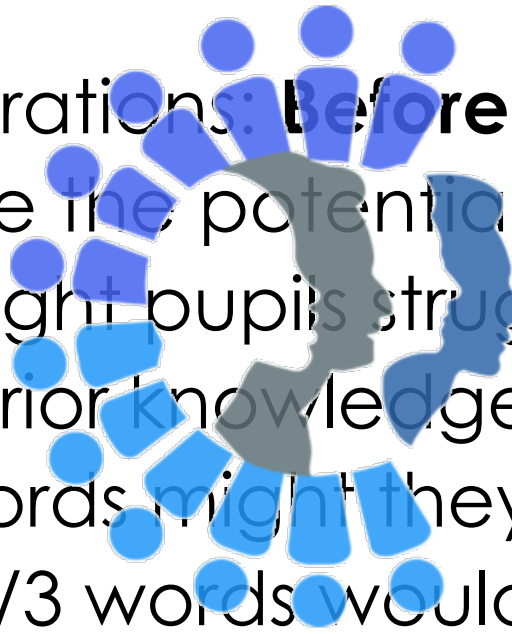
What might pupils struggle with?

Which prior knowledge do they need to have?

What words might they struggle with?

Which 2/3 words would you pre-teach?

What could the reading goal be? How might you **share** this?



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# During

In pairs, look at the text you have been provided with.

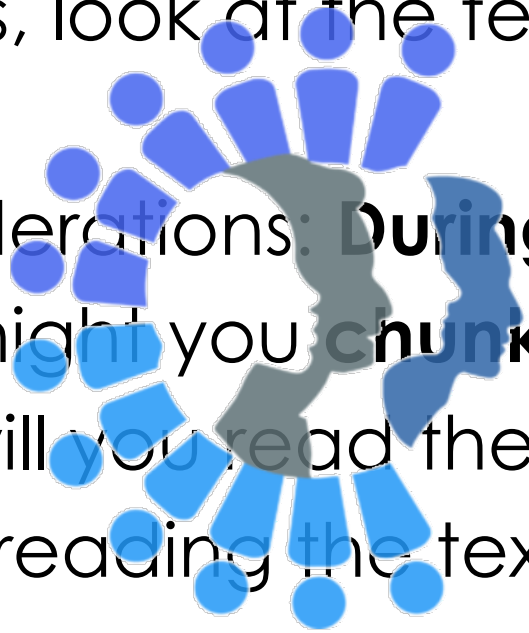
Considerations: **During**

How might you **chunk** the text?

How will you read the text?

When reading the text, what will you expect pupils to do?

How might you **check** for understanding?



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# After

In pairs, look at the text you have been provided with.

Considerations: **After**

What tasks could you complete to consolidate understanding?

How might you **check** for understanding?

