

# Reading Challenge

## Course tutor's notes



## **Acknowledgements**

With grateful thanks to the staff and pupils of Oakmead Technology College, Bournemouth, for their help in trialling materials and in making the training video.



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# Session 1

## Introduction to Reading Challenge

### OBJECTIVES

- To identify the place and purpose of Reading Challenge as one of a number of intervention strategies available to schools in Key Stage 3.
- To introduce the five steps of the scheme in outline.
- To explain Step 1 of the scheme.

### RESOURCES

OHTs 1.1–1.5

*Handbook for school organisers for each participant*

### SESSION OUTLINE

TOTAL  
**30**  
MINUTES

**Introduction and aims**

**5**  
MINUTES

**The context for Reading Challenge**

**5**  
MINUTES

**Reading Challenge: an outline**

**5**  
MINUTES

**Step 1: Identification of the pupil group**

**15**  
MINUTES

# Introduction and aims



## 5


MINUTES

**1.1**  
OHT

**Aims for the day**

- To identify the place and purpose of Reading Challenge as one of a number of intervention strategies available to schools in Key Stage 3
- To provide participants with the information and skills to organise and run the Reading Challenge scheme in their own schools

**OHT 1.1**



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Begin the session by showing **OHT 1.1**.

Ensure that all participants have a copy of the *Handbook for school organisers*. Explain that this file contains all the information and materials that they will need to run the scheme and that you will make reference to this material throughout the day.

# The context for Reading Challenge



**5**  
MINUTES

Show **OHT 1.2**.

The key point to make is that there is a group of pupils who are at risk because their literacy is below the expected standard at age 11. These are mostly not pupils with identified specific learning difficulties. They are often underachieving, and without targeted intervention they may 'slip through the net' and make limited progress through the key stage. For example, 70% of pupils entering secondary school in 1999 at level 3 in English were still attaining below expectations at age 14, and 20% had not progressed to level 4.

Follow up with **OHT 1.3**.

## Points to make

- The suite of materials targets pupils at the same level but *Targeting Level 4 in Year 7: English* is for whole-class use, LPUs are for groups of up to six and Reading and Writing Challenge are for individual coaching.


**1.2**  
OHT

### The need for intervention in Key Stage 3

- About 25% of pupils enter secondary school not having attained the expected standard in English
- Most pupils attaining level 3 will not receive significant additional help from the school's learning support department
- The ability of these pupils to make progress across the curriculum is at risk because of a low level of literacy

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**OHT 1.2**


**1.3**  
OHT

### Key Stage 3 Strategy support for intervention in literacy

- Targeting Level 4 in Year 7: English
- Literacy Progress Units
- Reading Challenge
- Writing Challenge

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**OHT 1.3**

- Schools will not necessarily make use of all these schemes. The organisation and use of these schemes should be within a coordinated school plan so that intervention can be managed efficiently within the resources available to the school and any disruption to the mainstream curriculum is minimised.
- The success of intervention depends on effective and coordinated targeting of pupils and efficient deployment of staff and resources, for example, teachers, teaching assistants, volunteers, time and accommodation.

# Reading Challenge: an outline



**5**  
MINUTES

**1.4**  
OHT

**Reading Challenge - the five steps**

- Step 1: Identification of the pupil group
- Step 2: Recruiting coaches
- Step 3: Diagnosis by the school organiser
- Step 4: Pupils receive coaching which is matched to their target
- Step 5: Review of progress against target

**OHT 1.4**

**Key Stage 3**  
National Strategy

**Raising Standards**  
Standards and Effectiveness Unit

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Introduce the scheme by explaining that Reading Challenge is a scheme designed to help pupils whose reading skills are about two years below expectations. This means that they might be Year 7 pupils who have been assessed at level 3 in reading by the test at the end of Key Stage 2, or Year 8 pupils whose reading skills were shown to be at level 3–4 by the Progress test at the end of Year 7. The scheme works by identifying a key reading target for each pupil and by providing individual coaching towards this target. The coaching will be done by teaching assistants, mentors, student teachers, and adult or pupil volunteers.

Use **OHT 1.4** to explain how Reading Challenge works. Identify the five steps using the notes below and say that this training will look at each of the steps in more detail.

## Step 1: Identification of the pupil group

A target group of pupils who could benefit from the scheme is identified. The agreement of these pupils and their parents to take part in the scheme is sought. This step will be covered in this session.

## Step 2: Recruiting coaches

A number of volunteer coaches are recruited. These can be teaching assistants, mentors, student teachers, parent volunteers or senior pupils. A half-day of training is provided for the coaches. This step will be covered in session 3.

## Step 3: Diagnosis by the school organiser

The teacher who is organising the scheme analyses the pupils' reading by means of a reading interview and sets individual targets to match each pupil's most pressing need. This step will be covered in session 2.



## Step 4: Pupils receive coaching which is matched to their target

Pupils and their coaches meet regularly at agreed times over a set period of up to ten weeks. The coaching process is governed by the nature of the pupil's target. This step is covered in sessions 3 and 4.

## Step 5: Review of progress against target

This is the end of the process, where the organising teacher assesses pupil progress against the target, rewards success and possibly sets a further challenge. This step is covered in session 2.

Postpone detailed questions about steps 2–5 until the due time and say that step 1 will be dealt with next.

