

# Literacy in action

## Reading Conference 3

Regional improvement for standards  
and excellence (RISE)

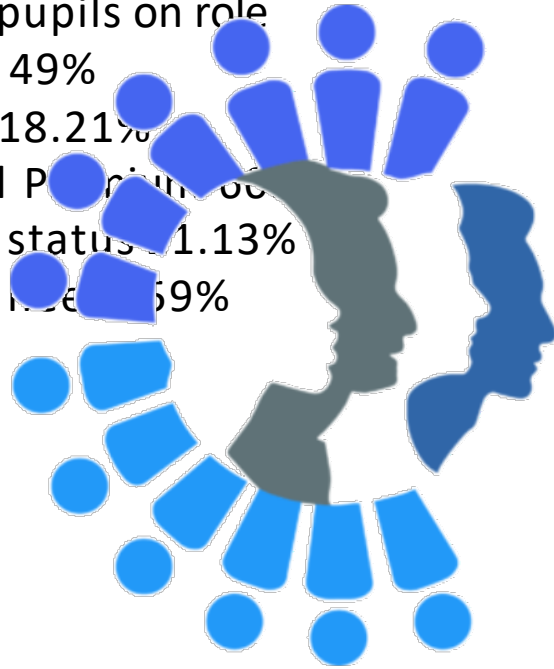


## Overview of the day

<b>8:45- 9:00 am</b>	<b>Welcome and Refreshments</b>
<b>9:00 am</b>	<b>Overview and aims of the day</b>
<b>9:15 – 10:15 am</b>	<b>CBA TGBS Journey</b>
<b>10:15 – 11.15 am</b>	<b>Science for reading and oracy common approaches Y10 GMA C1, KBR C2, RPA C3, KMO C5</b>
<b>Break</b>	
<b>11:30 – 12:30 pm</b>	Common approaches in English & Humanities ALE B1 Y8 RE SMN B4 Y10 History CBA/KGR C9/C11 Y11 English EAL Fresh Start KTO B14
<b>13:05 – 14:05 pm</b>	KGR Y7 Fresh Start lesson Common approaches Eng/Hums LOB P4 - 9xHi3 NGR 10Y1 KTO 7Y1
<b>12:30 – 13:05 pm Lunch</b>	
<b>14:15 – 15:00 pm</b>	<b>Action Planning</b>

## Turves Green Boys' School Context

- 600 pupils on role
- FSM 49%
- EAL 18.21%
- Pupil Premium 66
- SEN status 1.13%
- SEN need 59%



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# The Literacy Journey at Turves

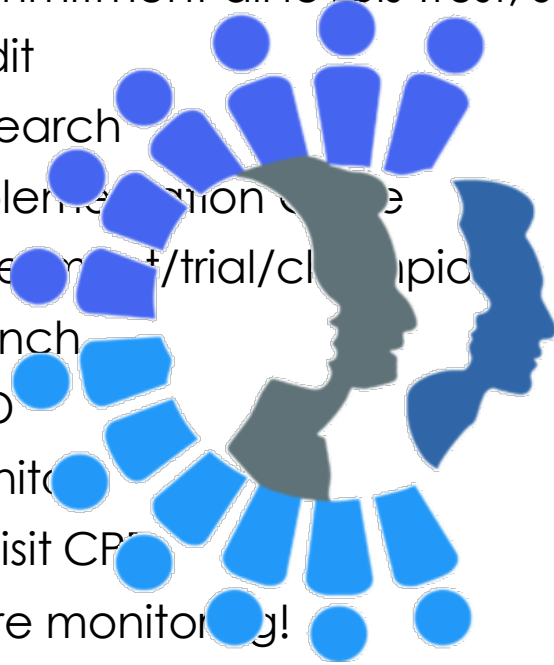
Before	After
<ul style="list-style-type: none"> <li>• 2022/2023 Low prior attainment, inaccurate data, average SATs average 5A</li> <li>• Staff unsure of how to teach reading, pupils not exposed to reading, challenging English texts</li> <li>• Poor results of oracy and writing</li> <li>• Inaccurate data</li> <li>• Inadequate Ofsted</li> </ul>	<ul style="list-style-type: none"> <li>• 2025/2026 Low prior attainment, accurate data collection, SATs average 10A</li> <li>• Established common approach to reading and oracy</li> <li>• Accurate data led to right pupils being on the right interventions</li> <li>• Tiered interventions</li> <li>• Regular reading interventions</li> <li>• Good with outstanding features</li> </ul>