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# Reflection

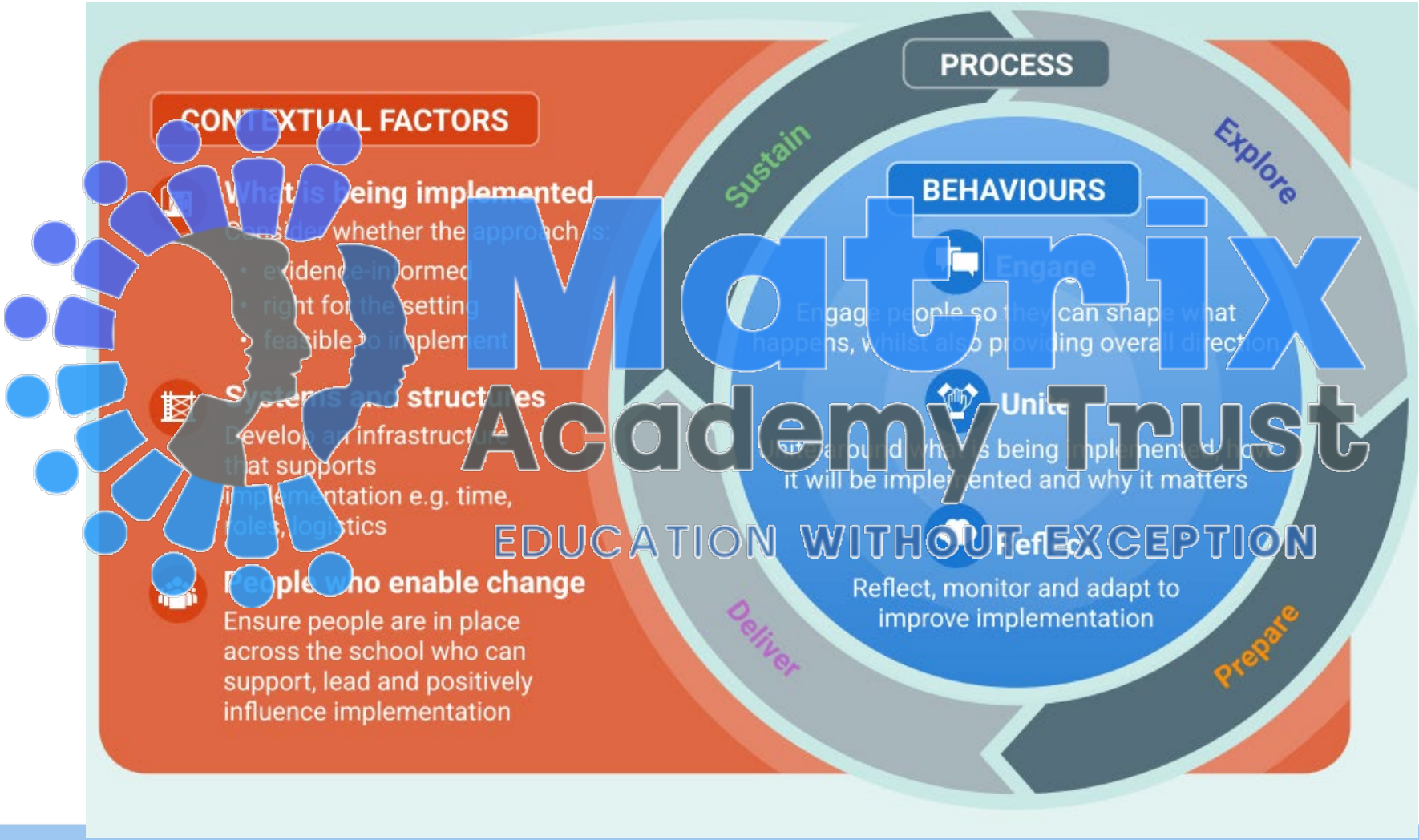
- Is there a common reading language used in your school?
- Is there a common approach?
- How do you know, as a leader, the types of texts that pupils are accessing across the curriculum?
- Who quality assures this?



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# How do we implement a common approach?