## Step 1: Identification of the pupil group

Ask participants to open their *Handbook for school organisers* at section 2, page 7. Ask them to read the section on step 1, paying particular attention to the flow diagram. Give participants a few minutes to discuss with a partner any issues arising from their reading, then take feedback from the group.

Sum up the key points using **OHT 1.5**.

Refer to page 8 of the handbook to elaborate on the final bullet point.

Explain that Reading Challenge will work best if pupils want to take part and have the support of their parents or guardians. Show participants section 6 of their handbooks. Explain that this section contains useful support materials and draw their attention particularly to the letter to parents which they could customise for use in their own school.



**15**  
MINUTES

**1.5**  
OHT

**Identifying pupils for Reading Challenge**

Key points:

- Pupils can be in Year 7 or Year 8
- Pupils are about two years behind in their reading development
- Pupils do not have identified special needs relating to literacy
- Pupils do not have significant behaviour problems
- It may be necessary to select from within the identified target group because of limited capacity

**OHT 1.5**

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National Strategy

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Raising Standards  
Standards and Effectiveness Unit



Session 1

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OHTs



## **Aims for the day**

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- To identify the place and purpose of Reading Challenge as one of a number of intervention strategies available to schools in Key Stage 3
- To provide participants with the information and skills to organise and run the Reading Challenge scheme in their own schools



## **The need for intervention in Key Stage 3**

- About 25% of pupils enter secondary school not having attained the expected standard in English
- Most pupils attaining level 3 will not receive significant additional help from the school's learning support department
- The ability of these pupils to make progress across the curriculum is at risk because of a low level of literacy





## **Key Stage 3 Strategy support for intervention in literacy**

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- *Targeting Level 4 in Year 7: English*
- Literacy Progress Units
- Reading Challenge
- Writing Challenge



## **Reading Challenge – the five steps**

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Step 1: Identification of the pupil group

Step 2: Recruiting coaches

Step 3: Diagnosis by the school organiser

Step 4: Pupils receive coaching which is matched  
to their target

Step 5: Review of progress against target



## **Identifying pupils for Reading Challenge**

Key points:

- Pupils can be in Year 7 or Year 8
- Pupils are about two years behind in their reading development
- Pupils do not have identified special needs relating to literacy
- Pupils do not have significant behaviour problems
- It may be necessary to select from within the identified target group because of limited capacity



# Session 2

## Assessment and target setting

### OBJECTIVES

- To explain the context for Reading Challenge.
- To train teachers in the process of diagnosis and target setting through a reading interview.
- To clarify the process for reviewing pupil progress in step 5 of the scheme.

### RESOURCES

OHTs 2.1–2.5

Handout 2.1

*Handbook for school organisers* for each participant

Video sequences 1 and 2

Copies for each participant of the reading interview record sheet and the reading profile

### SESSION OUTLINE

TOTAL  
**105**  
MINUTES

(120 minutes including recommended break part way through the 'Step 3: Diagnosis' session)

#### Aspects of reading

**15**  
MINUTES

#### Step 3: Diagnosis by the school organiser

**60**  
MINUTES

#### Step 5: Reviewing pupil progress

**30**  
MINUTES



**15**  
MINUTES

## OHT 2.1

2.1

OHT

### Aspects of reading

- Lack of confidence and negative attitudes to reading can affect performance and make it difficult for pupils to improve
- Reading improves with practice – some pupils read poorly because they have read so little
- The ability of some pupils to benefit from independent reading is limited by a lack of knowledge of the world of books so that they consistently fail to select from an appropriate range of texts
- Some pupils read with a good level of fluency and accuracy but do not engage effectively with the meaning of texts
- Readers need to know and understand how to apply four key strategies when reading a challenging text – these are the 'searchlights' described in the National Literacy Strategy Framework for teaching

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Reading Challenge Assessment and target setting © Crown copyright 2003



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Explain that it is worth spending a short amount of time revisiting the issue of why some pupils struggle to read well. Say that this will be familiar ground to most teachers but that it is important to remind ourselves of these points so that the way in which Reading Challenge works is clear. Reading Challenge aims to motivate weak readers and coach them to make progress on a specific target that has been identified through a diagnostic process.

Show **OHT 2.1** and outline the points about reading that underpin Reading Challenge.

Refer participants to the appendices that form section 7 of their *Handbook for school organisers* (pages 57–61). Ask them to locate

Appendix 2 which describes the 'searchlights'. Explain the basic searchlights metaphor using the diagram on page 58. Next ask them to form groups of four. Each member of the group should take a searchlight and read the paragraph about it. Then, each member of the group in turn explains his or her searchlight to the other group members. Complete this activity by resolving any questions and issues that are raised.

## Step 3: Diagnosis by the school organiser

Start by explaining that the core of the Reading Challenge scheme is a process whereby the teacher diagnoses the pupil's key weakness as a reader, sets a target related to this and initiates a coaching regime which is specifically designed to help the pupil make progress towards that target. Many pupils at this level will be struggling in most or all aspects of reading, but Reading Challenge works by prioritising one key factor and focusing the coaching directly on this.

Tell participants that you are going to explain the process of diagnosis and show **OHT 2.2**.



**60**  
MINUTES



## Points to make

- 1 This will include primary school assessment information and any assessment of the pupil's reading that has already been made in secondary school.
- 2 You are going to look at this in detail now.
- 3–5 This information is contained in the scheme's so-called 'core' which will be looked at after the reading interview.

