

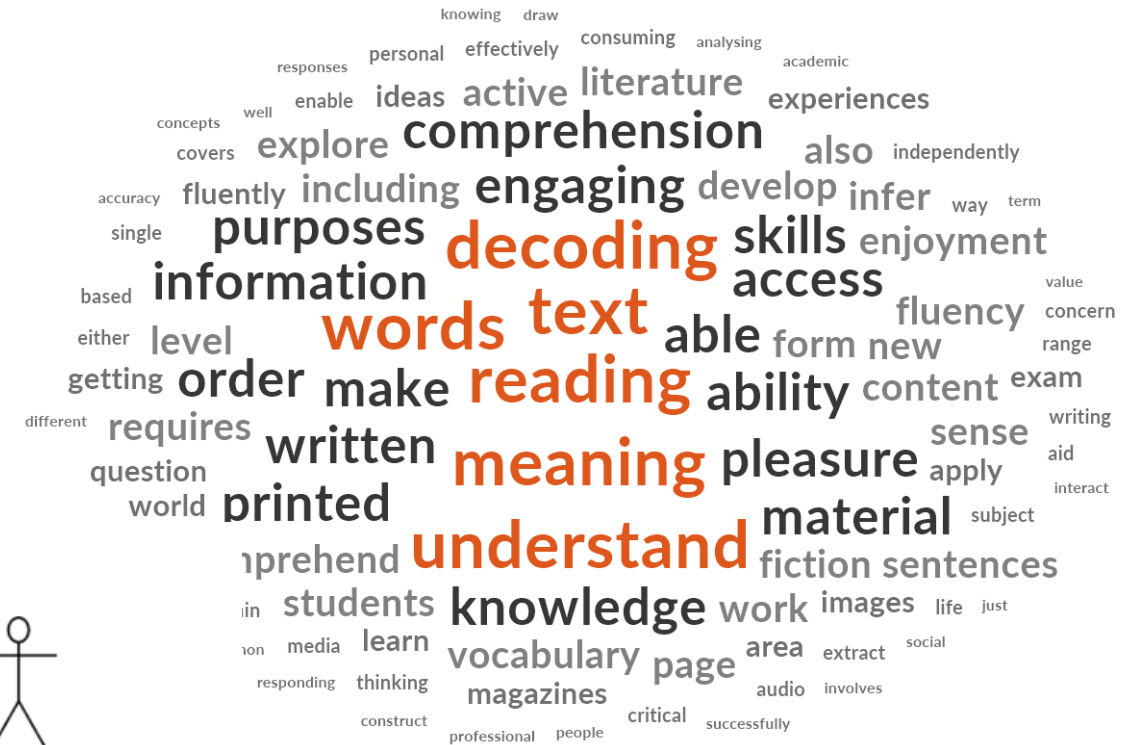
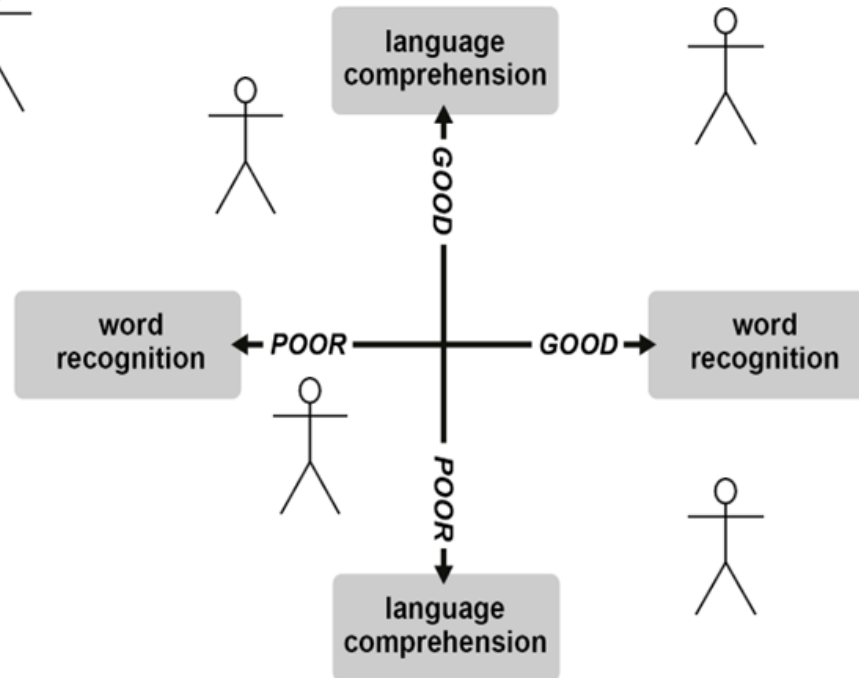


Teenage reading: Where are we now?

