

Supporting all readers in secondary school Trial 2025 - 2026

Professor Jessie Ricketts

In collaboration with secondary and reading expert practitioners

25.6.2025



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bit.ly/SecondaryReadingCPD

Trial purpose

- To understand how to make the CPD as effective, feasible, accessible and useful as possible.
- To promote confidence and capacity in all secondary practitioners.
- Useful first step for all secondary schools in England in developing reading as a strategic priority.
- Decided to invite all secondary schools in England who have expressed an interest to participate so that we get the best possible picture of how the training is working and what our next steps for this work should be.



What will the trial involve?

Summer 2025: Kick-off webinar (optional) - today

Autumn term 2025: Implementation (compulsory)

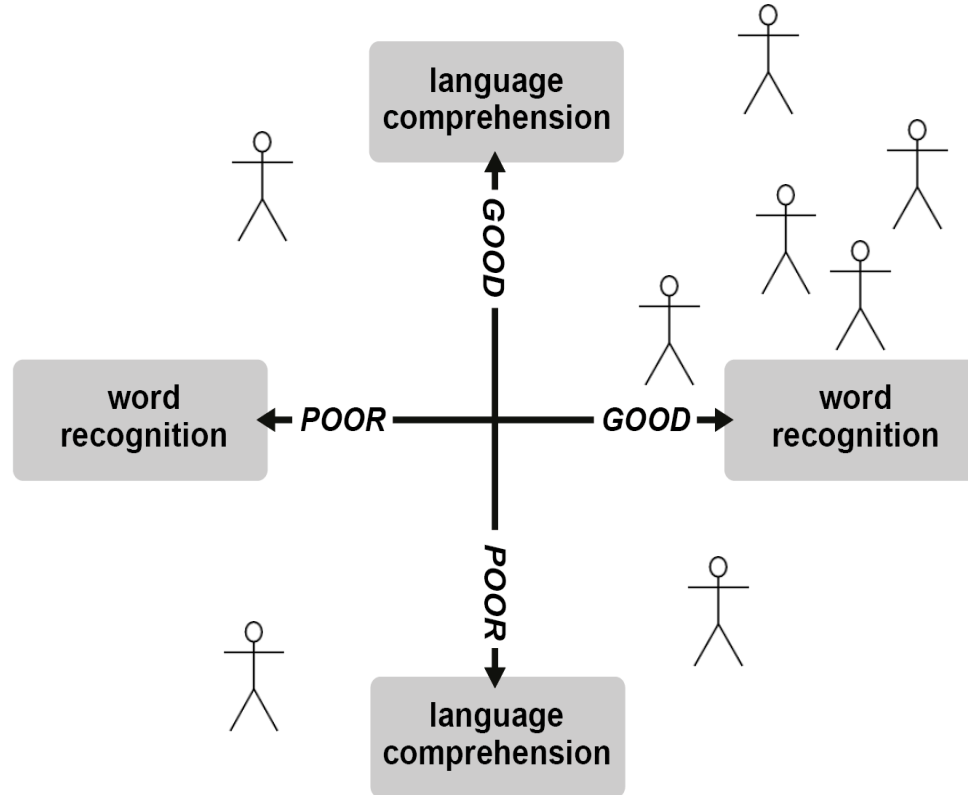
- At least one school leader to complete training and extended feedback by **end October**
- Implementation with **all** or subset of teachers and teaching assistants and encourage them to complete anonymous feedback by **end November**
- Feedback to us on who has been asked to complete the training by **mid December**
- Schools will be eligible to claim a £50 voucher as a token of appreciation on completion of the training and feedback

Spring term 2026 (optional)

