

Teenage reading network

Teenage reading, literacy and oracy

Lucy Floyer

- 27 years in teaching
- 18 years in leadership
- Freelance adviser
- Specialising in English and Literacy, especially reading
- School governor – Vice chair, SEND



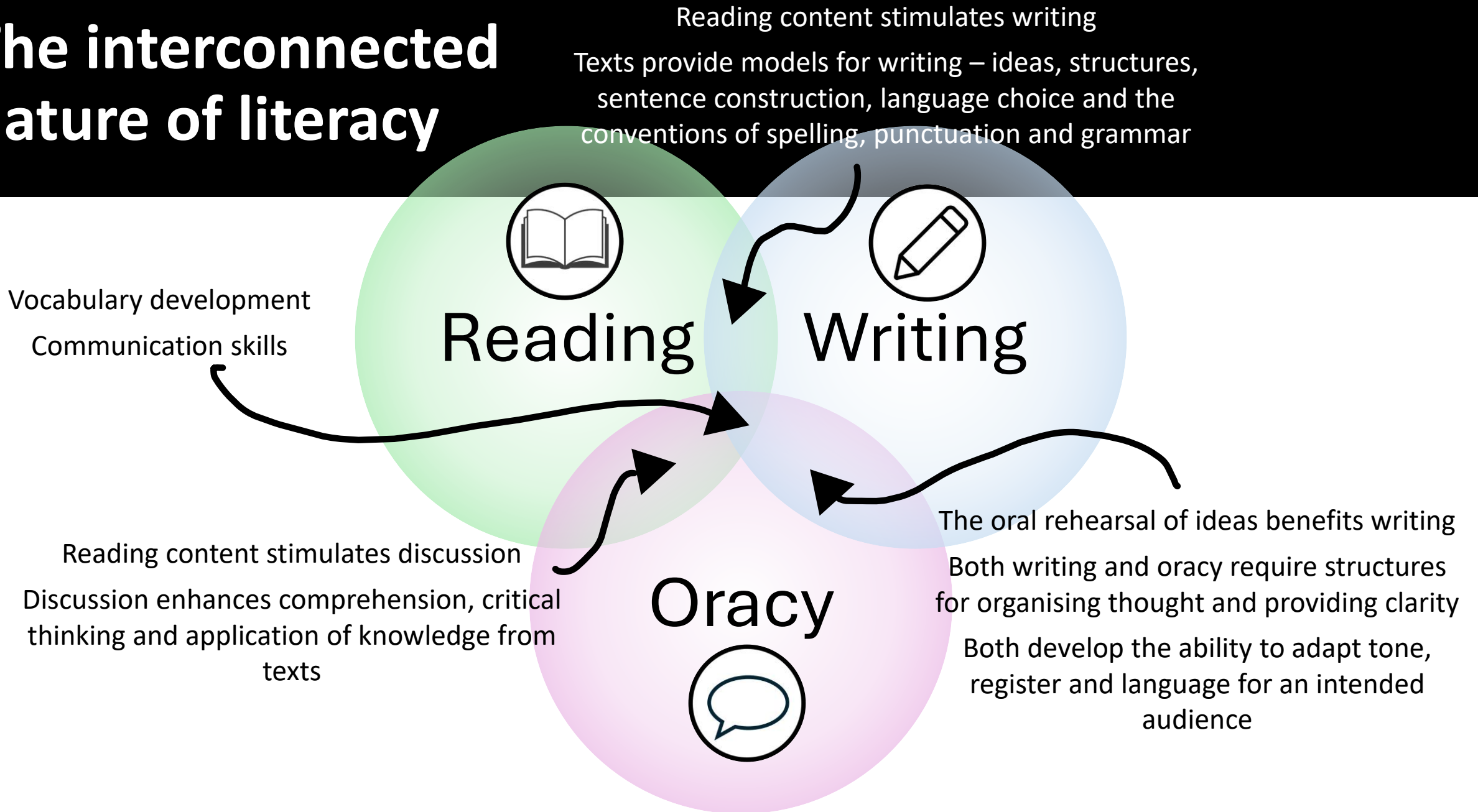
Key elements of a whole school reading strategy

