

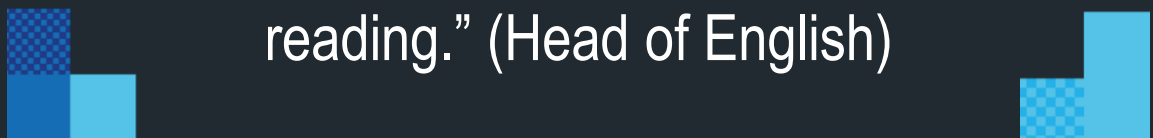
Enabling secondary teachers to support reading in all pupils

A trial to establish whether a continuing professional development programme is effective, feasible and accessible



Training to enable secondary teachers to support reading in all pupils

“It has made me confident that I am following evidence-based best practice to support reading.” (Head of English)



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Secondary reading: Connecting research and practice

Ricketts et al. (2014; 2020); van der Kleij et al. (2022; 2023)

1

Reading proficiency is linked to educational outcomes in secondary school

- Reading proficiency will determine access to the curriculum and the cumulative development of knowledge
- Reading is need to demonstrate curriculum knowledge in national assessments

2

Reading is extremely variable amongst teenagers

- This presents a substantial challenge for all teachers working in secondary schools
- Continuing professional development is needed for all secondary teachers to support all pupils

3

There are high levels of reading need in teenagers

- Some reading needs are evident across primary and secondary school, others emerge later
- We must identify, support and monitor reading needs in secondary as well as primary school

4

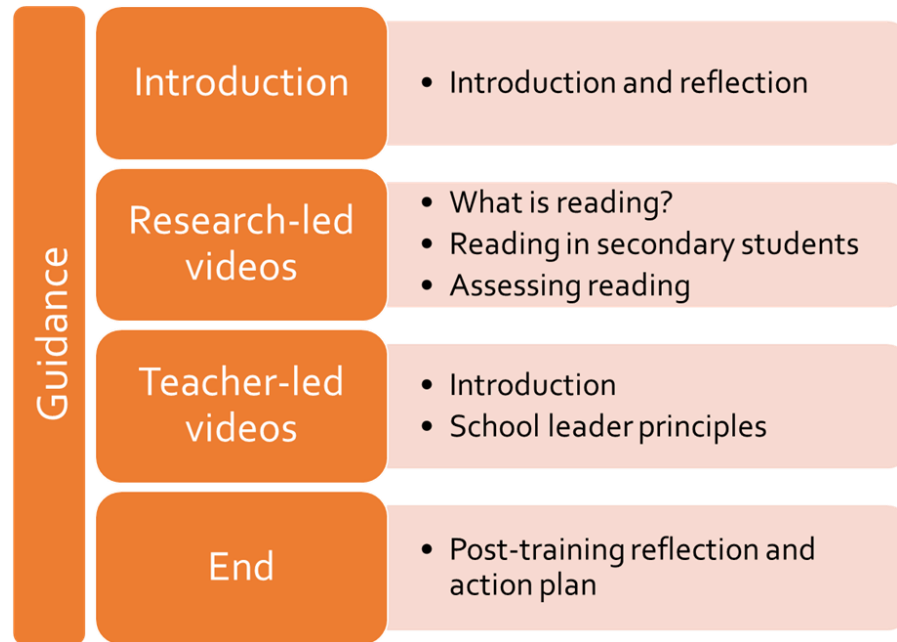
Research underpins continuing professional development (CPD) to enable secondary teachers to support reading in all pupils

- CPD developed by RHUL (Professor Ricketts), with a large network of teachers and reading experts, commissioned by the UK Government Department for Education.