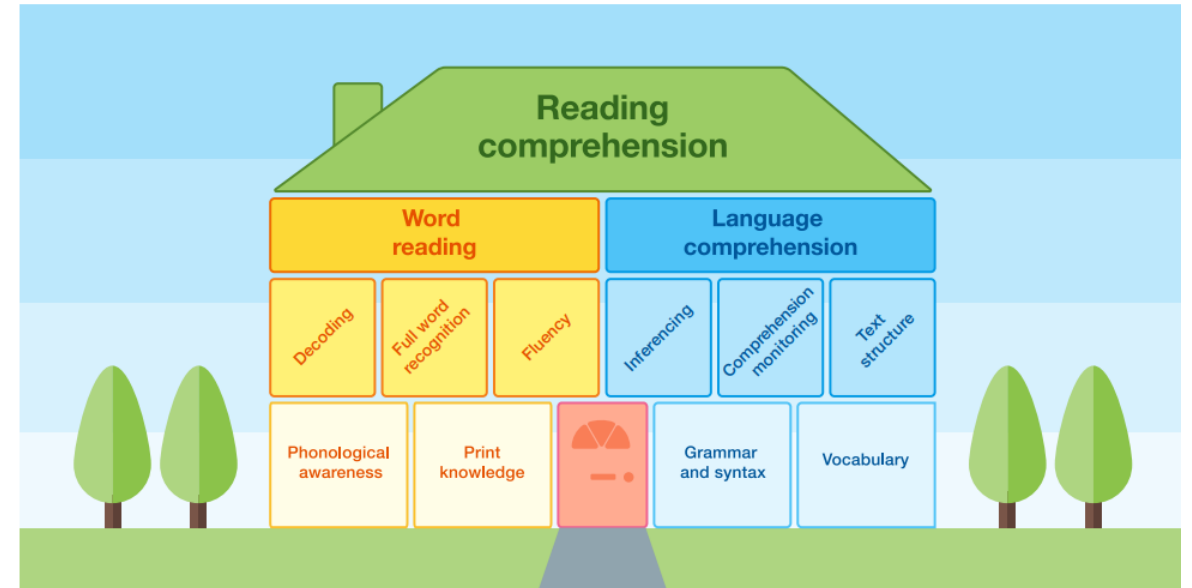
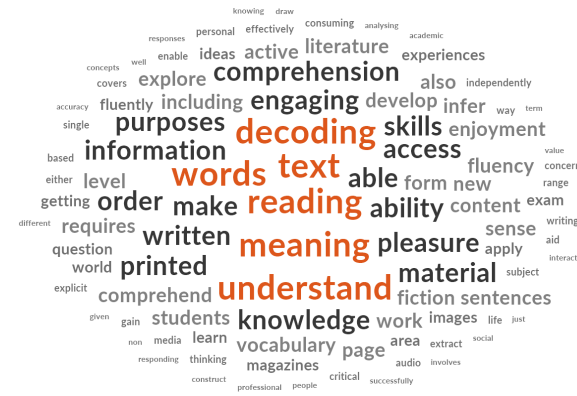
- Follow-up session with Lucy Floyer in small regional groups (optional) to provide feedback, ask questions, enable reflection and action planning and foster discussions between schools



What is reading?



Gough & Tunmer (1986)



Adapted from Hogan, Bridges, Justice and Cain (2011)
Education Endowment Foundation Guidance



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Why is this important?



There is much need... and it matters for everyday life

- 20% of adolescents exhibit reading that is below acceptable standards (PISA 2015; Jerrim & Shure, 2016)

PISA 2009 items...

Macondo

100 years of Solitude: Gabriel Garcia Márquez

Dazzled by so many and such marvellous inventions, the people of Macondo did not know where their amazement began. They stayed up all night looking at the pale electric bulbs fed by the plant that Aureliano Triste had brought back when the train made its second trip, and it took time and effort for them to grow accustomed to its obsessive toom-toom. They became indignant over the living images that the prosperous merchant Don Bruno Crespi projected in the theatre with the lion-head ticket windows, for a character who had died and was buried in one film, and for whose misfortune tears of affliction had been shed, would reappear alive and transformed into an Arab in the next one. The audience, who paid two centavos apiece to share the difficulties of the actors, would not tolerate that outlandish fraud and they broke up the seats. The mayor, at the urging of Don Bruno Crespi, explained by means of a proclamation that the cinema was a machine of illusions that did not merit the emotional outburst of the audience. With that discouraging explanation many felt that they had been the victims of some new and showy gypsy business and they decided not to return to the movies, considering that they already had too many troubles of their own to weep over the acted-out misfortunes of imaginary beings.