Building reading habits <i>Promoting a life-long love of reading through access to quality texts and regular opportunities to engage with them.</i>	Reading in the curriculum <i>Promoting reading skills through the explicit teaching of disciplinary literacy skills and opportunities to take part in academic reading in all subject disciplines.</i>	Reading intervention <i>Meeting pupils' reading needs at every level, including supporting emerging readers to catch up with their peers through high quality reading interventions.</i>
Access to the library All pupils have access to the library on a regular basis, in lessons, form time, before and after school and during their breaks.	Vocabulary building Every lesson contains an element of vocabulary learning, either learning new words or consolidating knowledge and understanding of previously learning vocabulary. Teachers use a variety of models to select vocabulary, explain and explore it with pupils and consolidate their learning. Teachers model using tier 2 and 3 vocabulary accurately in their writing and speech.	Assessment of reading attainment All pupils undertake regular reading assessments and the data is scrutinised to identify pupils who are emerging readers or for whom the data is inconsistent or inaccurate.
Access to quality fiction and non-fiction texts High-quality fiction and non-fiction texts are provided to meet the needs of all readers. Pupils are offered a variety of reading challenges including completing lists of texts by age or genre, activities such as Carnegie shadowing, and/or completion of activities associated with specific reading programmes.	Generic reading pedagogy Teachers explicitly teach a range of generic reading strategies including reciprocal reading skills, comprehension strategies and higher-level reading strategies such as analysis, synthesis and inference.	Sharing data with staff Data is shared with teachers about how well pupils read to inform their planning. Pupils are categorised as independent, developing and emerging readers to enable staff to easily identify the scaffolding required to support reading in lessons.
Monitoring reading for pleasure Teachers monitor what pupils are reading to support them in finding appropriate reading material and ensuring they read regularly, frequently and across a range of genres.	Subject-specific reading pedagogy All pupils have regular opportunities to read academic texts within subject disciplines. Teachers provide explicit instruction in the types of reading required by the discipline and pupils develop an understanding of the ways in which texts are approached in each subject and given regular opportunities to practice.	Using data to inform intervention Reading data is used to identify the next steps for pupils. Emerging readers are re-assessed using screening texts, and diagnostic tests are used to identify specific areas of difficulty and provide appropriate intervention. Dependent and growing independent readers are provided with scaffolding for reading in lessons.
Opportunities for building reading stamina Pupils are expected to read regularly, supported by their families, form tutors and teachers. Pupils are encouraged to challenge themselves in their text choices and offered support in identifying texts that will broaden their reading experiences.	Access to CPD The school has a reading policy in place which explains pupils' reading needs and provides guidance on how to scaffold reading activities. This is supported through regular CPD opportunities utilising INSET time, briefings, T&L bulletins, and self-study materials.	Quality of reading intervention Emerging readers are offered timely and effective reading intervention to support them in closing the gap with their peers. Small group intervention is provided for emerging readers from commercial programmes or internal programmes such as buddy reading and guided reading.
Guidance on choosing books Pupils are confident in using the library and know how to find books that they might enjoy. Reading lists within genres and age groups to help pupils make informed choices. The librarian and English teachers are knowledgeable about books and support pupils in making appropriate choices.	Guidance to reading texts in lessons Good reading is modelled by the teacher and pupils in lessons. Pupils are offered regular opportunities to read aloud including to the whole class or in small groups. Reading activities are explicitly scaffolded to ensure pupils understand how to approach different types of texts and ensure comprehension.	Impact of reading intervention Data is monitored and compared over time to evaluate the success of interventions and ensure all pupils are making progress from their various starting points.
Building a visible whole school reading culture Reading is promoted across the school by all staff. Staff model good reading and share their reading habits. Reading is referred to in assemblies, form time, school publications and displays. All staff understand the importance of reading as a life-long skill that underpins successful learning and encourage pupils to develop their reading skills.	Curriculum design - Exposure to challenging material Curriculum texts are carefully chosen to provide challenge and expose pupils to the types of texts used in different curriculum domains, for example the work of professional historians or scientists. Challenging materials are scaffolded and adapted where necessary to ensure all pupils can access them.	Support for wider reading and challenge Teachers provide stretch and challenge for independent readers, and scaffolding and support for developing and emerging readers. Reading lists are available in different curriculum areas to ensure pupils can read above and beyond the materials offered in class.
Supporting reading at home The importance of reading is shared with <u>parents</u> and they are supported in encouraging pupils to read at home.	Using reading data to inform planning. Data is shared with teachers about how well pupils read to inform their planning. Pupils are categorised as independent, developing and emerging readers to enable staff to easily identify the scaffolding required to support reading in lessons.	Whole school approach Reading is a whole school priority and staff leading on SEND, T&L, Pastoral, Assessment and Curriculum share responsibility for prioritising reading across the school and regularly communicate information, data and success with each other and the school community.
Rewarding and celebrating reading Reading reward and celebration opportunities are built into the school calendar. Data from a variety of sources including reading programme data, staff recommendations and reading challenge outcomes is used to identify pupils to receive prizes.	Form time reading programmes Shared reading opportunities are built into pastoral programmes with support for engaging with texts and discussing themes and issues arising from them.	