# Implementation: Case Study

## Before: Laying the Foundations

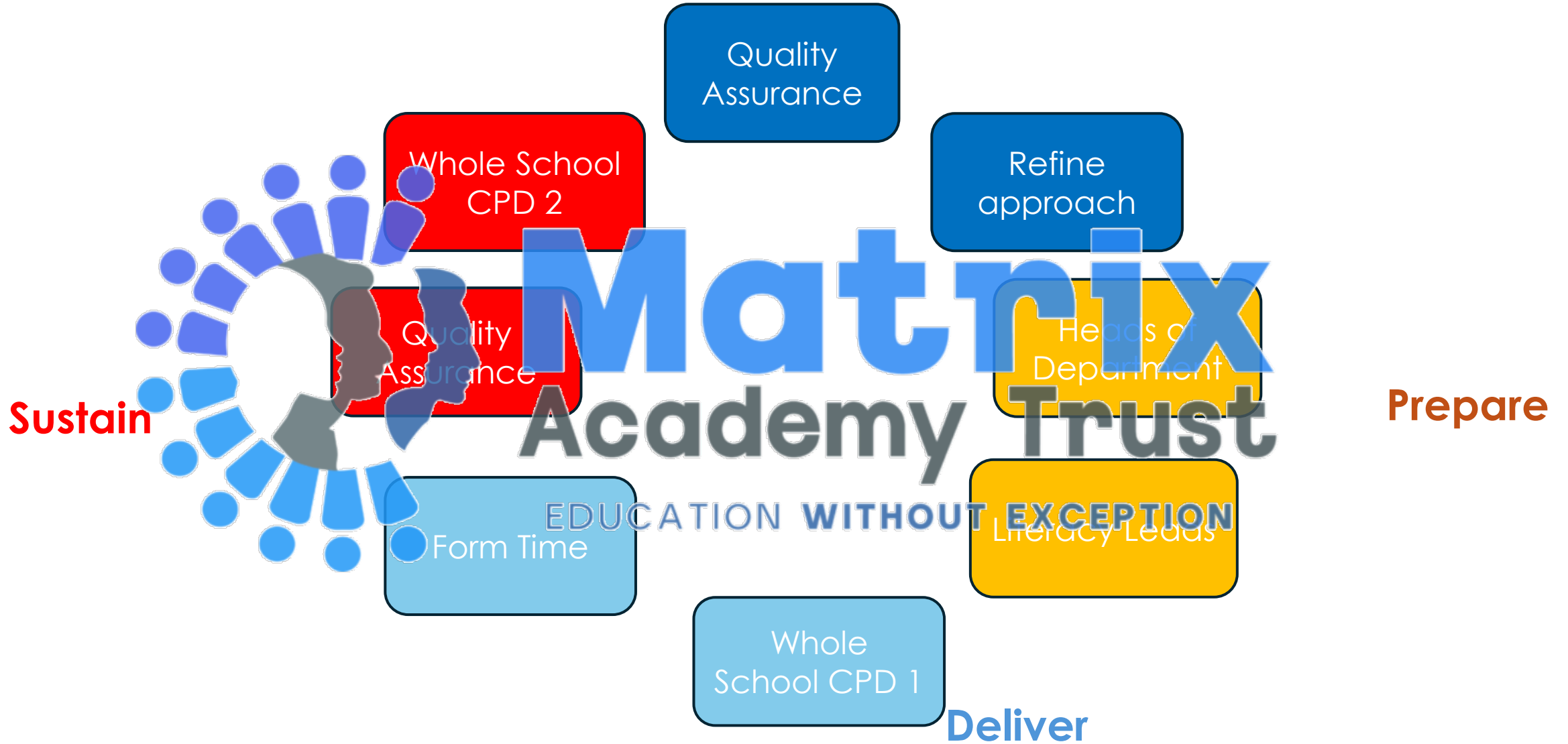


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# Implementation: Case Study

Explore



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# Reflection

- Where are you in your journey to implementing a whole school common approach to reading?
- What are your current barriers/concerns?
- What are your next steps?



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Culture

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# Approaching reading in your context: The Three-Strand Model



Intervention

# Matrix

Curriculum

# Academy

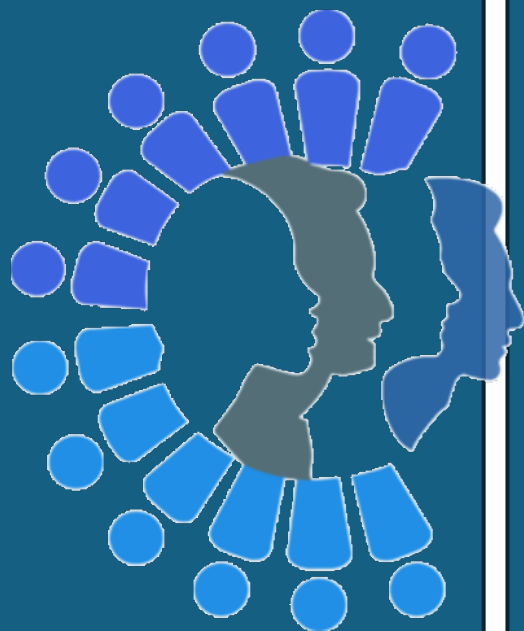
An icon of a hand holding a pencil, with two arrows pointing in opposite directions (left and right) above it, symbolizing reading or writing.  

# Trust

An icon of a stack of four books, symbolizing reading or education.

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Culture



# Matrix Academy Trust

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## Culture

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

- Library
- Reading/Literacy calendar
- Author and library visits
- Rewards
- Extracurricular club
- Student Leaders
- Social Media

How do we know that we have embedded a strong reading culture in schools?



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Leaders set  
the tone

All are  
responsible

Targeted  
Support



How do we build a strong reading culture?