Question 5: MACONDO

Do you agree with the final judgement of the people of Macondo about the value of the movies? Explain your answer by comparing your attitude to the movies with theirs.

Reflect and evaluate

Supermarket Notice

Peanut Allergy Alert Lemon Cream Biscuits

Date of alert: 04 February
 Manufacturer's Name: Fine Foods Ltd
 Product Information: 125g Lemon Cream Biscuits (Best before 18 June and Best before 01 July)
 Details: Some biscuits in these batches may contain pieces of peanut, which are not included in the ingredient list. People with an allergy to peanuts should not eat these biscuits.
 If you have bought these biscuits, please return the product to the place of purchase for a full refund.
 For further information, please contact the manufacturer.

Multiple choice

Question 2: SUPERMARKET NOTICE

What is the purpose of this notice?

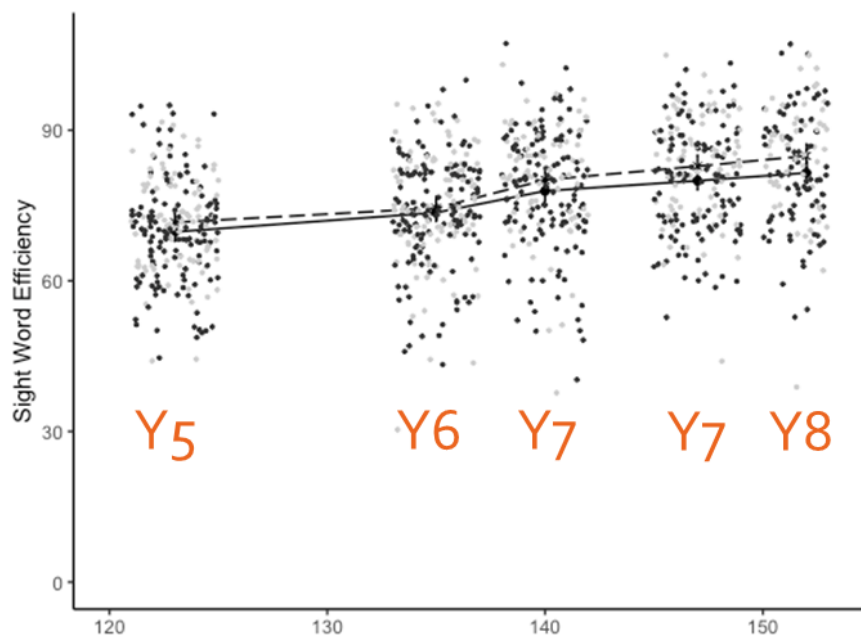
- To advertise Lemon Cream Biscuits.
- To tell people when the biscuits were made.
- To warn people about the biscuits.
- To explain where to buy Lemon Cream Biscuits.



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Why is this important?

Findings variation, progress



Messages:

1. Professional development must be prioritised
2. Don't worry about the transition slump
3. Reading is not (just) a primary school issue
4. Reading for pleasure matters
5. Two-step assessment can help

But how can we train busy teachers?
What should the training look like?
How delivered?



The policy context...