Conceptual advice to schools

- Reading, writing and oracy are not separate entities
- Oracy makes reading visible
- Pupil engagement and oracy
- Teacher expertise and oracy

The interconnected nature of literacy



Reading is invisible – oracy demystifies it



The Matthew
effect

- Oracy paramount in assessing pupils' reading skills
 - Fluency
 - Comprehension
 - Domain-specific reading outcomes – what is reading the jumping off point for?

Talent vs
10,000 hours
of practice



Pupil attitudes to reading and oracy

- **Dependent readers – little pleasure from reading**
 - Decoding and fluency already hard work
 - Fundamental misunderstanding of the nature and purpose of reading – active making of meaning, the purpose is to understand
 - No ‘lightbulb moments’/satisfaction of working things out
- **Oracy**
 - Lack of comprehension = lack of ideas
 - Exploratory talk is risky, desire to be “right” (reinforced by schools)
 - Intimidated by peers (reading is invisible, potential judgement. Perception of effortless success)

Guidance

- Moving readers from dependent to independent:
 - Lots of practise and a varied diet - agency, choice of texts but also take them out of their comfort zone
 - Emphasising the purpose of reading is comprehension and explicitly teaching basic strategies – re-reading, comprehension monitoring, vocabulary and knowledge building etc...
 - Reading detectives, opportunities to be successful
- Oracy
 - Highly supportive classroom culture, cultivate positive relationships
 - Shut down/re-direct critical voices – clear rules of engagement
 - De-mystify reading (see above!)

Teacher attitudes to reading and oracy

- Very few literacy specialists, mainly subject specialists (including in English, mostly Literature graduates)
- Believe in the importance of literacy, want to support pupils, but don't always know most effective methods
- Over-estimate pupils' literacy capabilities (fluency masks a lack of comprehension)
- Pressure of content coverage vs time required for explicit literacy teaching
- Oracy activities, especially extended oracy, creates risk in the classroom

Guidance

- MLs may need specialist literacy support alongside curriculum expertise to ensure quality first teaching of both generic and domain-specific literacy teaching and scaffolding
- Clarity over reading needs and how these present in the mainstream classroom eg sharing reader profiles (emerging/dependent/growing independence/independent) rather than reading ages
- Support for adapting curriculum to match the needs of pupils whose literacy needs mean they can't access it
- School culture and behaviour policy needs to support building strong relationships and a supportive classroom environment. Whole school oracy routines essential (least variation between subjects)

Any questions?