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# The 'how'

- Commitment all levels Trust, SLT, DoL
- Audit
- Research
- Implementation cycle
- Experiment/trial/classroom pilot
- Launch
- CPD
- Monitor
- Revisit CPD
- More monitoring!
- Analysis
- Celebrate success
- Re-evaluate



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# The Tiered Approach

- In our Ofsted window, previously 'inadequate'
- Trust SIP support

## Curriculum - all

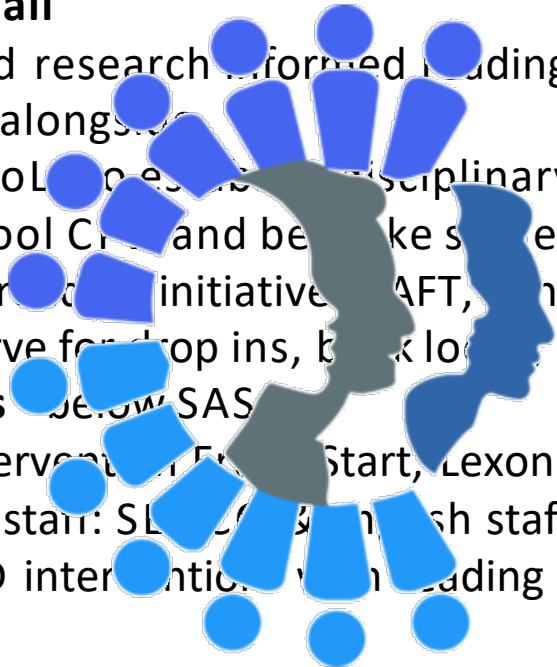
- Established research informed reading common approaches (Hi 5, guided reading, pre-teach vocabulary) oracy essentials alongside
- Met with DoL to ensure disciplinary literacy approaches following audit
- Whole school CPD and book club select CPD
- Additional reading initiative RAFT, including a range of resources
- Sistra observe for drop ins, book look for feedback and adapting

## Interventions

- Tiers of intervention Fresh Start, Lexonik, VIP, RAFT, Accelerated Reader
- Specialist staff: SL, CPD, English staff Fresh Start, Librarian and Tigers Lead Lexonik
- Align SEND interventions with reading interventions

## Culture

- RAFT, CPD and staff buy in, plaques
- Rewards, vending machine,
- Speakers & competitions
- 



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# Reading

**Teacher-led:**  
**Aim to develop students' metacognition to empower them to engage with and enjoy complex texts**

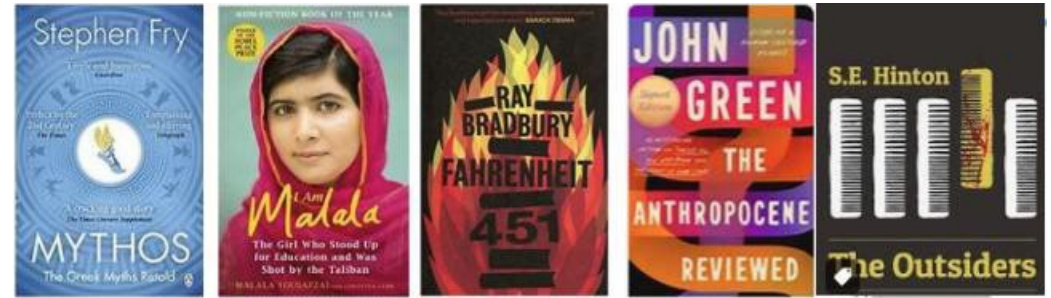
**1. Pre-reading:**  
 make predictions and build background knowledge

**2. During reading:** ask questions, make inferences & links; re-read

**4. Deeper reading:** point/evaluate ideas of

**5. After reading:** summarise/paraphrase text, evaluate, compare

**TGBS Common Reading Approach High Five Academic Reading (Alex Quigley)**



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- Staff CPD and guidance booklets with topics, strategies, and vocabulary
- Suggest readers to support model
- Monitored on Sisra Observe and feedback given
- Reading content for Y11 term

*Being called a snake/snitch*  
 Are there any drawbacks to being a 'telling school'?