2019



Education
Endowment
Foundation



2022



2023



Department
for Education



2025 onwards

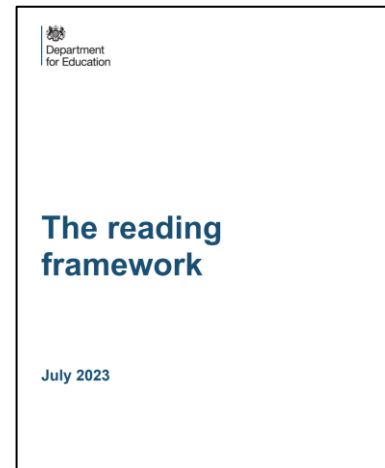


Department
for Education

Training for all
secondary schools

**IMPROVING LITERACY IN
SECONDARY SCHOOLS**

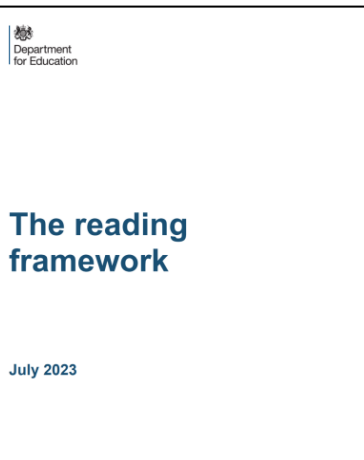
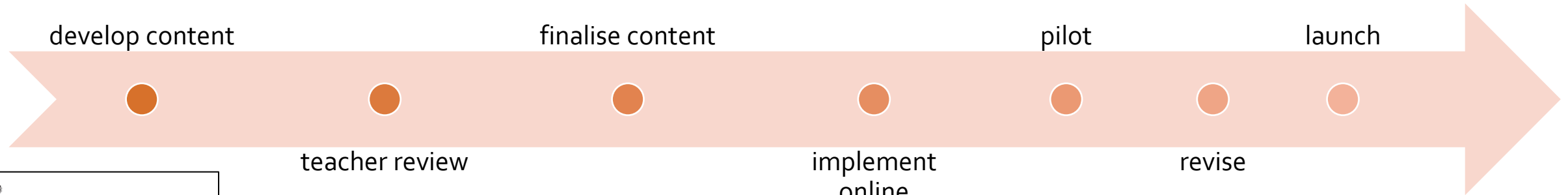
Guidance Report



CPD development

Training aim: to build capacity for all secondary teachers, regardless of subject specialism, on reading and how to support reading

First step in promoting secondary reading



28 April 2025



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CPD development

Content

- Guidance and workbook
- Research-led videos
 - Theory and evidence
- Teacher-led videos
 - Combining research evidence with co-creation to develop strategies, review strategies, finalise strategies

Delivery

- Individual or in groups
- Approximately 1 hour (more with discussion and collaboration)



Pilot

- Effective: change to knowledge, confidence?
- Feasible: to do the training, to implement
- Accessible: access to training, understanding of content
- Acceptable: barriers and challenges
- 10 schools, 46 teachers and school leaders
 - Years of teaching: 1-35
 - A range of subjects including English, maths, science, history, geography, MFL, computer science, business, economics, drama, food tech and PE
- Completion individually, in groups



'I think the idea of an accessible online one-shot training module on this subject is really needed.'

