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Teenage Reading Policy into Practice Literacy and Oracy



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Oracy

Vocabulary is foundational to learning and empowers pupils to engage confidently with the curriculum. All learners benefit from rich, structured opportunities to explore, rehearse and use new language.

Turn and Talk: Bringing vocabulary to life

This programme is for Literacy Leads, subject leaders, curriculum leads, and classroom teachers across all key stages who are looking to embed evidence-informed vocabulary instruction and oracy practice into everyday teaching.

This course will give you the knowledge, tools and strategies to transform vocabulary from static words into rich, functional and expressive language used confidently by all learners.

Being delivered asynchronously, you can engage with it at your own pace. Each session includes:

- Video Training with expert input and pause points for reflection
- A comprehensive workbook to guide learning and action planning
- Suggested readings and practical tasks to apply learning to your own context.

These resources are ideal for:

- Individual CPD
- Small group learning
- School-wide training

East Midlands Universal RISE Literacy Offer

Key Partners & providers

Amy Ford
Derby's Director of Derby Research School and Education Endowment Foundation (EEF) Literacy Lead

Online programme available upon booking

Integrated with the world's best practice, the RISE Literacy Offer is a comprehensive, evidence-based programme designed to support teachers in delivering high-quality literacy instruction across all key stages.

Each lesson consists of an hour-long video, followed by an hour of practice, additional activities, and a quiz. The gap between lessons is a few days to a week to complete, so the programme is not intended to be completed back-to-back.

You should be able to self-guide through the content, start with lesson 1, watch the video, complete the tasks and quiz, then move on to lesson 2 and repeat the process.

There are 5 full days worth of content in the course.

PODCASTS

Join Tracy and Pauline from EEF's Education Endowment Foundation, Priority Literacy and Derby School to listen.



[DRS Pupil Literacy Review Handbook](#)



[Spencer Academies Trust - Home](#)

What Year 9 Pupils Told Us About Reading

Their voices show what helps them read, what gets in the way, and why reading, talk and writing need to work together.

WHAT PUPILS VALUE

“I like **conversation and debate**... it makes the class connect more.”



“Tutor is the one time we can **talk** about it... Good when we can talk.”



“I **put it in a few sentences** – I do that myself.”



“The books we should read should be ones we are **interested in**.”



“I enjoy lessons where we can have conversations and debate because it makes the **class feel more connected**.”



“When teachers give us **time to use new words** rather than just tell us the definition, it helps us understand them.”



“I **remember words better** when I put them into sentences myself.”



Reading, oracy and writing are one connected process.



WHAT PUPILS DON'T LIKE

“Sometimes teachers just give us a **word and a definition**, but we still don't really understand what it means.”



“Cold calling can feel as though teachers are trying to **catch you out** rather than help you.”



“If you struggle with reading in front of others, it can make you feel **uncomfortable or embarrassed**.”



“Reading can feel **emotional** because people judge you.”



“Reading can feel **overwhelming** when there is too much text all at once.”



What this tells us

Pupils thrive when reading is connected to talk and when language is rehearsed, explored and used. When these elements are separated, reading becomes harder, less meaningful and less enjoyable.



Education Landscape



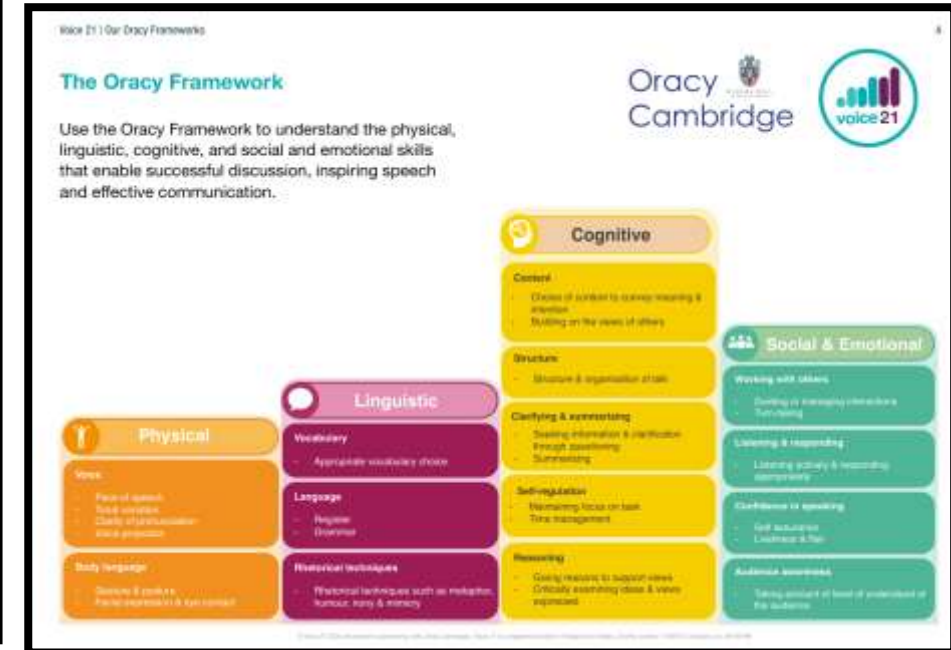
[Curriculum and Assessment Review final report: Building a world-class curriculum for all](#)