Explain that the reading interview takes up to 15 minutes and is designed to help teachers make judgements on pupils' attitudes to reading and their reading behaviour. Say that the interview falls into two parts:

- a conversation with the pupil about books and reading;
- hearing the pupil read and questioning the pupil on the reading.

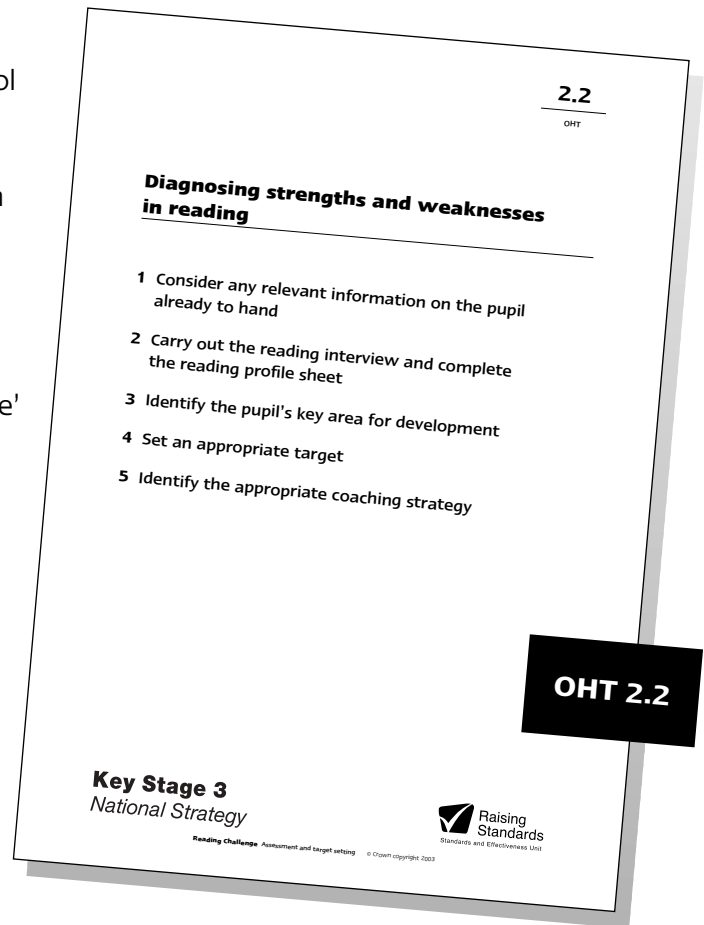
Now show video sequence 1, which shows a reading interview. The interview was filmed in Oakmead Technology College in Bournemouth. This is an 11–18 school with 1300 pupils. Pupils come from a mixed catchment area including both private and local authority housing. Around 20–25% of pupils enter the school at level 3 in English. The teacher is Samantha Probert, who has been running a paired reading scheme in the school for two years and is now trialling Reading Challenge. The pupils are from both Year 7 and Year 8. Explain that participants will see the whole reading interview just as it took place and will also see Sam setting the pupil a target. It will be useful for participants to refer to the texts the pupils read. These are in section 6 of the handbook, pages 49–50.

Give participants 2 minutes to discuss what they have seen in pairs, then take questions and comments.

### **This may be a convenient point in the training for a break.**

Ask participants to turn to section 6 of their handbooks. Point out:

- the reading interview record sheet, pages 46–48;
- the reading profile, pages 51–52;
- the suggested texts for reading, pages 49–50.



Explain that the record sheet is for making notes while the pupil talks and reads, and is designed to allow highlighting or underlining as well as brief notes. The sheet provides evidence for the completion of the reading profile, which is the more important document because it will be used to set the pupil targets. Give participants a few minutes to look at the record sheet and the profile, asking them to track how the sections of the record sheet will help them to make the specific judgements asked for on the profile.

Stress that the completion of the reading profile is about making judgements. The process becomes easier with practice, but the judgements will always be difficult to make for some pupils. Explain that the next activity is designed to give them some practice in the process. Distribute copies of the record sheet and the reading profile and ask teachers to complete them based on the pupil they are about to see on film. Say that they should write on the record sheet during the video and that they will have a few minutes to complete the profile afterwards.

Show video sequence 2.

When participants have had a few minutes to complete the profile, ask them to compare their judgements with their partner's. Next, spend some time moderating the judgements of the group until a satisfactory degree of consensus and understanding has been reached.

**2.3**  
OHT

**The core of Reading Challenge**

Pupils are allocated to one of four 'Top challenges'

Pupils whose main weakness is:

- 1 negative attitudes - 'can read, won't read'
- 2 lack of knowledge of books, poor text selection strategies, narrow range of reading
- 3 poor understanding
- 4 limited repertoire of reading strategies (searchlights not switched on)

Each 'Top challenge' is described on one page together with a number of targets and coaching strategies

**OHT 2.3**

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Reshow OHT 2.2. Say you are moving on to points 3–5. Ask participants to turn to pages 18–21 in their handbooks. Explain that the information contained on these 'landscape' pages is the core of the scheme and shows them how to make the necessary connection between diagnosis, target setting and coaching strategy.

Show **OHT 2.3**, which summarises the core of the scheme.