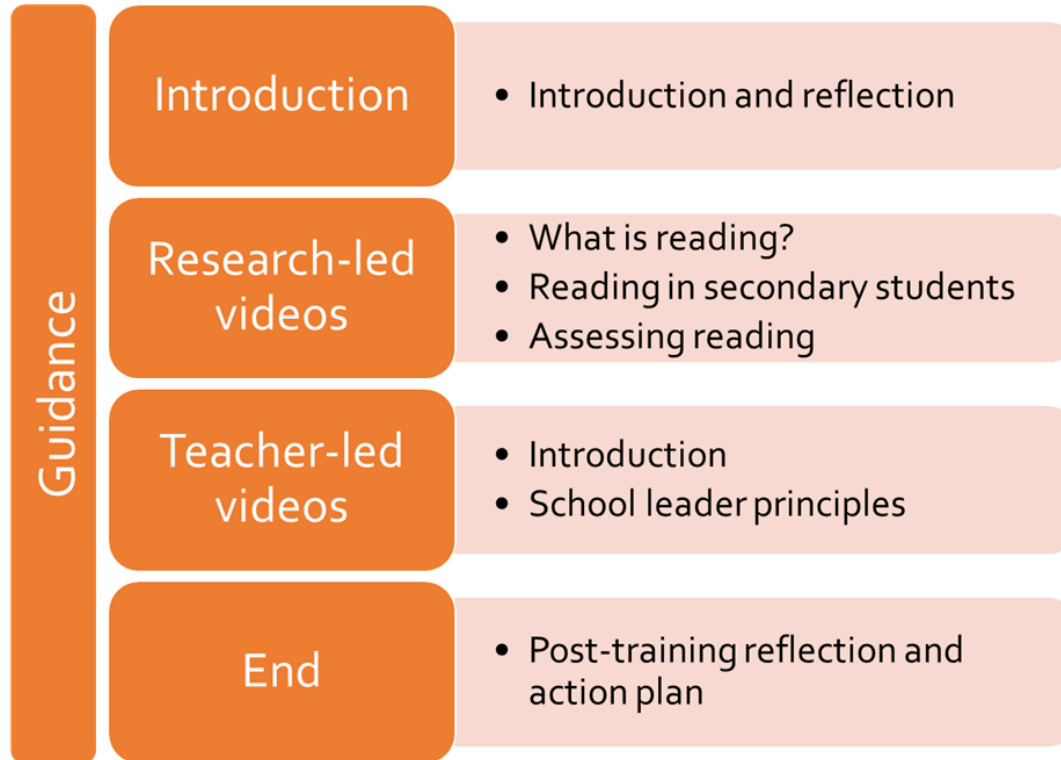
Headline findings:

- The training was effective: there was a clear positive change to knowledge or confidence for 73% of our target group
- The training was feasible: 95% of our target group agreed that theory and strategies could be embedded in practice and the average time to complete was 47 minutes. Notably, the training was more than an hour for some respondents and comments suggested that content could be reduced and how (see below)
- The training was accessible: There were no reports of individuals not being able to access the training, and all target teachers agreed that they had fully understood the content.
- The training was acceptable: This was indicated by quotes from school leaders and teachers (see Table 2)