Professor Jessie Ricketts



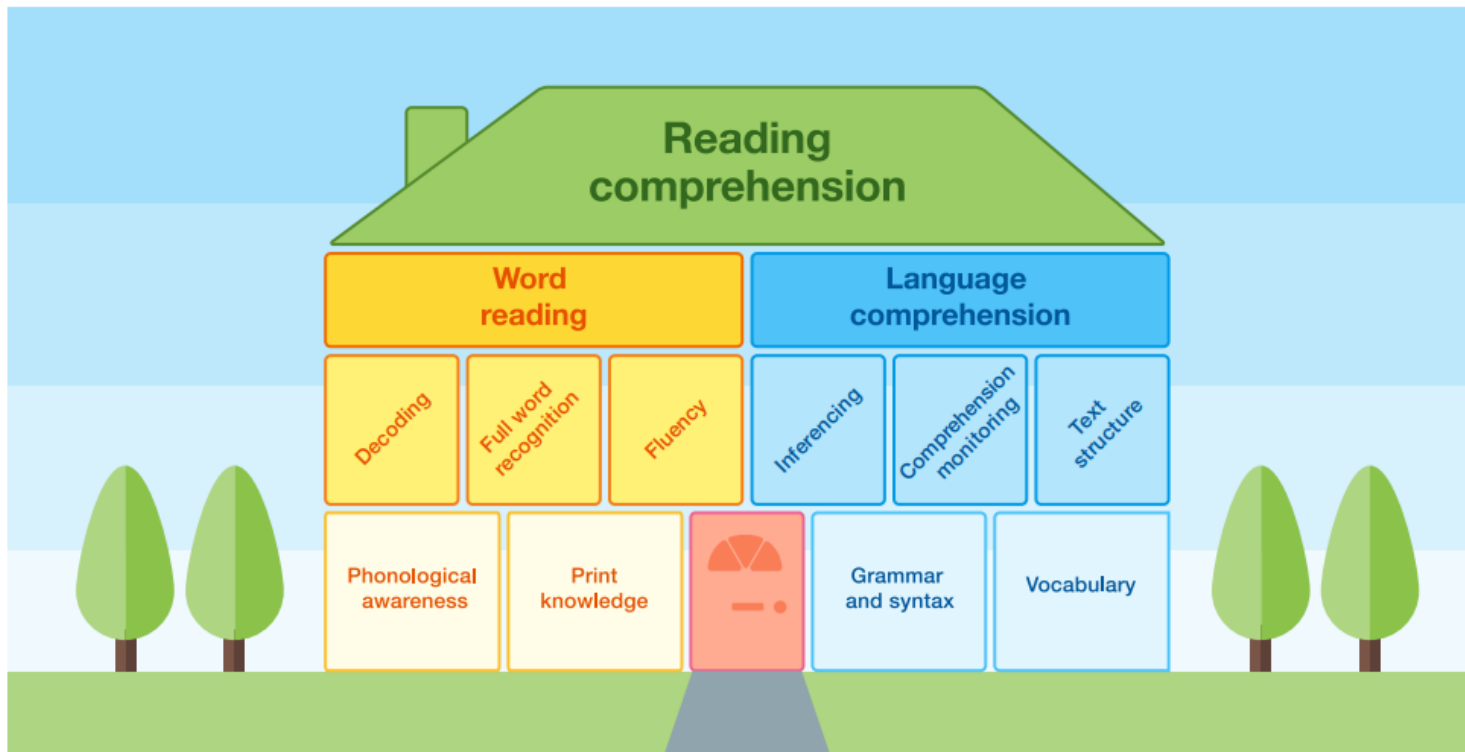
- Knowledge and skills
- Behaviour
- (and many other things)



What is reading?