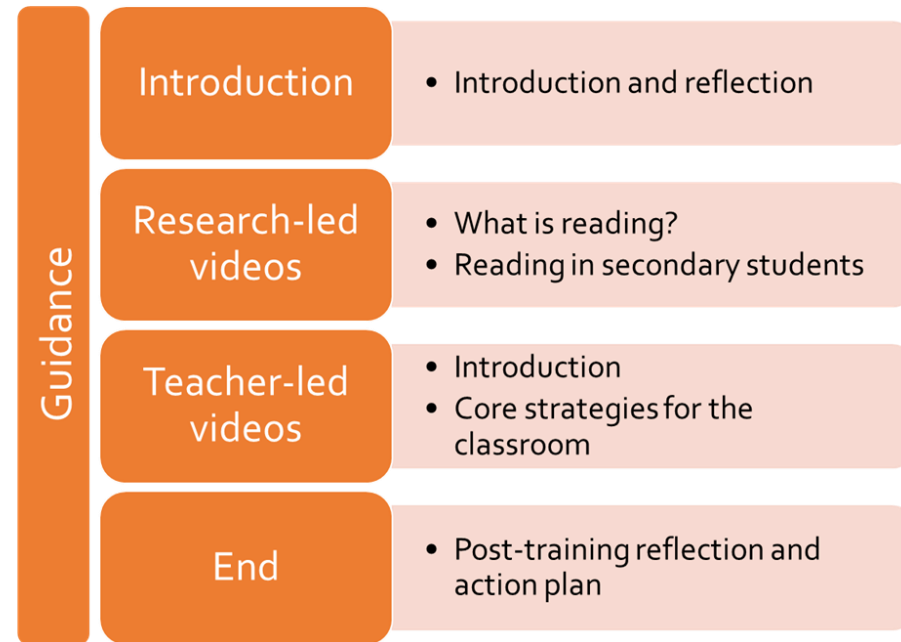


Training to enable secondary teachers to support reading in all pupils

School leader package



Practitioner package



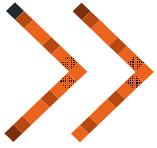
SCAN ME

bit.ly/SecondaryReadingCPD



Department
for Education

Trialling Continuing Professional Development (CPD)

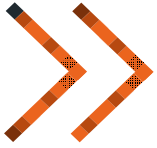


RHUL

Professor Jessie Ricketts

Partner(s)

UK Government Department for Education



1. Raising awareness and increasing uptake of CPD
2. Evaluating whether the CPD is effective in promoting knowledge, confidence, and change to practice
3. Establishing whether the CPD is feasible and accessible



Department
for Education

Key Outputs

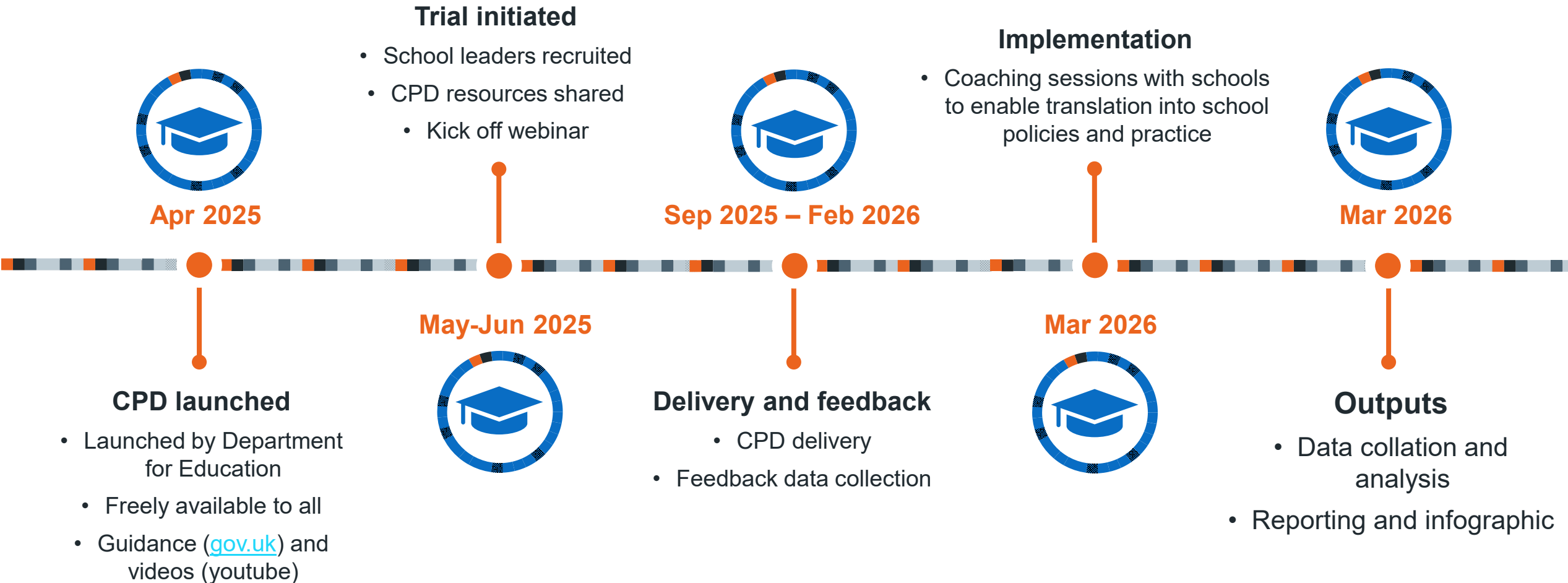
- Quantitative feedback data indicating positive changes to knowledge, confidence and practice
- Qualitative feedback identifying next steps
- Report
- Infographic detailing the research findings, CPD and other related initiatives