Look at page 20 'Reading for meaning' as an example and explain briefly the type of information in each column and at the bottom of the page. Explain how the diagnosis allows an initial differentiation into the four 'Top challenges' and that within this there

can be further differentiation through the setting of different targets. Also draw participants' attention to the text at the bottom of page 21, 'Reading strategies'. Point out the way in which the scheme allows them, when target setting, to distinguish between pupils who are over-reliant on context cues and those who rely too heavily on phonics and word recognition.

Now ask participants to use the core of the scheme to set targets for the pupil from the video extract for whom they completed a profile form. They should write the targets and the coaching strategies on to the profile form in the space provided. Guidance to help them make the judgements can be found on page 17 of their handbooks in the section headed 'Deciding on the target and coaching strategy'. Make it clear that the target set will be a matter for professional judgement. There is not necessarily a 'right' answer based on the video evidence alone. There is more than one obvious possibility and in a real-life situation, a teacher would use other knowledge of the pupil to make a final decision on the best target.

When participants have had a few minutes to complete this task, ask them to compare their judgements with their partner's. Again, spend some time moderating the decisions of the group until a satisfactory degree of consensus and understanding has been reached.

Complete this part of the session by showing **OHT 2.4**, which summarises some key points about the process of diagnosis and target setting.


**2.4**  
OHT

**Diagnosis and target setting: key points**

- The reading interview is an important source of information but take other information into account when completing the profile – in the final analysis, it is your professional judgement
- You can set more than one target if you feel it is appropriate
- The target(s) must be matched to the pupil and their priority area for development
- If a pupil is equally weak in all areas, make reading strategies the priority

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**OHT 2.4**

# Step 5: Reviewing pupil progress



**30**  
MINUTES

Remind participants that step 5 of Reading Challenge is a review of pupil progress. This process requires that they:

- arrange to meet the pupils for 10 minutes each;
- undertake the appropriate review process;
- make a decision about next steps.

Explain to participants that they can arrange the scheme so that the completion of pupils' challenges is staggered, allowing for the reviews to take place over a couple of weeks; or they can set aside half a day and do the reviews in one session. The former arrangement will cause less interruption to normal teaching.

Ask participants to turn to page 23 of their handbooks and give them a few minutes to read the section on step 5, 'Review of progress against target'. Point out the Progress review sheet that can be found in section 6 of the handbook, pages 53–54. Clarify any points arising from the

reading and make sure that participants realise that the review process varies according to the top challenge. Next, use **handout 2.1** to start some discussion about criteria for deciding the next steps for any pupil. Ask participants to work in pairs to complete the right-hand column entitled 'Possible next steps'. Allow 5–10 minutes for this and then lead a plenary discussion to hear and align people's views. Use **OHT 2.5** to display the recommended solutions.

**2.5**  
OHT

Outcome of Progress review	Possible next steps
No progress - because of poor attendance and/or lack of engagement	Exit from the scheme to make space for another pupil
No progress because of difficulties with the coach	Extend the challenge but change the coach
No progress in spite of good effort and coaching	Consider referral to learning support
Some progress but the targeted aspect of reading remains the pupil's top priority	Issue the appropriate certificate Praise the effort so far Extend the challenge
Good progress	Issue the appropriate certificate Set another challenge with new targets <b>Or</b> Exit pupil from the scheme to make space for another <b>Or</b> Transfer the pupil to Writing Challenge, if appropriate

OHT 2.5

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Session 2

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OHTs



## Aspects of reading

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- Lack of confidence and negative attitudes to reading can affect performance and make it difficult for pupils to improve
- Reading improves with practice – some pupils read poorly because they have read so little
- The ability of some pupils to benefit from independent reading is limited by a lack of knowledge of the world of books so that they consistently fail to select from an appropriate range of texts
- Some pupils read with a good level of fluency and accuracy but do not engage effectively with the meaning of texts
- Readers need to know and understand how to apply four key strategies when reading a challenging text – these are the ‘searchlights’ described in the National Literacy Strategy *Framework for teaching*





## **Diagnosing strengths and weaknesses in reading**

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- 1 Consider any relevant information on the pupil already to hand**
- 2 Carry out the reading interview and complete the reading profile sheet**
- 3 Identify the pupil's key area for development**
- 4 Set an appropriate target**
- 5 Identify the appropriate coaching strategy**



## **The core of Reading Challenge**

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Pupils are allocated to one of four 'Top challenges'

Pupils whose main weakness is:

- 1 negative attitudes – 'can read, won't read'
- 2 lack of knowledge of books, poor text selection strategies, narrow range of reading
- 3 poor understanding
- 4 limited repertoire of reading strategies (searchlights not switched on)

Each 'Top challenge' is described on one page together with a number of targets and coaching strategies



## **Diagnosis and target setting: key points**

- The reading interview is an important source of information but take other information into account when completing the profile – in the final analysis, it is your professional judgement
- You can set more than one target if you feel it is appropriate
- The target(s) must be matched to the pupil and their priority area for development
- If a pupil is equally weak in all areas, make reading strategies the priority



<b>Outcome of Progress review</b>	<b>Possible next steps</b>
No progress - because of poor attendance and/or lack of engagement	Exit from the scheme to make space for another pupil
No progress because of difficulties with the coach	Extend the challenge but change the coach
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Some progress but the targeted aspect of reading remains the pupil's top priority	Issue the appropriate certificate Praise the effort so far Extend the challenge
Good progress	Issue the appropriate certificate Set another challenge with new targets <b>Or</b> Exit pupil from the scheme to make space for another <b>Or</b> Transfer the pupil to Writing Challenge, if appropriate





Session 2

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# Handouts



<b>Outcome of Progress review</b>	<b>Possible next steps</b>
No progress – because of poor attendance and/or lack of engagement	
No progress because of difficulties with the coach	
No progress in spite of good effort and coaching	
Some progress but the targeted aspect of reading remains the pupil's top priority	
Good progress	



# Session 3

## Recruiting and training coaches

### OBJECTIVES

- To prepare participants for the process of recruiting and training coaches.
- To introduce the training materials for the half-day training course.