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Pupils have  
access to books

Pupils read  
widely and often

Parents and  
carers are  
involved

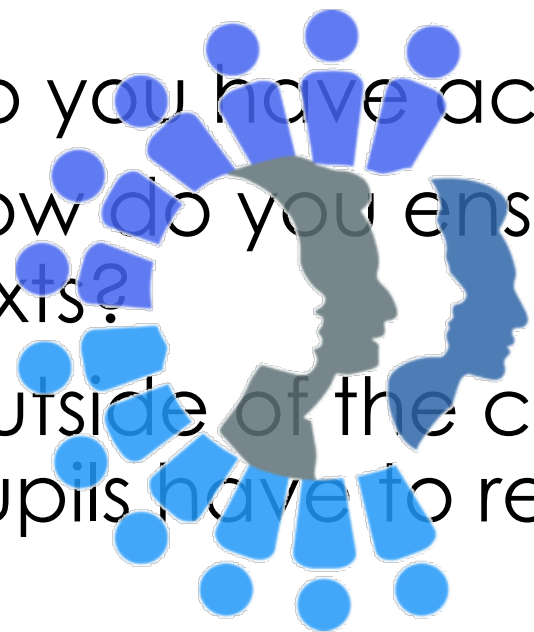
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Department  
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# Reading Culture

- Do you have access to a library?
- How do you ensure pupils have access to a range of texts?
- Outside of the curriculum, what opportunities do your pupils have to read widely and often?



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# Reading and the PD Curriculum



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- PSHE Booklets
- Tutor Reading Programme

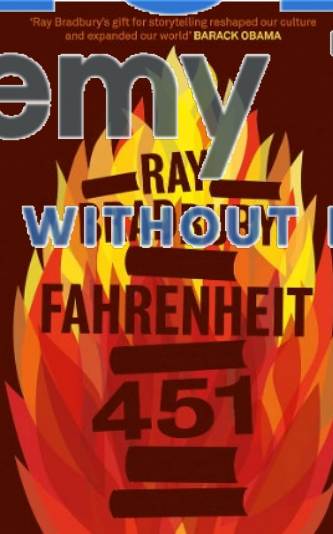
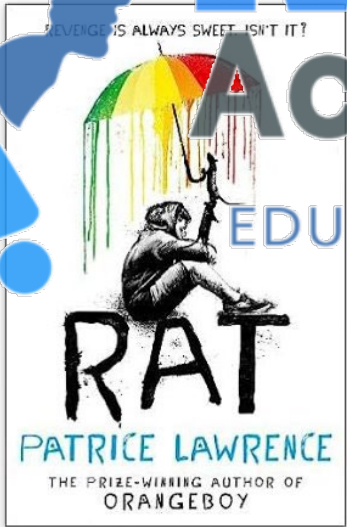
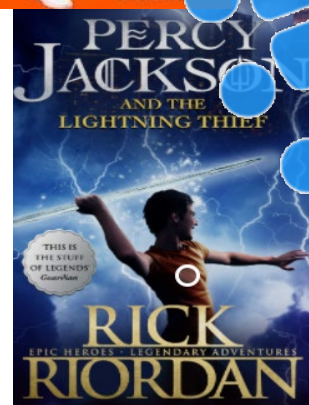
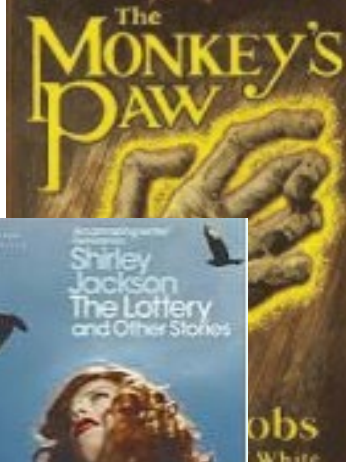
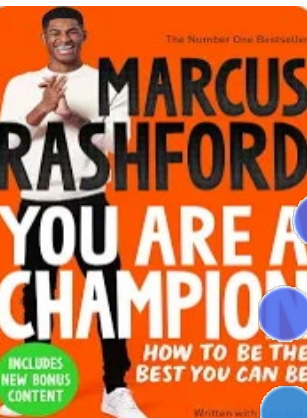
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# Example 1

# Tutor Reading



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# Reflection

- How are pupils encouraged to read widely and often?
- Are there opportunities in PD/PSE to promote reading?
- How is reading celebrated?
- How is a love of reading developed?
- How would I see the impact of this in your school?