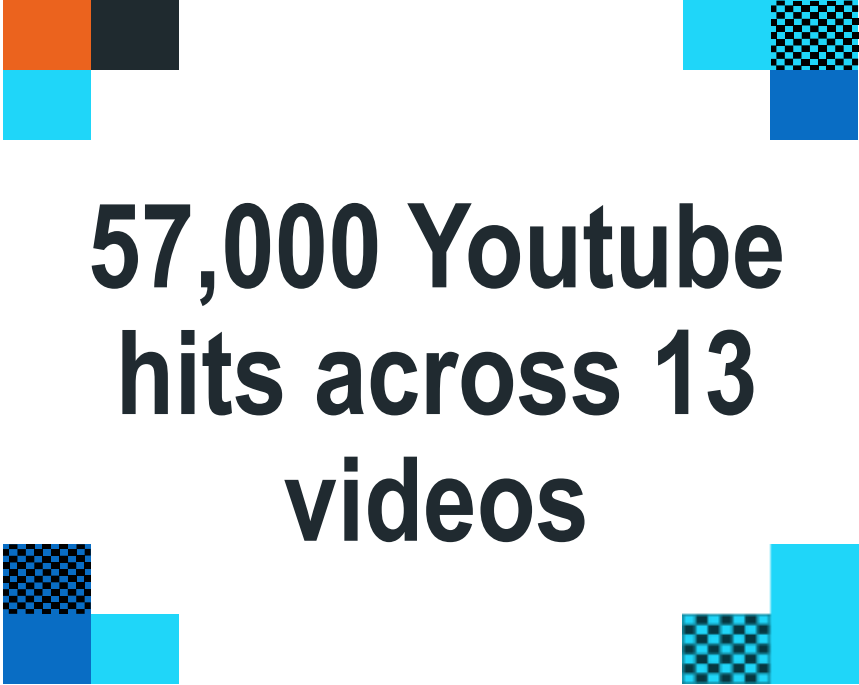
Impact and next steps

- CPD is effective at promoting teacher knowledge, confidence and changes to practice
- Research and resulting CPD linked to government investment in secondary reading

Timeline



Uptake



**57,000 Youtube
hits across 13
videos**



Videos shared on Department for Education Youtube Channel

- Total hits across 13 videos: 57,000*
- Average hits per video: 4,000*
- Highest hits 'what is reading': 8,000*

*To nearest 100



Anonymous feedback form disseminated on Youtube: 243 responses



Trial feedback form collected as part of this project: 40 responses (35 schools)



Follow-up implementation meetings: 15 schools

Anonymous feedback

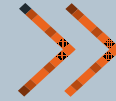
243 responses

Research questions:

- 1. How was the CPD effective in promoting knowledge, confidence, and change to practice?
- 2. How feasible and accessible was the CPD?

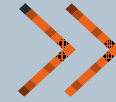


**Change to school policy
and practice: “Added four
points to our reading
action plan”**



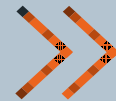
Who?

- Class teachers, school leaders, mostly secondary (88%)
- Range of disciplines (23% English)



How?

- Delivery mostly as a group (47%), also individually in a group (18%), individually (35%)



Effective

- 61% increase in knowledge
- 72% increase in confidence
- 67% will change practice