### RESOURCES

OHTs 3.1–3.3

Handout 3.1

*Handbook for school organisers* for each participant

Video sequence 3

### SESSION OUTLINE

TOTAL  
**75**  
MINUTES

**Introduction and aims**

**5**  
MINUTES

**Recruiting coaches**

**15**  
MINUTES

**Training session for the coaches**

**55**  
MINUTES

# Introduction and aims



**5**  
MINUTES

Begin the session by showing **OHT 3.1**.

## Points to make

- It is essential that the school's senior management (in particular the Key Stage 3 strategy manager) is involved in decisions about the setting up of Reading Challenge. Decisions about who will coach the pupils and how and when to arrange for training will need consultation with those who control funding and the school timetable.
- Training for the coaches is absolutely essential. The half-day allocated is the very minimum necessary for them to work successfully in the scheme.

**3.1**  
OHT


**Aims for the session**

- To prepare participants for the process of recruiting and training coaches
- To introduce the training materials for the half-day training course

**OHT 3.1**

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**Raising Standards**  
Standards and Effectiveness Unit



**15**  
MINUTES

## Recruiting coaches

Explain that the key questions are:

- who should be coaches?
- how many do we need?

Explain that the two questions are linked. For instance, the school's preferred option might be to use teaching assistants but will they have enough time to do the job?

Show **OHT 3.2** and ask teachers to talk in small groups about the strengths and weaknesses of using different kinds of people for coaching.

Allow 5-10 minutes for participants to jot down some points and then collect them under each heading (e.g. Mentors) using + and -

**3.2**  
OHT

**Reading coaches**

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Teaching assistants

Mentors

Student teachers

Parents

Other adult volunteers


Pupils from Year 11

Pupils from Years 12 and 13

**OHT 3.2**

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Standards and Effectiveness Unit

columns on a flipchart or whiteboard. Consider whether there are any issues arising from the possibility of using a mixture of people for coaches.

Essential points to bring out of the discussion are the following.

- All adults working in school with pupils will need the necessary checks.
- Pupil coaches should be selected because they are known to be reliable and have the necessary knowledge and skills.
- It is useful to build on any schemes or links that the school has already established (e.g. mentor schemes, reading buddies, and so on).

Show **OHT 3.3** and ask participants to work out, from the information given, how many pupils the example school can include in Reading Challenge. Explain that each pupil needs about 30 minutes' coaching a week.

The answer is that Sunny Vale can provide Reading Challenge for 30 pupils (TAs = 8, student teacher = 2, Y12 = 20).

Remind teachers that the challenge leader at Sunny Vale would need to allow up to 15 hours for initial assessment and reviewing pupil progress.

## Training session for the coaches

Ask participants to turn to section 3 of their handbooks. Explain that this section gives them a script for a 2.5-hour training session that they can use with the coaches. Ask participants to look at the six parts to the training as shown on page 26 and make the following points.

- The training is set out so they can follow it exactly but they are free to customise it for their own school while retaining the key messages and information.
- What they will need to run the training is set out at the top of page 26. Point out where they can find the master pages for copying the coach's handbook and the OHTs (see section 6 of the handbook, Resources).
- Explain that they will receive a copy of the training video at the end of the training session.

**3.3**  
OHT

**Sunny Vale School**

Autumn term

Two teaching assistants each able to give two hours

One student teacher able to give one hour

20 Year 12 students each willing to give 30 minutes

**OHT 3.3**

**Key Stage 3**  
National Strategy

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Standards and Effectiveness Unit



**55**  
MINUTES

Explain that session 1 of the training introduces coaches to the Reading Challenge scheme by explaining the five steps. Next, ask participants to work in groups of four. Each member of the group chooses to focus on session 2, 3, 4 or 5 in the coach's training session. Now reorganise the groups so that all the session 2s are together, all the session 3s and so on. Give these 'expert' groups 10 minutes to go through the training session together, collecting enough information to feed back to their original 'home' group. Next, participants return to their original 'home' groups and take it in turns to summarise their part of the training to the other group members. When this process is complete, take any comments and questions and resolve any misunderstandings.

Make sure that participants have paid sufficient attention to section 2 of the coach's handbook where the process of coaching for the different 'Top challenges' is set out in the most detail. Distribute **handout 3.1**, which summarises this information in a handy form.

Explain that the video they will receive is in three parts. The first two parts are the material used to train them earlier in the day. This could be useful back at school if they want to train any other teachers to be involved as Challenge leaders. The third part shows some pupil coaches in action. They are going to watch this material now and they will use it in session 6 of the training for coaches. Before showing the video, ask participants to keep three questions in mind.