The Reading Comprehension House

Adapted from Hogan, Bridges, Justice, and Cain (2011)



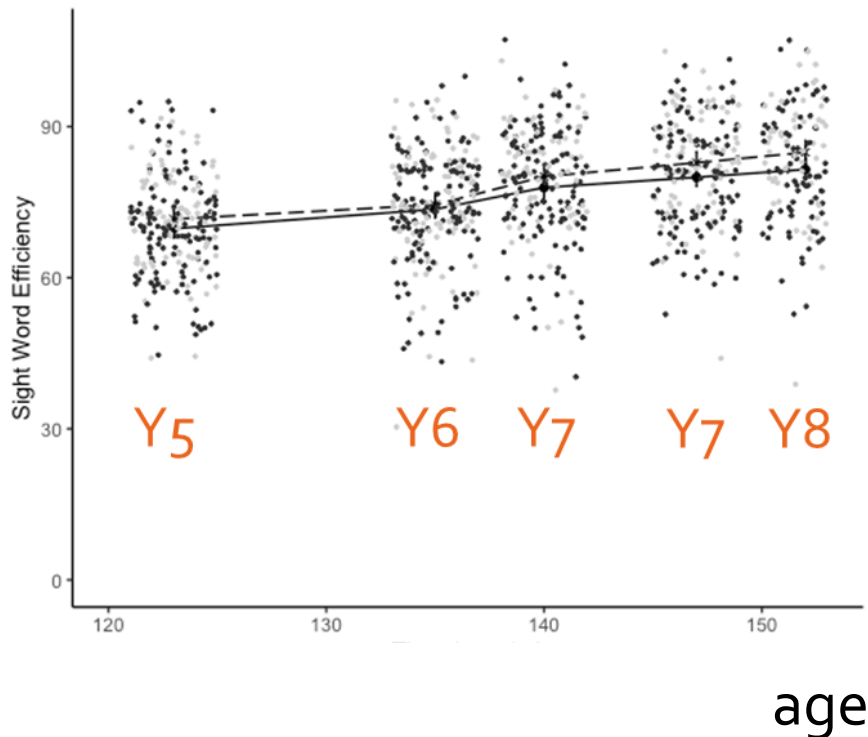
Reading comprehension is multifaceted

Both word reading and language comprehension are complex, in their own right

Many pressure points or barriers to successful reading

<https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-reading-comprehension-in-key-stage-2>

Teenage reading: Key research findings



Public report: <https://bit.ly/RAVreport2023>

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

- Huge variation
- High levels of need
- Social deprivation matters for reading (particularly comprehension)

1. Reading is not (just) a primary school issue

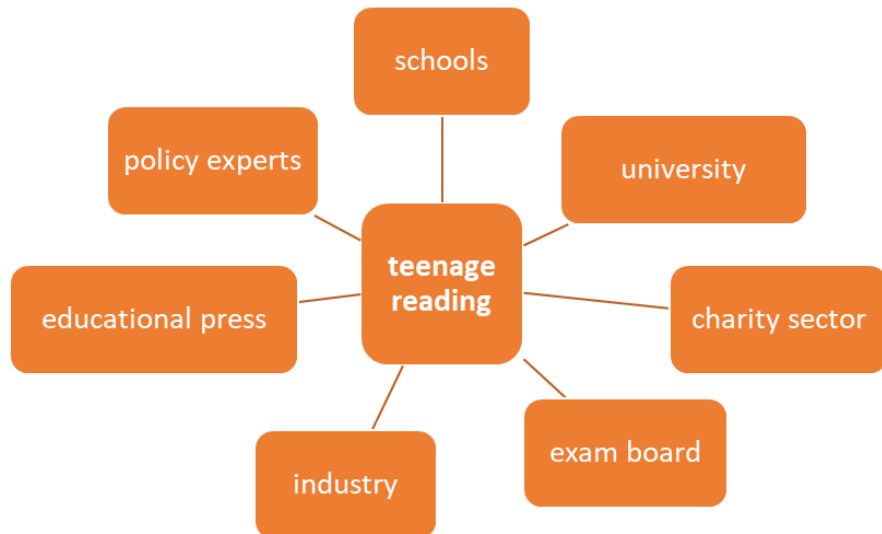
2. Professional development must be prioritised

3. We need effective secondary approaches for identifying, supporting, evaluating impact

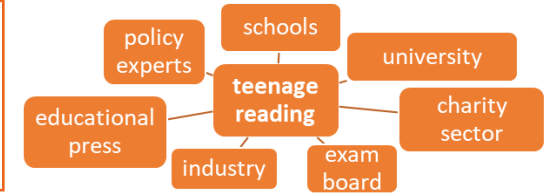
The Teenage Reading Network

Convened in 2023 to:

1. Create capacity and partnerships around teenage reading, ready for collaborative work
2. Foster interdisciplinary working and shared learning to tackle common goals
3. Identify priorities for research, educational practice and policy



Priorities



1. Listen to students, work with them
2. Co-create assessment frameworks to guide decision making
3. Co-produce professional development

Priorities for research



Teaching & Support

- Effective CPD - reading development
- Approaches to develop whole school reading