Feasible and accessible

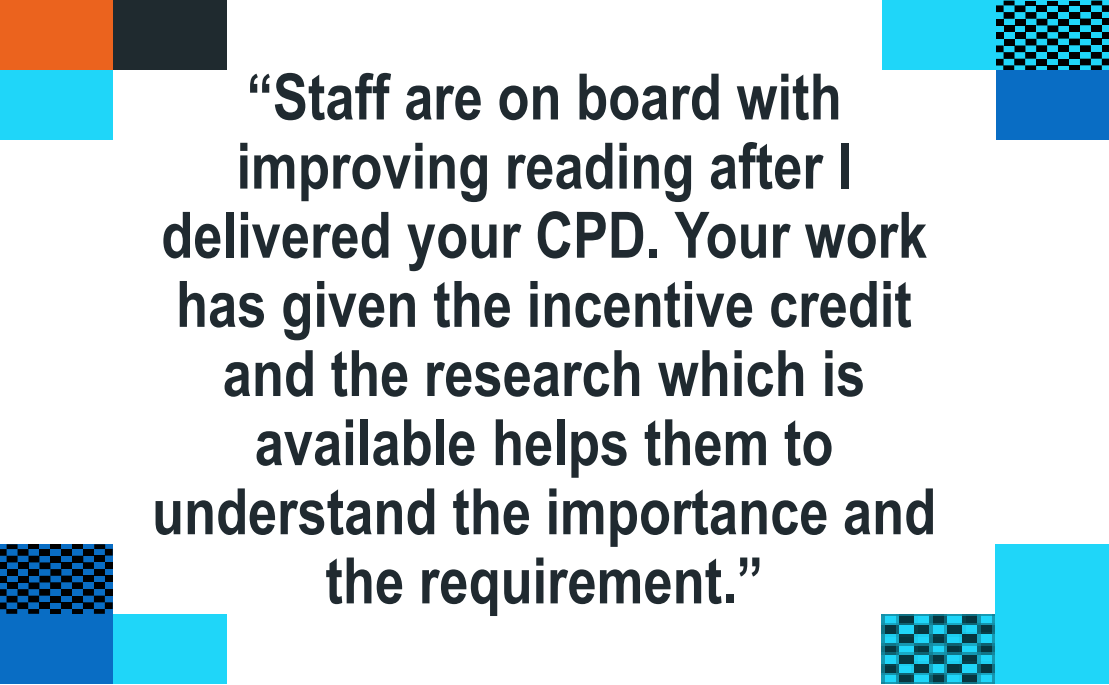
- 94% feasible
- 97% could access
- 91% fully understood content

Trial feedback

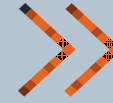
40 responses, 35 schools

Research questions:

- 1. How was the CPD effective in promoting knowledge, confidence, and change to practice?
- 2. How feasible and accessible was the CPD?

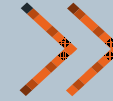


“Staff are on board with improving reading after I delivered your CPD. Your work has given the incentive credit and the research which is available helps them to understand the importance and the requirement.”



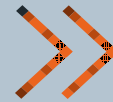
Who?

- Class teachers, school leaders, mostly secondary (90%)
- Range of disciplines (44% English)



How?

- Delivery mostly individually (62.5%), but also as a group (27.5%), and individually in a group (10%)



Effective

- 61% increase in knowledge on reading research (70%), classroom strategies (67.5%), reading assessment (50%), and student challenges (70%)
- 85% increase in confidence
- 60% will change practice and 72.5% will change leadership



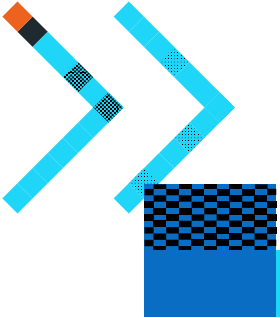
Feasible and accessible

- 97.5% feasible
- 97.5% could access
- 100% fully understood content

What do respondents say they want next?



“It was a good training course, I enjoyed being able to work through it at my own pace with support from the member of staff in charge of delivering this material, reflecting and feeding back to them in group sessions. The only challenging aspect is the number of hours in the day, there just doesn't ever seem to be enough time to build everything in to every lesson, week - this is not because I don't want to!” (Geography teacher)



“The training was succinct and clear, however a leader might be looking for more indepth knowledge of or practical suggestions of how to implement effective reading leadership across a school.”
(Assistant vice principal)



“Further exemplification of the strategies in the classroom - they are very brief” (History teacher)



“Bespoke subject specific session e.g how to develop reading in D&T with ideas and strategies and resources” (Science teacher)



Impact and next steps



Unlocking Reading



Impact on schools and teaching in promoting knowledge, confidence and change to practice



Economic impact in driving government investment in secondary reading



Directly motivated Unlocking Reading CPD for reading needs mentioned in Schools White Paper (2026) with projected reach of 75% secondary schools in England



Used by Department for Education English Hubs in their work on secondary school reading



Development for use in Australia

Infographic