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# Lunch



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Action Planning and Next Steps

# Matrix

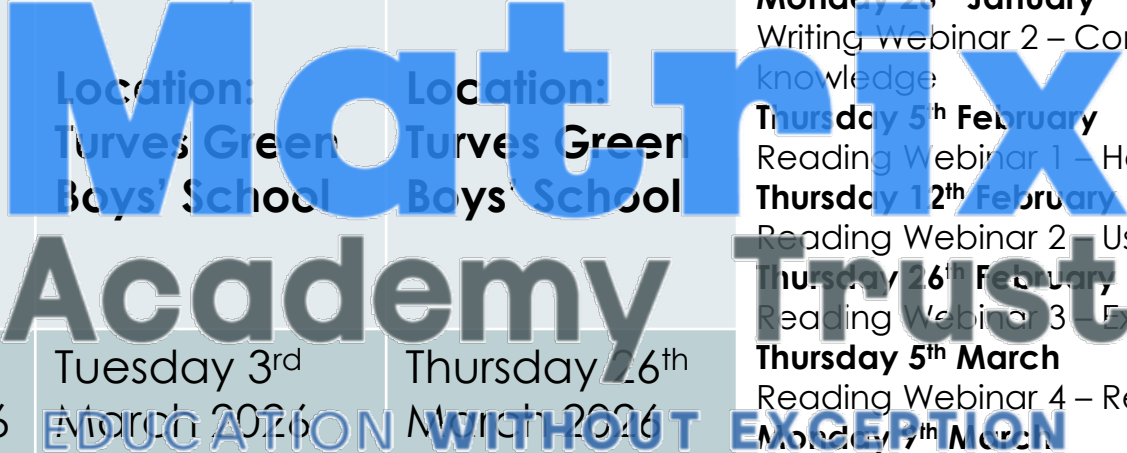
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	Reading Conference 1 8:45am-3:00pm	Reading Conference 2 8:45am-3:00pm	Writing Conference 8:45am-3:00pm	Reading Conference 3 8:45am-3:00pm	Webinars 3:45pm – 4:45pm
<b>Cycle 1</b>	Thursday 22 <sup>nd</sup> January 2026  <b>Location: Barr Beacon School</b>	Tuesday 3 <sup>rd</sup> February 2026  <b>Location: Turves Green Boys' School</b>	Monday 23 <sup>rd</sup> February 2026  <b>Location: Turves Green Boys' School</b>	Thursday 19 <sup>th</sup> March 2026  <b>Location: Turves Green Boys' School</b>	<b>Monday 19<sup>th</sup> January 2026</b> Writing Webinar 1: Knowledge vs skill <b>Monday 24<sup>th</sup> January</b> Writing Webinar 2 – Composite to component knowledge <b>Thursday 5<sup>th</sup> February</b> Reading Webinar 1 – How to select academic texts <b>Thursday 12<sup>th</sup> February</b> Reading Webinar 2 – Using reading as a vehicle <b>Thursday 26<sup>th</sup> February</b> Reading Webinar 3 – Explicit teaching of vocabulary <b>Thursday 5<sup>th</sup> March</b> Reading Webinar 4 – Reading and inclusion <b>Monday 7<sup>th</sup> March</b> Writing Webinar 3 – Grammar through writing <b>Thursday 12<sup>th</sup> March</b> Reading Webinar 5 – Creating a reading culture <b>Monday 16<sup>th</sup> March</b> Writing Webinar 4 – The power of live modelling and marking <b>Monday 23<sup>rd</sup> March</b> Writing Webinar 5 – Deliberate practice
<b>Cycle 2</b>	Thursday 29 <sup>th</sup> January 2026  <b>Location: Barr Beacon School</b>	Monday 9 <sup>th</sup> February 2026  <b>Location: Wednesfield Academy</b>	Tuesday 3 <sup>rd</sup> March 2026  <b>Location: Turves Green Boys' School</b>	Thursday 26 <sup>th</sup> March 2026  <b>Location: Wednesfield Academy</b>	



# RISE Reading Conference 1: Evaluation



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