[The reading framework](#)



[The writing framework](#)

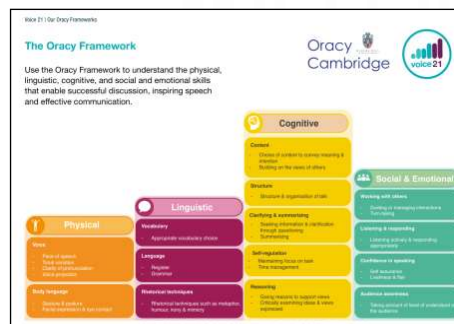
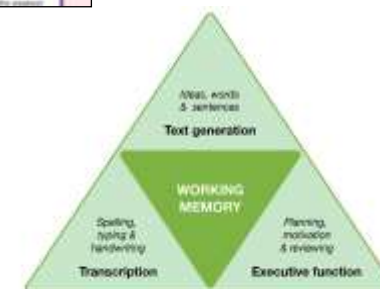


[Voice21-Student-Friendly-Oracy-Framework-Final.pdf](#)

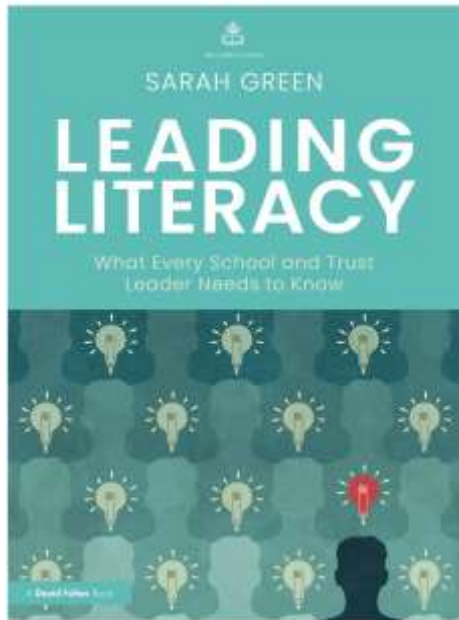


Explicitly teaching children these strategies supports them to become strategic readers.
What does a strategic reader do before, during, and after reading?

Before reading...	During reading...	After reading...
- Asks questions about the text. - Activates prior knowledge. - Makes predictions.	- Monitors understanding. - Makes connections within and beyond the text. - Makes mental models of the text. - Updates and makes new predictions.	- Clarifies understanding of the text. - Revisits and revises predictions. - Asks further questions. - Reflects on their own reading. - Summarises key points from the text.



Integrated Practice



The Literacy Coach Sarah Green



A Teacher's Guide to Planning and Scaffolding Reading

Before reading	During reading	After reading
Choose and prepare the text carefully ➤ Consider whether the text is interesting and appropriately pitched, and whether there might be any sensitive issues to explore beforehand ➤ Consider the knowledge will students bring to the text, and what will they gain from it ➤ Provide students with a physical and accessible, high quality copy of text (clarity of font, size, spacing etc) – avoid overuse of PPT slides to share longer text ➤ Read the text in advance, prepare it and know it well ➤ Identify potential academic challenges and how to mediate these ➤ Plan TA targeted support and share the text with them before the lesson Activate prior knowledge ➤ Provide opportunity to explore what pupils already know about the context, topic or vocabulary ➤ Use concept images/video to contextualise as a stimulus for structured talk or writing before reading Pre-teach vocabulary ➤ Select tier 2 vocabulary that is crucial to understanding the text ➤ Plan how you might explore etymology and morphology to help pupils make connections/schema ➤ Incorporate low-stakes quizzes and retrieval practice ➤ Use 'know it, heard it, never heard it' grids Text type & make predictions ➤ Discuss the text type, intended audience and purpose. ➤ Consider what the text's features make the reader think about, wonder and question - explore with pupils Set goals for reading ➤ Share the purpose of the reading with pupils – what will they do with the new knowledge?	Explicit Instruction Modelling of strategy (I do) ↓ Guided practice (we do) ↓ Independent practice (you do) Reading fluency strategies Think about how you will support pupils to read with accuracy, automaticity and prosody... ➤ Use guided oral reading to model expert reading aloud ➤ Provide opportunities for repeated reading of short texts – reading with a different purpose each time ➤ Optimise opportunities for all pupils to read aloud – use assisted reading strategies like choral reading, echo reading, reader's theatre and paired reading ➤ Avoid use of popcorn or round robin reading Reading comprehension strategies Use metacognitive reciprocal reading strategies, when appropriate, to monitor pupils' understanding... ➤ Update and make new predictions ➤ Question the text as well as encouraging pupils to ask questions – Who? When? What? Where? Why? How? I wonder if... ➤ Clarify understanding - unfamiliar vocabulary, wider knowledge and more subtle ideas ➤ Summarise ideas and key messages as reading takes place Disciplinary reading strategies Remind pupils how to read in your subject... ➤ Consider how you will support pupils to think and read like a subject expert ➤ Incorporate text-marking, highlighting and annotation <i>Think about how you might use formative assessment during reading to make in-the-moment adaptations.</i>	Structured reflection Provide opportunity for pupils to reflect on their own reading and make connections. Consider... ➤ Self-evaluation of reading strategies and intended goals ➤ Text-to-Self: encourage pupils to connect to their personal lives and identities ➤ Text-to-Text: encourage pupils to make connections to other texts they have read ➤ Text-to-World: encourage pupils to consider connections to real life Disciplinary writing strategies Provide opportunity for pupils to apply and consolidate their understanding. For example... ➤ Through summarising key points from the text ➤ Deconstructing the text structure – backwards planning and use of graphic organisers ➤ Applying new vocabulary in writing ➤ Writing an academic response S.Green 2022