- What coaching strategies were being used?
- Was the coach focused on the target?
- How did the pupil respond throughout the session?

Point out that they will need to look at each pupil's top challenge as it is shown on the title screen before each of the four coaching sessions.

Show video sequence 3: examples of coaching sessions.

Allow for some discussion of the video and then point out how the coach's training session suggests that the video material is shown twice if time allows.

Finish this session by dealing with any remaining questions on the training of coaches.



Session 3

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OHTs



## **Aims for the session**

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- To prepare participants for the process of recruiting and training coaches
- To introduce the training materials for the half-day training course



## **Reading coaches**

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Teaching assistants

Mentors

Student teachers

Parents

Other adult volunteers

Pupils from Year 11

Pupils from Years 12 and 13



## **Sunny Vale School**

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Autumn term

Two teaching assistants each able to give two hours

One student teacher able to give one hour

20 Year 12 students each willing to give 30 minutes





Session 3

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# Handouts



## **Top challenge: to use reading as an ally in my quest for understanding**

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### **Targets**

- Read more text.
- Talk constructively about what you have read, saying what you have gained from it.

### **Coaching strategy**

Arrange to meet your challenger at least twice a week for 10 minutes only. Each meeting can follow this format.

First, ask the pupil what he or she has read since the last meeting. Discuss the most significant or positive item mentioned. If non-fiction: 'What did you think was most interesting or useful here? Why did you think that?' If fiction: 'What can you tell me about this book?' 'What was the best bit?' 'Why do you think that?'

Next, explore ideas for what the pupil might read before the next meeting. You may offer reading material or accept that the pupil will be able to find his or her own. Focus on what would be either interesting or useful for them to read and why.

Lastly, complete an agreed record including a comment on how the pupil is doing against their target. Agree on the time of the next meeting.



# **Top challenge: to find and read a range of texts that will help me in my quest for understanding**

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## **Targets**

- Know where to look for reading material.
- Know how to select material that will be appropriate and interesting.
- Read more text.
- Read a range of texts.

## **Coaching strategy**

Arrange to meet your pupil once a week for 15–20 minutes. Each meeting can follow this format.

First, ask the pupil what texts he or she has read or needed to read for school work since the last meeting. 'How did you know where to look for these texts?' 'Did you find the information you needed?' Praise the pupil for any strategies they've used for locating texts. Particularly praise them if they have chosen a text that gave them the right level of reading so they could use it successfully, or if they have read something outside their usual range. Discuss any sources they may have missed out.

Next, find out if the pupil has any school work or homework to complete that requires the location of specific information or text. Discuss how this might be achieved and if time allows, work with the pupil to locate information. If the pupil does not have to complete a task like this, agree an area of interest, hobby or pastime and set the pupil a reading or research task.

Alternatively, ask them to choose some fiction or poetry from the school library or any other source, to begin reading it and to bring it with them next time.

Lastly, complete an agreed record including a comment on how the pupil is doing against their target. Agree on the time of the next meeting.



# **Top challenge: to find the meaning in the texts that I read**

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## **Targets**

To be able to:

- say what a text you have read is about;
- answer questions on a text;
- go back and find a piece of information in a text.

## **Coaching strategy**

Arrange to meet your pupil at least once a week for 15–20 minutes. Each meeting can follow this format.

First, discuss the reading the pupil has done since you last met. Ask questions such as: 'What happened in the story?' 'What were the main points?' 'What questions have you answered?' 'What information have you found?' 'Did you remember to ask yourself *why, where, when* and *how* type questions?'

Next, discuss the main purpose of the reading you are going to do together. Read the text together. The text might be a section from reading material the pupil has, or might be supplied by the coach. Ask questions to check the pupil's understanding of the agreed points. Carry out the reading session using the **key coaching tips** listed below.

Lastly, complete an agreed record including a comment on how the pupil is doing against their target. Agree on the time of the next meeting.

## **Key coaching tips**

Praise signs of understanding.

Refer the reader back to a key point in the text for rereading to gain the required information. Make sure the pupil is clear about the information that needs to be found before starting to read.

Ask pupils to underline important words or sentences (not in books, only on copies). Reread headings and subheadings.





# **Top challenge: to shine all four searchlights on to the texts that I read**

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## **Targets**

To be able to:

- sound out a word you don't know;
- look at the whole word and read it;
- use the rest of the sentence to help with a difficult word;
- use other clues on the page to help read accurately.

## **Coaching strategy**

Arrange to meet your pupil once a week for 15–20 minutes. Each meeting can follow this format.

First, ask the pupil: 'What can we do when we come to a word we don't know?' Ensure that the pupil is praised for every strategy they mention from the target list above.

Next, read the selected text with the pupil. Focus on the pupil using a range of strategies to work out difficult words. Use the **key coaching tips**.

Lastly, complete an agreed record including a comment on how the pupil is doing against their target. Agree on the time of the next meeting and what the pupil will read beforehand.

## **Key coaching tips**

Go back to the first inaccurate word in a paragraph and ask the pupil to reread.

Ask the pupil to look at the whole word and/or to sound out the word.

Ask the pupil to use any illustrations.

Ask the pupil to use the rest of the sentence or paragraph to work out the unknown word.

Praise good use of strategies when stuck on a word.