Can you give a specific example of when you have demonstrated this value successfully?

Why is our 'Telling School' value linked to the British value 'Rule of Law'?

*Encourage you to follow laws and respect the law and behave about those who don't*

**Telling School – Dwayne Johnson**

"I didn't want to go to school, I was ready to leave, I left school, I didn't take any midterms, at that time I didn't know what mental health was, I didn't know what depression was, I just knew I didn't want to be there."

Everyone seems to love Dwayne "The Rock" Johnson. We love him as a professional wrestler, love him as Hobbs in the "Fast and the Furious" saga, and love him as an inspiration for all men. Immediately, Johnson looks like a hulking mass of protein shakes and pumping iron, but there's always been more beneath the surface when it comes to the Rock.

During the press tour for his film *Rampage*, Johnson opened up about his struggles with depression. The key that is found from the revelation is for us to be okay in embracing it, especially as men. There's a constitution that oftentimes doesn't let us talk about if we're scared or vulnerable or worried about something.

**Understanding Towards Others – Florence Nightingale**

What does it mean to be understanding towards others?

*to treat anyone like you want to be treated with*

Being understanding towards others can take a range of forms, such as how people are feeling, checking that people are happy, thinking about the consequences of your actions or comments. However, we must also be considerate of our environment and how we affect it.

This could be short term in terms of keeping our environment clean and tidy, respecting our classrooms and our school or our homes. But it might also be being considerate of others in the long term, thinking about our planet and its future too. Being considerate means understanding that we are not the only person in the world that matters and appreciating that we all need to work together for the common goal: a happy and productive life.

What are some common barriers to understanding others and how can they be overcome?

*Having a better understanding of people and if there are any barriers to break them.*

How can showing understanding to others promote better relationships?

What ways can we try to understand others better?

*to help them feel better when they are sad and listen to them, educating yourself on people's problems*

What might prevent us from understanding others properly?

*being shy or awkward could be a barrier, poor attitude, lack of knowledge*

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**Understanding Towards Others – Florence Nightingale**

As her peers attended balls, flirting with young men while sporting new dresses, Florence desired more. The life she sought was providing the care for those who were ill. In the early 1800's the career of nursing was a common one, not respected by affluence, performed by poor women who had no other option. Her family, thinking it was beneath this young lady of affluence and position, would not support her desire. She said: "I craved for some regular occupation, for something worth doing, instead of frittering time away on useless trifles."

Relentless in her purpose, she spent the next 14 years of consistent persuasion to gain the support of her family to pursue this career. She did not want to defy her parents, yet she could not deny her passion. Finally, with their blessing, she began in a position at the Institution for the Care of Sick Gentlewomen in Distressed Circumstances—simply a hospital for poor women. It was there that she launched her road of social reform. Florence was trained as a nurse while on the job with absolutely no pay from this hospital.

It was in 1844 that she began her crusade to change the conditions of hospitals after having worked in unbearable circumstances. She found the hospitals in squalor with the nursing profession nothing short of low-level maids, and determined to singlehandedly reform these institutions.

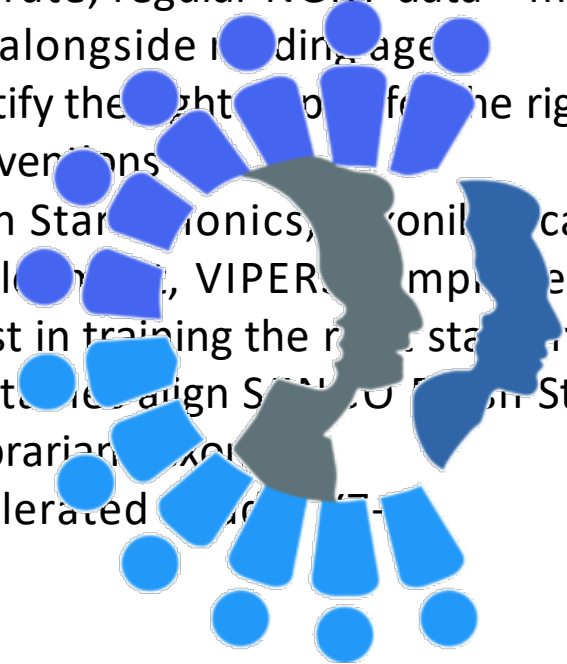
The real impact was made when she headed the nursing unit during the Crimean War. Not even wanted by the doctors at these British medical facilities, she was appointed to oversee female nurses in the military hospitals in Turkey. She arrived with a party of 38 nurses and began the difficult and thankless duty of assisting the physicians and caring for the needs of the wounded.