A Teacher's Guide to Dialogic Reading & Think-Aloud Scaffolds

Powerful questions. Purposeful talk. Deeper understanding.



BEFORE READING



ACTIVATE PRIOR KNOWLEDGE

- What do we already know about this?
- What does this make us think about?
- What might we need to know?

I see... I think... I wonder...

I already know that...



SET PURPOSE & GOALS

- Why are we reading this?
- What might we learn?
- What will help us understand it?

I think this text will help me to...



MAKE PREDICTIONS

- What do you think might happen?
- What questions do you have?

I predict that... because...

I wonder whether...



PRE-TEACH VOCABULARY

- Have you heard this word before?
- What could it mean in this text?
- What other words are important?

I think this word means... because...



TEXT TYPE & PURPOSE

- What type of text is this?
- Who is the intended audience?
- What features might we see?

This is a ... text. I think the author wants...

EXPLICIT INSTRUCTION



MODELLING OF STRATEGY (I DO)



GUIDED PRACTICE (WE DO)



INDEPENDENT PRACTICE (YOU DO)



DURING READING



ASK QUESTIONS

- What are you wondering?
- Who...? What...? Why...? When...?
- What do you want to know more about?

I wonder if... I'm not sure why...



CLARIFY UNDERSTANDING

- What is confusing?
- Does that make sense?
- What does this word/phrase mean?

Oh, I get it now... because...



VISUALISE

- What can you picture in your mind?
- What does it look like?
- What do you notice?

I can see... I imagine...



EMPATHISE

- How might this character feel?
- Why do they feel that way?
- What would you do in their place?

I think they might feel... because...



REVISIT IDEAS & PREDICTIONS

- Would you change your prediction?
- What new questions do you have?
- What have you learnt so far?

At first I thought... but now I think...



MAKE INFERENCES

- What clues does the text give us?
- What can we infer from this?
- What does this tell us?

The words suggest... I think this means...



AFTER READING



SUMMARISE

- What were the main ideas?
- What happened in the text?
- What is the key message?

The key thing here is...



TEXT-TO-SELF

- Does this remind you of anything?
- How does this relate to you?

This made me think about...



TEXT-TO-TEXT

- Does this remind you of another text?
- How is it similar or different?

This reminds me of...



TEXT-TO-WORLD

- How does this connect to real life?
- Why is this important?

This is similar to...

This connects to...



RESPOND & EXTEND

- What did you like / not like? Why?
- What would you ask the author?
- What else would you like to know?

I think... I wonder... I would like to...



THE GOAL

To develop confident, curious readers who ask questions, think deeply and make meaningful connections.



ACTIVATE

Build background knowledge



ENGAGE

Talk, question and clarify thinking



UNDERSTAND

Make meaning and infer



APPLY

Connect, reflect and extend learning



1

Reading builds knowledge

Through purposeful reading, pupils develop vocabulary, build background knowledge and encounter new ideas. This provides the foundation for understanding.



2

Talk develops thinking

High-quality talk enables pupils to explain ideas, listen to others and challenge thinking. This deepens understanding and builds confidence.



3

Writing secures understanding

Through writing, pupils organise and connect ideas, clarify their thinking and communicate their understanding effectively.



When reading, talk and writing are intentionally connected, pupils develop the knowledge, language and thinking they need to thrive.

The impact



Deeper learning

Pupils know more and remember more.



Better outcomes

Stronger literacy supports success across the curriculum.



Ready for the future

Pupils develop the skills to think critically and communicate confidently.