Reinforce the strategy used by saying, 'Good, you looked at the whole word there!' or 'Great, you sounded that out brilliantly!'



# Session 4

## Managing the scheme in school

**OBJECTIVES** • To clarify the practical issues involved in organising and managing Reading Challenge.

**RESOURCES** OHTs 4.1–4.2

Handout 4.1

*Handbook for school organisers* for each participant

### SESSION OUTLINE

TOTAL  
**65**  
MINUTES

**Introduction and aims**

**5**  
MINUTES

**Using Reading Challenge terminology**

**5**  
MINUTES

**Times and places**

**10**  
MINUTES

**Resources**

**5**  
MINUTES

**Monitoring and trouble-shooting**

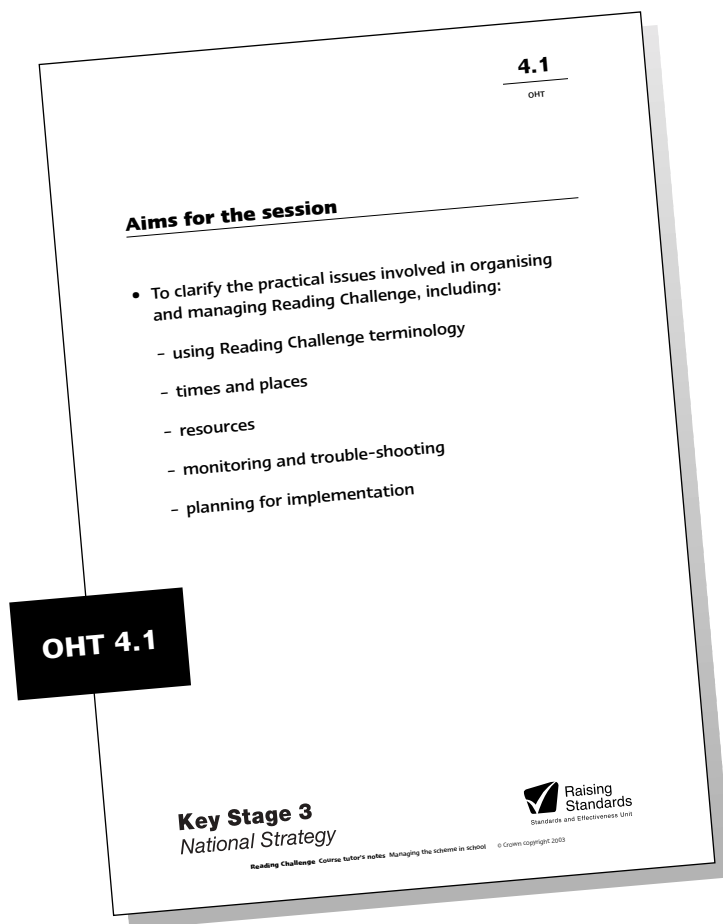
**10**  
MINUTES

**Planning for implementation**

**30**  
MINUTES

## Introduction and aims

Begin the session by showing **OHT 4.1**.



**4.1**  
OHT

**Aims for the session**

- To clarify the practical issues involved in organising and managing Reading Challenge, including:
  - using Reading Challenge terminology
  - times and places
  - resources
  - monitoring and trouble-shooting
  - planning for implementation

**OHT 4.1**

**Key Stage 3**  
*National Strategy*

Reading Challenge Course tutor's notes Managing the scheme in school © Crown copyright 2003

Raising Standards  
Standards and Effectiveness Unit



**5**  
MINUTES

## Using Reading Challenge terminology

Ask participants to turn to Appendix 1 on page 57 of their handbooks. Explain that one issue when dealing with weak readers is maintaining their self-esteem and trying to avoid a negative image for any intervention work. There is a need, therefore, to find a terminology that refers to the scheme but does not carry connotations of remedial reading and so on. Reading Challenge offers a terminology which draws on traditions of fantasy literature, computer games and TV game shows such as *The Crystal Maze*. This is a world in which powerful individuals – the Challenge Masters – send young heroes on quests: quests that they would never achieve without help from well-meaning friends – their coaches. The terms are shown in the glossary. It is hoped that pupils will find it more positive and even more fun to refer to their activity using the terminology.

If some teachers are unhappy with the idea of using the terminology, discuss the ways in which they could still run the scheme without it. They may have alternative ideas. Point out that changing the terminology would require them to make some changes in the materials they use with pupils.



**5**  
MINUTES

## Times and places



**10**  
MINUTES

Show **OHT 4.2**.

Ask participants to talk in pairs about the possibilities for organising coaching in their own school situations. What are the problems and possible solutions?

After time for discussion, collect the possible times on a flipchart, which may include tutor time, lunchtime, after school. There could be some discussion about withdrawal from lessons. This might not be problematic if, for instance, it was from part of an English lesson devoted to independent reading or from a library lesson.

Next, collect ideas for places. Ensure that the participants understand the issues for safety that arise if coaches and challengers are expected to meet in isolation.

**4.2**  
OHT

**Times**  
Coaches and challengers should meet at times that:

- do not require withdrawal from lessons
- are acceptable and convenient to both coach and challenger

**Places**  
Coaching sessions should take place:

- in a quiet environment
- in a safe situation

**Key Stage 3**  
*National Strategy*

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**Raising Standards**  
Standards and Effectiveness Unit

**OHT 4.2**

## Resources

Explain that the materials required for the scheme can all be copied from pages in their handbooks.