Pupil Voice

- Barriers/facilitators to teenage reading



Measuring progress

- Role/impact of common school practices



Transition

- Impact of cognitive overload & reading demands

Priorities for teaching



Whole school reading culture

- Ensuring reading is celebrated in school
- Pupils have access and choice of books aligning to interests



Teacher confidence

- Staff have confidence to support reading across subjects



Critical thinking

- Pupils develop critical thinking across different mediums and genres

Priorities for policy



Assessment

- Ensuring assessments are accurate and fair



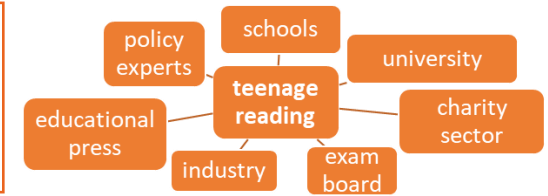
Curriculum

- Relevant to young people
- Guidance about secondary reading, including transition



Report

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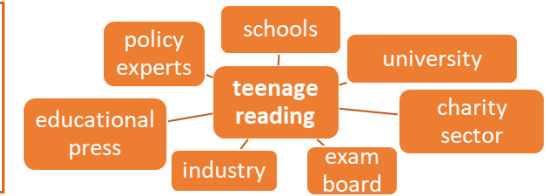
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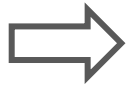


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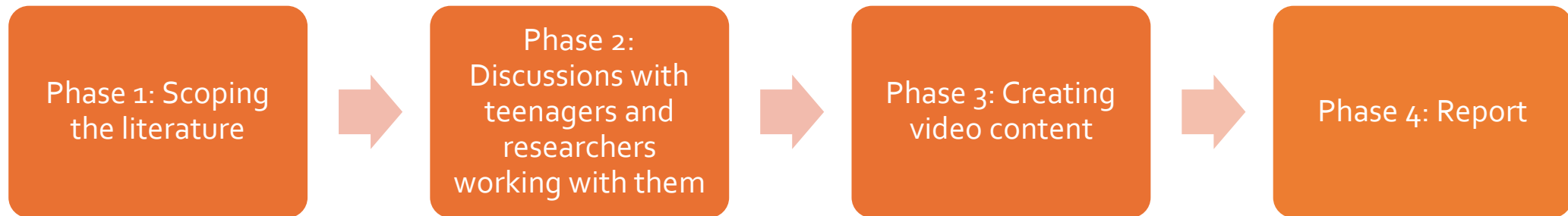
Student voices project

Report and videos



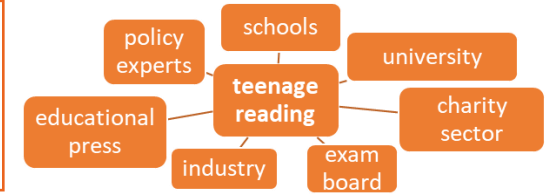
Public engagement project, working with teenagers to:

- 1) Communicate research evidence about teenage reading to teenagers
- 2) Enable teenagers to engage with the topic of teenage reading



- Enabling young people to collaborate with their peers to communicate their views
- Empower researchers, teachers and policymakers to engage effectively with young people
- Amplify authentic pupil voice within research, practice and policy