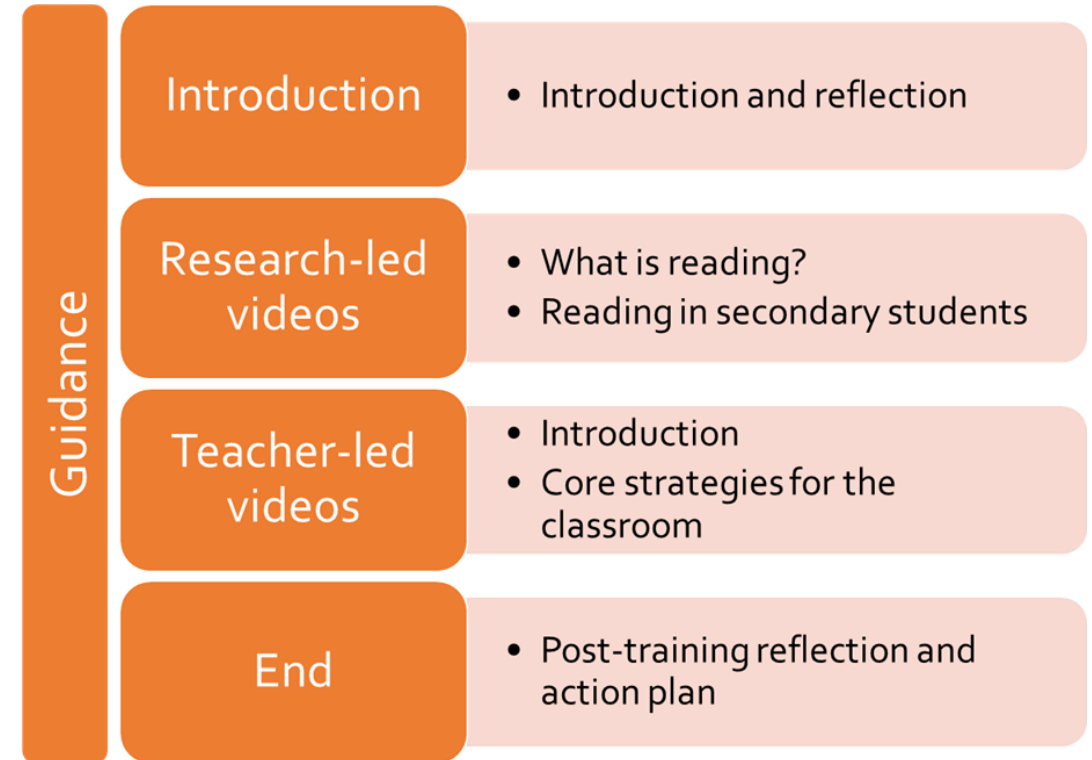


Overview of the programmes

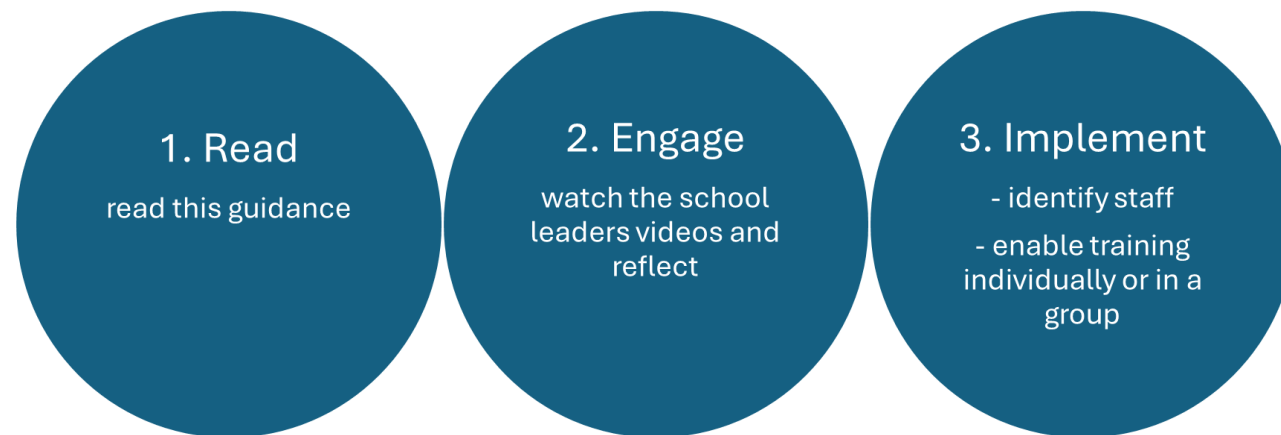
School leader package



Practitioner package



School leader package



- *Video 1: Introduction and reflection
- *Video 2: What is reading?
- *Video 3: Reading in secondary students
- Video 4: Assessing reading
- Video 5: School leader principles
- *Video 6: Post-training reflection and action plan

*overlapping in leader and practitioner packages



Practitioner package

Guidance	Introduction	<ul style="list-style-type: none">• Introduction and reflection
	Research-led videos	<ul style="list-style-type: none">• What is reading?• Reading in secondary students
	Teacher-led videos	<ul style="list-style-type: none">• Introduction• Core strategies for the classroom
	End	<ul style="list-style-type: none">• Post-training reflection and action plan

- *Video 1: Introduction and reflection
- *Video 2: What is reading?
- *Video 3: Reading in secondary students
- Video 4: Choosing curriculum texts
- Video 5: Identifying text features
- Video 6: Exploring vocabulary
- Video 7: Activating background knowledge
- Video 8: Teaching reading comprehension
- Video 9: Reading in lessons
- Video 10: Checking student comprehension
- *Video 11: Post-training reflection and action plan

*overlapping in leader and practitioner packages





Videos



School leader package

- *Video 1: [Introduction and reflection](#)
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Acknowledgements

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- Professor Jessie Ricketts, Dr Megan Dixon and Lucy Floyer

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Questions?

