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Improving reading

A handbook for improving reading in
Key Stages 3 and 4



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Section 1: What are the issues?

Focus: Exploring the issues that affect our approaches to reading

‘To read is to fly: it is to soar to a point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries.’ *A.C. Grayling, Financial Times*

Extract from “How to broaden horizons” by Grayling, A.C. First published 27 July 1996 © The Financial Times Ltd. Used with kind permission.

What does it mean to be a ‘reader’?

Reading is the dynamic process of making meaning. In the English classroom, across the broader school curriculum and in the wider world, reading unlocks myriad opportunities. From the way reading helps pupils towards a critical understanding of the world in which they live to the role of literature in developing pupils’ imaginative and aesthetic lives; from the language demands posed by texts in everyday life to developing an appreciation of the English literary heritage: reading is fundamental to learning. A successful ‘reader’ is someone who is able to make connections between texts, ask questions of a text and demonstrate critical and analytical skills in order to make meaning.

The ‘simple view of reading’ detailed in the Rose Report (www.standards.dcsf.gov.uk/phonics/report.pdf) makes it clear that a ‘reader’ has to be able to deploy a range of skills and strategies in order to effectively ‘read’ any text. These skills and strategies can be grouped into two categories:

- word recognition processes – to recognise and understand the meanings of individual words in a text by accessing these through sight vocabulary or by decoding using phonic rules
- language comprehension processes – to use semantic (knowledge of context) and syntactic (grammatical knowledge) processes to build an understanding of the text.

Both sets of processes are necessary for reading and neither is sufficient on its own. Children who cannot adequately recognise the words on the page are by that fact alone prevented from fully understanding the text; however, recognising and understanding the words on the page is no guarantee that the text will be understood. Over the course of Key Stages 3 and 4 pupils are expected to read a rich variety of print, electronic and multi-modal texts, and to become skilled readers they need to develop their language comprehension skills and access these with increasing independence.

Over the last decade, the National Strategies and other sources of guidance have helped teachers to learn how they can plan teaching and intervene to enable pupils to become more confident, skilled readers who are able to bring together the range of skills required. There has been a sustained focus on developing a more nuanced understanding of the processes of reading with the Framework for secondary English providing a model for progression in learning that takes pupils from 11 to 16.

In addition, the use of progression map pen portraits to track reading development, assessment focuses to build a more detailed understanding of aspects of reading attainment and a wide range of pedagogic approaches, such as shared and modelled reading, to systematically develop pupils’ reading skills so that their reading becomes increasingly independent, have all been successfully employed in the classroom.

The profile of reading across our culture is strong as reflected by record sales of children’s books and the extension of reading into areas of new media such as websites, email and social networking applications. This strong profile has been reflected in the English classroom with the introduction of a wide range of new texts which engage and enthuse readers, alongside a greater level of structure and objectives-led purpose in the teaching of the class reader. There is also an increasing recognition of the range of reading demanded by modern life with the introduction of electronic and multi-modal texts into the English programmes of study and the Framework for secondary English.

As teachers, we should take heart in these successes. Our role is a vital one in helping pupils recognise how reading gives them access to many worlds, fictional and real. We can excite them to read more, as well as equipping them with the skills and strategies required. However, we also need to recognise and address the challenges and concerns that remain.

Core challenges and concerns

The Ofsted report, *English at the crossroads*, found that although schools devote a considerable amount of time to reading, there was much less evidence of schools following clearly articulated policies on reading, based on a detailed understanding of how pupils become readers.

The teaching of reading in the Early Years is extremely successful and over the past 12 years increasing numbers of pupils have entered Key Stage 3 working at and above national expectations in English (level 4). This is a direct result of an increased focus on the teaching of reading and the impact of the use of approaches such as shared and guided reading at Key Stage 2. However, for some pupils their initial successes in reading are not sustained and there is still a significant, albeit reducing, number of pupils who enter Key Stage 3 working below national expectations in English.

The need for a sustained focus on reading is supported by a range of evidence that shows that gaps between pupils' rates of progress in reading and writing emerge at Key Stage 3 and continue into Key Stage 4. Additionally, at both Key Stages 3 and 4, there is a marked gender divide with girls outperforming boys. For example, at Key Stage 4 in 2008 girls outperformed boys by 14 per cent in GCSE English and 12 per cent in GCSE English Literature.

Statistics show that most children with a lower socio-economic status who are identified as more able at the ages three or four fall behind at the age of seven and never catch up. This is emphasised by the fact that of the nearly 30,000 pupils who achieved three A grades at A-level in 2007 only 176 pupils were eligible for free school meals.