Priorities



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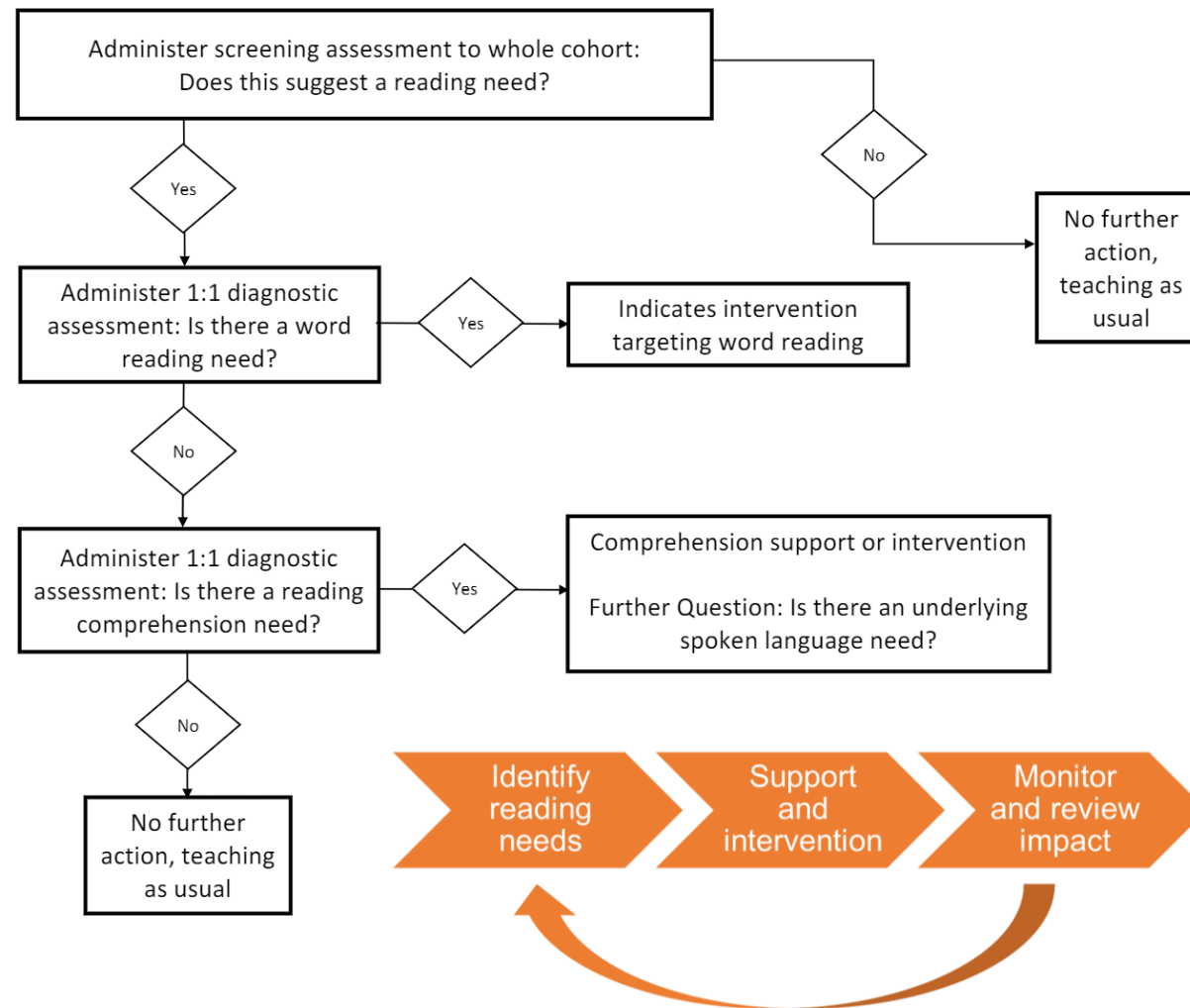
Developing a decision tree (2000)

The risks:

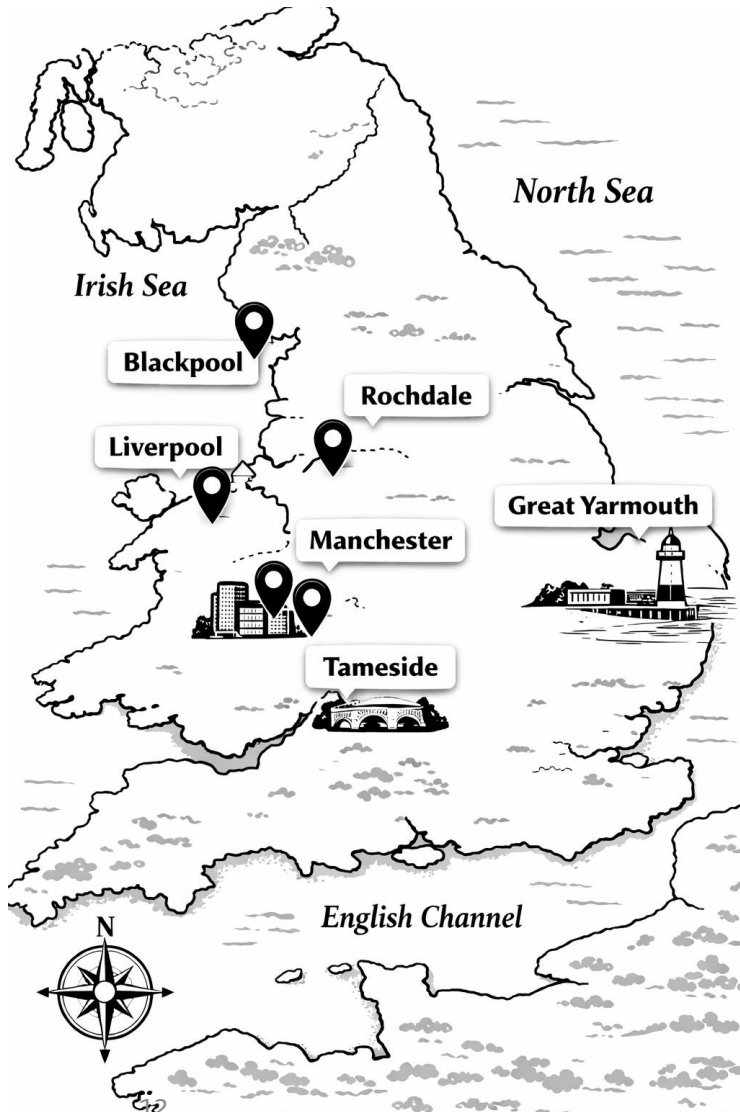
- Pupils don't access support ('fall through the net')
- Pupils don't access *the right* support (misalignment)
- Wasted time and resources (assessment, support)
- Opportunity costs