READ: How we read to learn

- Ready to listen
- Eyes down, following the text
- All silent and listening
- Discuss thoughts and ideas

# Data, interventions and impact

- Accurate, regular NGRT data – move towards SAS alongside reading age
- Identify the right support for the right interventions
- Fresh Start Phonics, Phonics caboodle, development, VIPER, comprehensive
- Invest in training the right staff and ensure timetabled, align SENCO, Fresh Start, teachers lead & Librarian, etc
- Accelerated Learning



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Autumn 2024 NGRT mean SAS (521 pupils)	Summer 2025 NGRT mean SAS (417 pupils exc Y11)	Autumn 2025 NGRT mean SAS (582 pupils)
Whole cohort 100.9 (13y 4mths)	Whole cohort 103.5 (13y 4mths)	Whole cohort 100.9 (13y 4mths)
SEMHC 93.7	SEMHC 100.5	SEMHC 94.0
SLD 92.3	SLD 92.3	SLD 93.7
ASD 99.7	ASD 107.8	ASD 102.9
EAL 97.2	EAL 101.3 (49 pupils)	EAL 98.3 (101 pupils)
FSM 96.0	FSM 97.4	FSM 99.8

### DISCUSSION GUIDELINES

- WE GIVE PROOF OF LISTENING
- WE RESPECT OTHERS' IDEAS
- WE BUILD, CHALLENGE, SUMMARISE, CLARIFY, AND PROBE EACH OTHER'S IDEAS
- WE ARE PREPARED TO CHANGE OUR MINDS
- WE INVITE OTHERS INTO OUR DISCUSSION
- WE TRY TO REACH A SHARED UNDERSTANDING

What do I need to demonstrate?	How do I structure my response?
Agree A	<p><b>Oracy</b> = To be able to express oneself easily. In a way that expresses thoughts and feelings easily and clearly.</p> <ul style="list-style-type: none"> <li>I agree with ___ because...</li> <li>I would argue the same thing... because...</li> <li>The reason I agree with ___ is because...</li> <li>That is an interesting point, because...</li> </ul>
Challenge C	<ul style="list-style-type: none"> <li>I would like to build on ___ because...</li> <li>I agree with ___ but I need to see more evidence...</li> <li>I don't think I would disagree because...</li> </ul>

## We SHAPE our responses to questions & discussions

Speak in full sentences & use names

Hands away from mouth

Articulate, don't mumble

Project your voice

Effectively use hands and eyes:

- Try to make eye contact
- Listen to understand, and listen to what the person is saying before we responding

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September 2025  
 Developing a Common Approach to Oracy  
 During - Turn and Talk Walkthrough  
 "[Interrogate task], turn and talk to your partner, you've got X minutes, go!"

Before	During	EDUCATION WITHOUT EXCEPTION
<p><b>Planning for and preparing</b> pupils for deliberate opportunities to discuss answers, share ideas or challenge one another's viewpoints.</p>	<p>Use of <b>Turn and Talk</b> as our vehicle. Embedding a <b>cue</b> and a <b>script</b> to ensure pupils are participating effectively.</p>	<p>Encouraging pupils to <b>reflect</b> on their talk by providing feedback and modelling good examples.</p>

Reiterate question or prompt

Assign partner

Provide a time frame

**TALK**

discussion mat and reminder of TALK

Cue

Active observation

Cold call to share thinking

Should both complete within time given, not separately

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





# The Literacy Journey at Turves



- Embedding curriculum and talent development
- Communicating approaches to literacy
- Accreditation

literacy moving forward

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