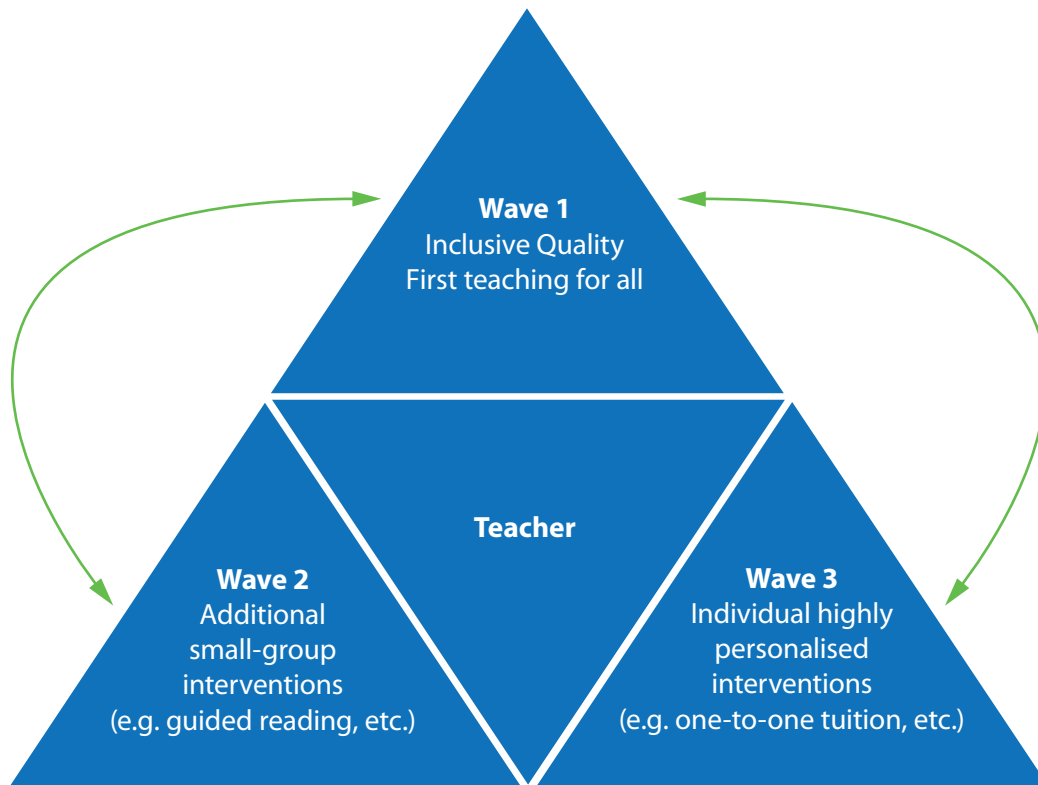
Beyond school, a number of large-scale surveys also emphasise the importance of literacy into adulthood, with statistics showing that people with good literacy skills tend to earn higher wages and have better chances of employment than people who lack basic skills.

To address these issues, schools have made powerful use of the following resources:

- *The Framework for secondary English*, which can be downloaded from the *English* area of the website www.standards.dcsf.gov.uk/nationalstrategies provides a model of progression in the reading curriculum.
- *Teaching for progression: Reading*, which can be downloaded from the *Teaching reading* area of the website www.standards.dcsf.gov.uk/nationalstrategies. This resource supports the teaching of the reading strands from the Framework and traces a critical path of progress for pupils reflecting the key areas for progression within the Framework substrands.
- *Progression maps: Reading* from the *Intervention* area of the website to help you to plan the learning journey for pupils who are achieving below expectations in reading and need to make better progress. The maps help you identify where the pupils are, where they need to go next and how you can help them get there.

The challenge to improve the progress of targeted pupils who have been identified as falling behind the expected level of attainment in reading and who are at risk of not fulfilling their potential through Key Stage 3 and into Key Stage 4 is a vitally important one. Teachers know that their role is key in ensuring that all pupils make the progress needed to achieve their full potential, and to do this, they need to be aware of the interventions that will help pupils to make progress and ensure that the learning gains made in these interventions are followed up through what the pupil experiences in the classroom.

This process is shown below:



The following resources have been successfully used in schools to ensure Quality First, class-based, teaching at Wave 1 and effective Wave 2 and Wave 3 interventions, to meet the needs of pupils working below national expectations in reading:

- *Targeting level 4: teaching reading*, which can be downloaded from the *Teaching reading* area at www.standards.dcsf.gov.uk/nationalstrategies. This resource is designed for teaching classes where the majority of pupils are at level 3 at the start of Year 7 and demonstrates how to teach the key skills pupils need to progress from level 3 to level 4.
- *Reading Challenge resources*, which can be downloaded from the National Strategies web area. Go to www.standards.dcsf.gov.uk/nationalstrategies and search using the reference: 'Reading Challenge'. The Reading Challenge scheme is designed to help pupils whose reading skills are about two years below expectations.
- *Literacy Progress Units*, which can be downloaded from the National Strategies web area. Go to www.standards.dcsf.gov.uk/nationalstrategies and search using the reference: 'literacy progress'. The sessions on *Information retrieval and Reading between the lines* are aimed at pupils working at level 3 in reading and aimed at developing the skills they need to progress.
- *Literacy Plus* materials, which can be downloaded from the National Strategies web area. Go to www.standards.dcsf.gov.uk/nationalstrategies and search using the reference: 'Literacy Plus'. Literacy Plus is a programme for groups of pupils in Key Stage 3 who are behind with their literacy skills and need additional support to move them from level 3 to level 4 in English.
- Resources to support one-to-one tuition can be found in the Inclusion area at www.standards.dcsf.gov.uk/nationalstrategies. Go to Inclusion – Personalised learning and search for one-to-one tuition.

Diagnostic analysis of pupils' reading skills using Assessing Pupils' Progress (APP) has revealed that pupils find it harder to respond to the areas of reading covered by assessment focuses (AFs) 4, 5 and 6:

- **AF4** Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level
- **AF5** Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level
- **AF6** Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.

Teachers have used the following resources to address these key areas:

- *Targeting level 5 and above: teaching responses to reading*, which can be downloaded from the *Teaching reading* area of the website www.standards.dcsf.gov.uk/nationalstrategies. This publication is designed to support the teaching of reading skills and writing responses to reading, and the choice of learning objectives and the range of activities provided reflect the need to improve pupils' skills in AFs 4, 5 and 6.
- *Enjoying Shakespeare* resources, which can be downloaded from the *Improving the teaching of Shakespeare* area at www.standards.dcsf.gov.uk/nationalstrategies.

The findings of the PIRLS: Progress in International Reading Literacy Study, conducted four years ago, showed that enjoyment amongst pupils in England was poor when compared with many other countries:

'There has been a significant fall in the proportion of children in England reading stories and novels on a daily basis. The proportion of children who reported that they very seldom read stories or novels outside school increased significantly between 2001 and 2006 in England.'

L Twist et al, *Readers and reading: the National Report for England 2006* (PIRLS: Progress in International Reading Literacy Study), NFER, 2007

So it is not enough to build pupils' skills in reading without also addressing the key issues of engagement and motivation. Reading can unlock worlds of excitement and pleasure, but many pupils, especially those from vulnerable and disadvantaged backgrounds, are inhibited from accessing these worlds.

It is essential for schools to work with pupils, parents and teachers across the curriculum to build and promote a reading culture as engagement with reading can help drive educational achievement and combat social exclusion. The following could be useful in tackling these issues:

- *Case study: Key Stage 3 and the library* which can also be downloaded from the National Strategies area of the Standards site. Go to www.standards.dcsf.gov.uk/nationalstrategies and search using the reference: 'Key Stage 3 and the library'. This also contains a large number of ideas for the use of fiction and the development of pupils' personal reading.

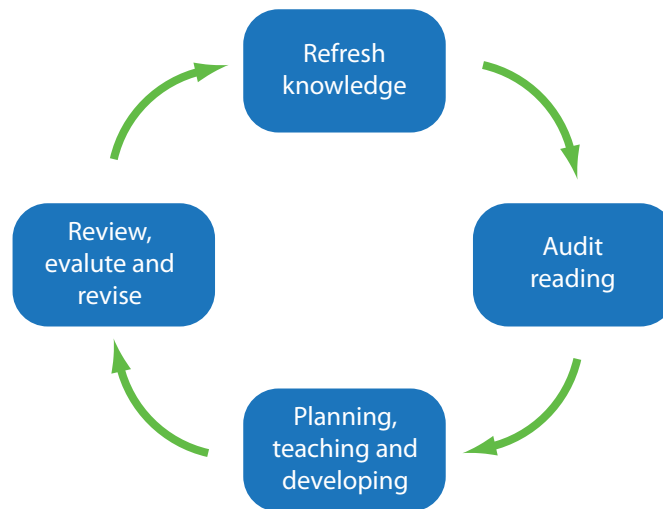
Conclusion

The English teacher is a reading teacher: a teacher who reads and a reader who teaches. You are the most powerful influence on the reading behaviour and attainment of the pupils you teach and by following the guidance in this, and other documents, you can help them to become skilled and independent readers who are able to engage fully with the society in which they live and who value reading as a pleasurable and worthwhile activity.