The solution

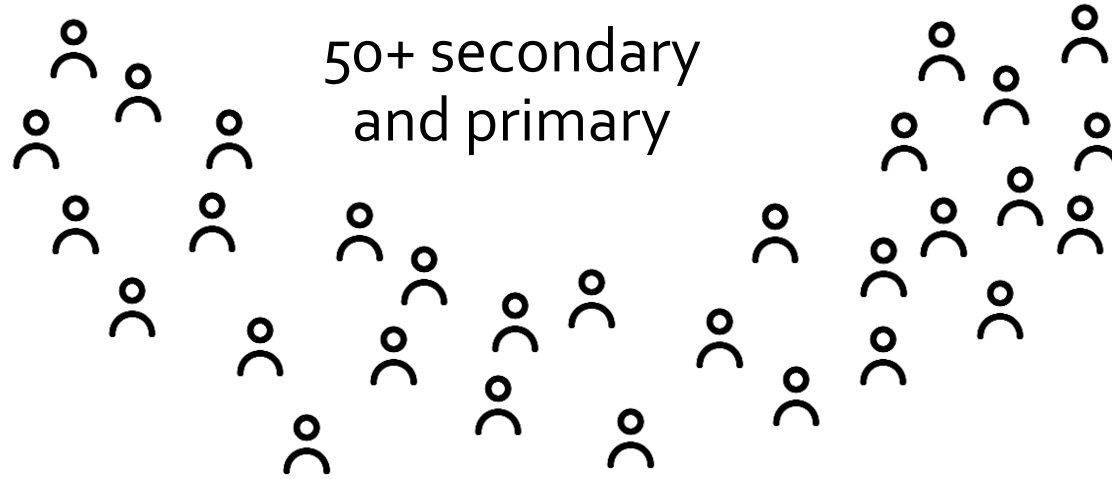
- Universal screening
- Selective diagnostic assessment



Impact



50+ secondary
and primary



Cascade



Knowledge



Confidence

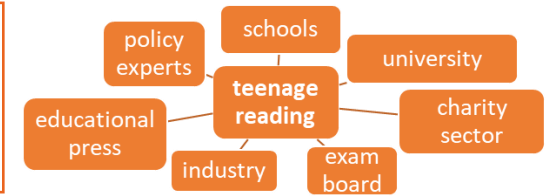


Capacity



Capability

Priorities



Priorities for research



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Reading CPD for secondary

School leaders, teachers, all staff

All pupils

1 hour

Theory, research

Identifying reading needs

Practical strategies for the classroom



SCAN ME

Supported by



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ROYAL
HOLLOWAY
UNIVERSITY
OF LONDON

bit.ly/SecondaryReadingCPD

School leaders, teachers, all staff

Reading needs

10 hours

Theory, research

Identifying reading needs

Practical strategies for the classroom



**Unlocking
Reading**

Intervention

<https://cpd.fft.org.uk>

Supported by



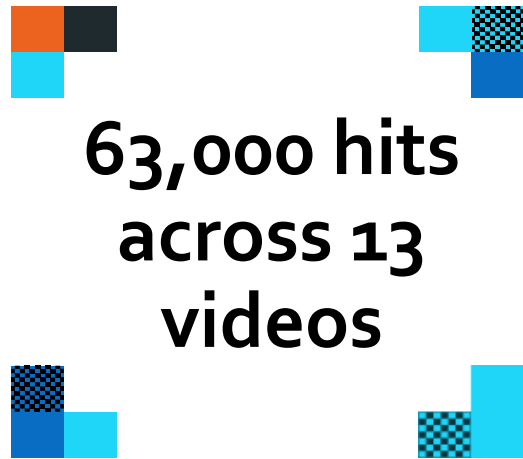
Department
for Education



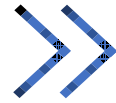
ROYAL
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UNIVERSITY
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<https://fft.org.uk/literacy/unlocking-reading/>

Impact: All teachers, all pupils

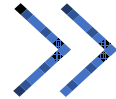


“Staff are on board with improving reading after I delivered your CPD. Your work has given the incentive credit and the research which is available helps them to understand the importance and the requirement.”