Section 5: Coach's handbook  
Coach's record book  
Pupil's reading log book

Section 6: Letter to parents/guardians (for adaptation)  
Certificates  
Reading interview record sheets  
Reading profile sheets  
Reading interview texts  
Progress review sheets  
OHTs and handouts for coach's training



**5**  
MINUTES

The only other materials needed are reading materials. Ask participants to turn to section 4 in their handbooks (page 38) and make the following points from the introductory paragraph.

- Reading Challenge seeks, where possible, to promote independent choice of reading material from the library or other sources.
- A range of books on which coaches can draw for use in coaching sessions may, however, be useful.
- Books should be available for Reading Challenge pupils to take home between coaching sessions.
- These books should match the pupils' needs.

Point out the example book lists. Explain that teachers will need to consider whether they already have sufficient suitable texts located in the English stock and the library or whether a collection should be ordered. If they are ordering texts, they may want to get professional help in selecting appropriate material. Alert teachers to the need to organise the availability of the texts in a way that allows access but also allows tracking of the books to protect the stock.

## Monitoring and trouble-shooting

Make the point that it is important to keep in touch with the process of coaching, particularly in the early stages when prompt action can prevent little problems becoming intractable.

Say that monitoring must be manageable for the teacher and take up as little time as possible. Suggest two key strategies:

- informing coaches and challengers of 'drop in' times when you will be available to receive feedback about any problems;
- asking to see coaches' record books after the first two weeks of the scheme and following up any issues.

Ask participants for other ideas for monitoring coaching in a manageable way. Finish by asking participants to talk in pairs about their preferred options for monitoring the scheme.

## Planning for implementation

Give participants a copy of **handout 4.1**. Explain that this is an implementation plan for Reading Challenge which shows what has to happen to put the scheme into place, what actions are required and so on. Make the point that the scheme does require a commitment from senior managers because there are implications relating to funding and supply cover. Point out also that the school organiser will need to keep various people informed at all stages. Ask participants to study the plan and use the 'Notes' column to write in any thoughts relating to their own individual school, for example, names of key people, positive aspects



**10**  
MINUTES



**30**  
MINUTES

or possible problems that would have to be overcome. Use this time to give advice on issues to individual teachers who raise questions about their own school situations. Explain that their annotated **handout 4.1** can form a basis for their own action plan which they can share with senior managers in school.

Finish the training by offering further in-school support to the teachers in starting up the scheme. The amount of support you can offer will of course depend on the time you have available and whether the school is one that is entitled to additional amounts of consultant time.

Distribute copies of the training video and ask participants to complete their evaluations.





Session 4

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OHTs



## **Aims for the session**

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- To clarify the practical issues involved in organising and managing Reading Challenge, including:
  - using Reading Challenge terminology
  - times and places
  - resources
  - monitoring and trouble-shooting
  - planning for implementation



## **Times**

Coaches and challengers should meet at times that:

- do not require withdrawal from lessons
- are acceptable and convenient to both coach and challenger

## **Places**

Coaching sessions should take place:

- in a quiet environment
- in a safe situation



Session 4

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# Handouts





## Implementing Reading Challenge – management guide

Outcome	Actions	Resources	Consult with	Notes
Reading Challenge adopted as part of the school's plan for intervention in KS3 School organiser in place	Decision by school SMT to include Reading Challenge in the school's overall plan and to allocate funding Identification of school organiser	Standards Fund grant for KS3 intervention	LEA	
Target pupils identified	Analysis of reading attainment data from incoming Y6 pupils and/or present Y7 pupils	Access to KS2 attainment data and any other relevant assessment data	Teacher responsible for primary liaison Head of Y7	
Reading materials are available for use in the scheme	Review the availability of appropriate reading materials Order books if required Organise storage for books Set up arrangements for access to books by coaches	Standards Fund grant	School librarian English department School library service Specialist bookseller	
Sufficient coaches recruited	Decision by SMT on appropriate source of coaches Actions to engage the group of coaches you are targeting	For TAs and mentors – funding from the Standards Fund intervention grant	SMT Relevant year heads for pupil volunteers Parent body Links in the community	
Coaches are trained in the scheme	Set up half-day training course	Time set aside for trainer and trainees Suitable room Equipment as specified in trainer's notes – especially copies of Coach's handbook	SMT	



Outcome	Actions	Resources	Consult with	Notes
Pupils and parents agree to inclusion in the scheme	Letters home to parents seeking permission Meet with targeted pupils	Letter to parents	Pupils Parents Form tutors	
Pupils enter the scheme having been assessed	Arrange reading interviews Complete reading profiles Identify pupil targets	Teacher time Suitable room Materials for reading interviews Reading profile sheets	SMT	
Start of coaching process	Coaches and challengers are introduced and initial meetings are arranged	Challenger log books Access to suitable spaces for coaching activity Book resources for coaches	Coaches School librarian	
Coaching proceeds smoothly and any problems are resolved	School organiser monitors coaching and receives feedback from coaches and pupils	Teacher time	Coaches Challengers	
First cycle of Reading Challenge completed	Progress review meetings carried out Rewards allocated New targets set for further challenges	Teacher time Coaches' logs Challengers' logs Pupils' records	SMT	