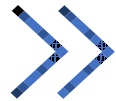
Who?

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



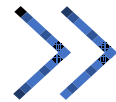
How?

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



Effective

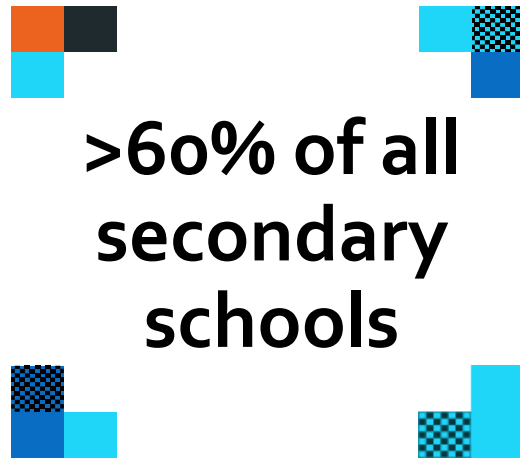
- 61% increase in knowledge, 72% increase in confidence, 67% will change practice



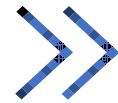
Feasible and accessible

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

Impact: Reading needs



“The training was very thought provoking and has helped us to formulate next steps as a school.”
(Natalie Wilson, Headteacher, King Edward VI Grammar School)



99% in person training ‘very high quality’

“Lots of information that was explored in an accessible, manageable way.”
(Michael Lomas, Whole School Reading Lead, Hornsea School and Language College)

“An excellent session with really useful practical strategies.”
(Senior Leader, secondary school in Hertfordshire)

Changing policy and practice landscape...

2019



**IMPROVING LITERACY IN
SECONDARY SCHOOLS**
Guidance Report

2022



2023



Department
for Education

**The reading
framework**

2025



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for Education



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**Training for all
secondary schools**



2026

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**Unlocking
Reading**

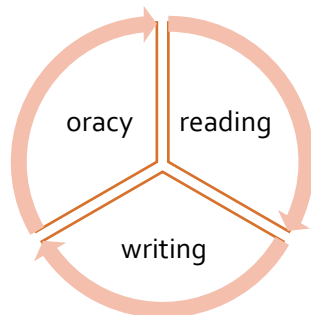


Every Child Achieving
and Thriving

English Hubs

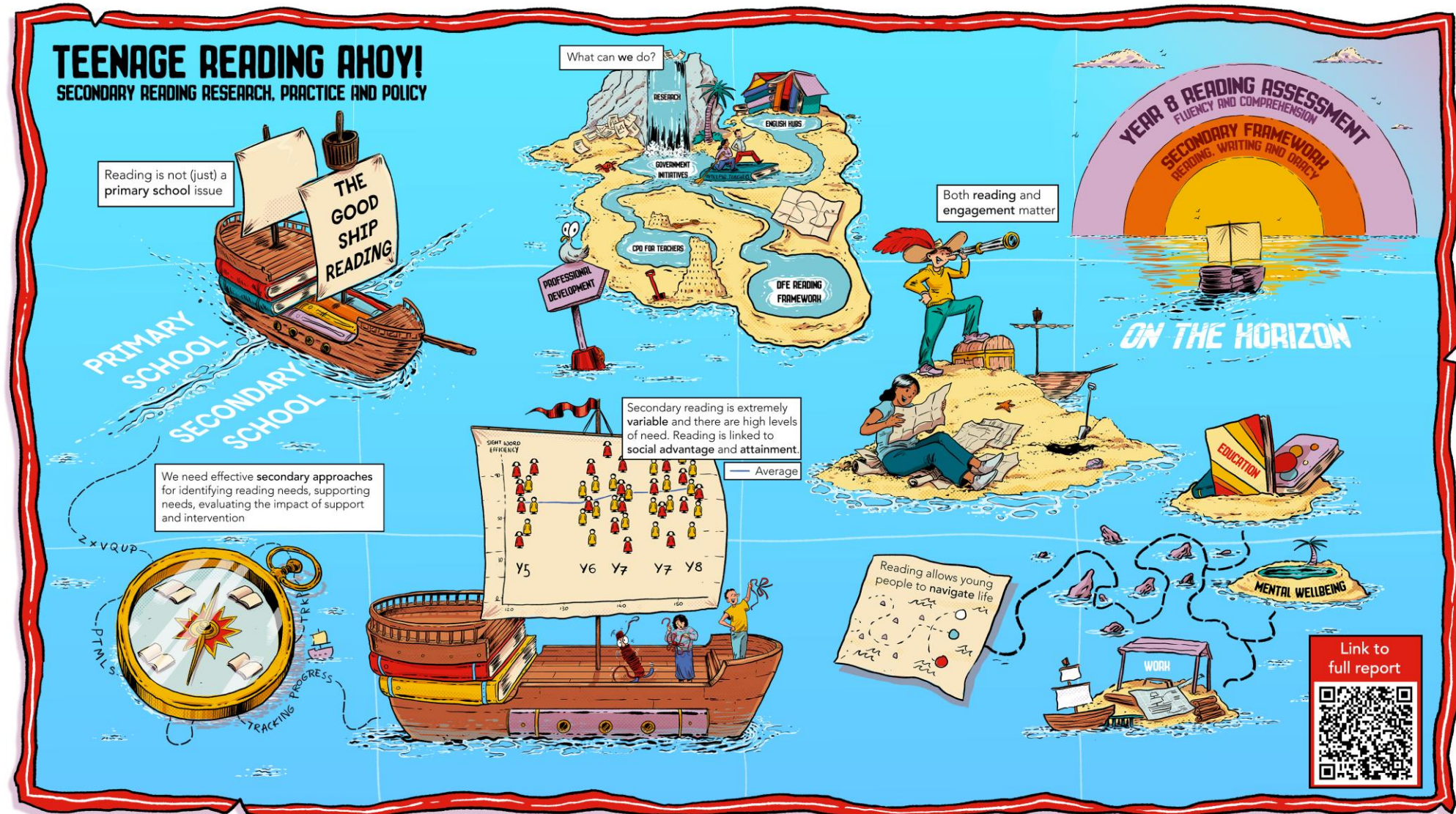
On the horizon:

- Curriculum
- Year 8 reading assessment
- Secondary framework





Putting it all together...



Acknowledgements

- Thank you for listening!
- All teachers, participants and families
- Nicky Dawson, Charles Hulme, Arne Lervag, Laura Shapiro, Sanne van der Kleij, Adrian Burgess
- Dr Megan Dixon, Lucy Floyer

<https://bit.ly/AstonLiteracyProjectTeam>

<https://lara.psychologyresearch.co.uk>



Further reading

Accessible reports with recommendations for practice and policy:

Shapiro, L.R., Ricketts, J., Burgess, A. & van der Kleij, S. (2023). *Reading and Vocabulary: Exploring how Skilled Independent Reading Supports Vocabulary Learning in Primary and Secondary School*. Aston University.
https://www.aston.ac.uk/sites/default/files/aston_hls_rav_report_2023.pdf

Clark, C., Picton, I. & Ricketts, J. (2023) *Reading in Secondary Students: What do we know?* National Literacy Trust and Royal Holloway University of London.

Academic papers:

Castles, A., Rastle, K., & Nation, K. (2018). Ending the Reading Wars: Reading Acquisition From Novice to Expert. *Psychological Science in the Public Interest*, 19(1), 5-51. doi:10.1177/1529100618772271

Ricketts, J., Lervåg, A., Dawson, N., Taylor, L. A. & Hulme, C. (2020). Reading and oral vocabulary development in early adolescence. *Scientific Studies of Reading*, 24(5), 380-396. <https://doi.org/10.1080/10888438.2019.1689244>

Ricketts, J., Jones, K., O'Neill, P. & Oxley, E. (2022, November 4). Using an assessment decision tree to align students' reading needs to support in school. <https://doi.org/10.31219/osf.io/tm5cg>

van der Kleij, S. W., Burgess, A. P., Ricketts, J. & Shapiro, L. R. (2022). From Bibliophile to Sesquipedalian: Modeling the Role of Reading Experience in Vocabulary and Reading Comprehension. *Scientific Studies of Reading*, 26(6), 514-526. <https://www.tandfonline.com/doi/full/10.1080/10888438.2022.2068418>

van der Kleij, S. W., Burgess, A. P., Ricketts, J. & Shapiro, L. R. (2023). Tracking vocabulary and reading growth in children from lower and higher socioeconomic backgrounds during the transition from primary to secondary education. *Child Development*, 94, e57-e66. <https://srcd.onlinelibrary.wiley.com/doi/10.1111/cdev.13862>