Section 2: The route to improvement in reading

Focus: The various stages in the route to improvement

Broadly, the process is as follows:



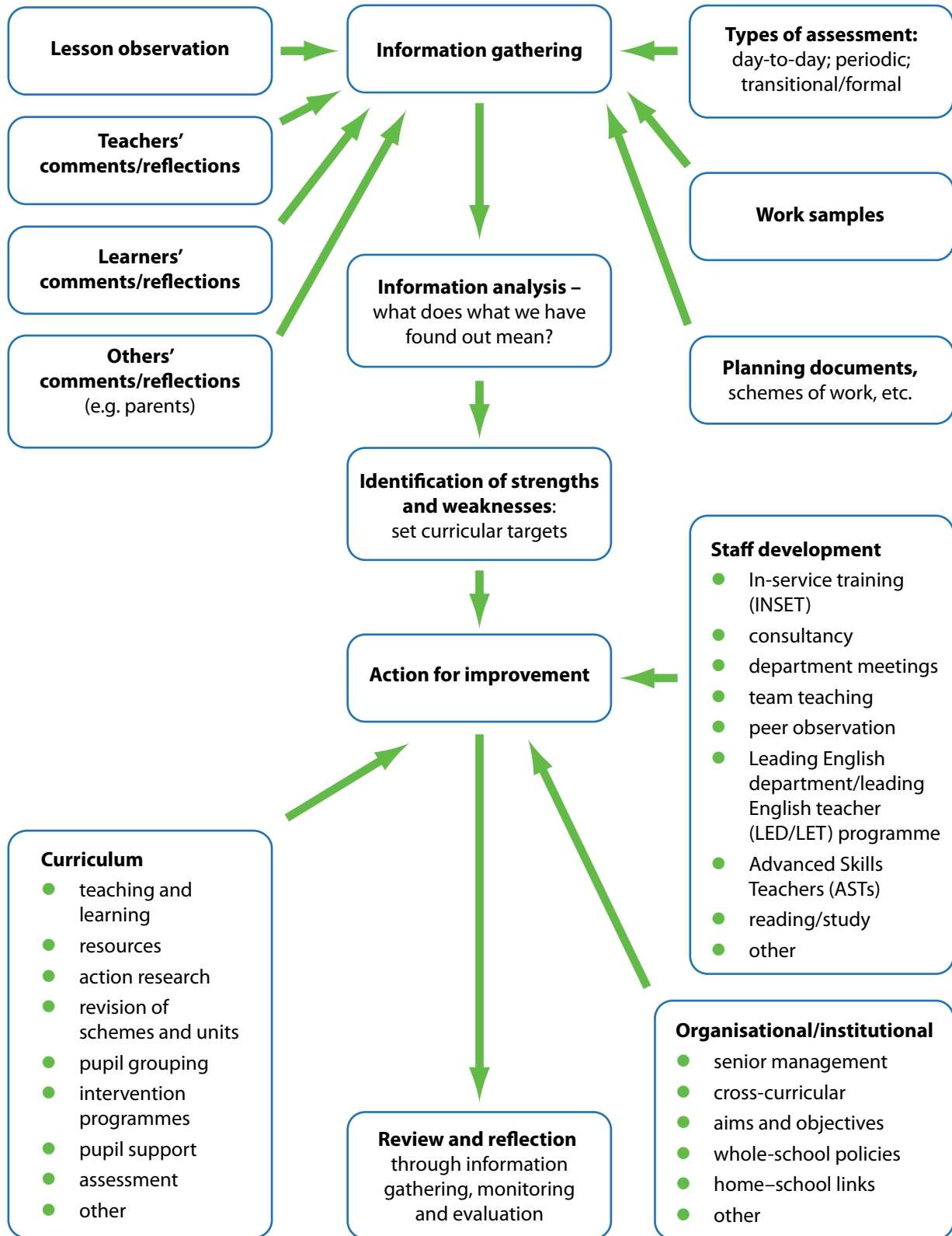
In other words, teachers/departments refresh their own knowledge about reading – for example, what the particular demands of the curriculum are, what the Framework says, where their own expertise lies; they evaluate the current situation (e.g. what the current issues for the pupils are); plan to address these issues; and then, review the progress made.

The particular process we are interested in begins here with the gathering of information, as the route to improvement diagram on the next page demonstrates.

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The route to improvement

The implication of the cycle of improvement is that there must be a clear process to follow. A more focused way of representing this process is as follows:



A process for improvement

This suggested route provides a way in which you, the department, or the school you work in can:

1. gather information on reading, and analyse and scrutinise it
2. identify what needs to be addressed
3. plan for and act on the improvements needed.

In order to get to the point at which you can put in place key actions, you will need to make sure you:

4. ask the right questions, for example: What are we looking for? How much material should we analyse? What do we hope to achieve?
5. carry out an effective work scrutiny and gathering of data.

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Gathering information

The information can come from a variety of sources:

- schools should use Key Stage 2 test data to identify reading scores and carry out item-level analysis using RAISEonline
- there may also be other information on transition forms, particularly for some pupils (SEN, EAL, IEPs, etc)
- work transferred from primary school as part of the transition programme will help to identify individual, group and cohort strengths and weaknesses
- teacher assessment and Assessing Pupils' Progress (APP) grids
- CATs (cognitive ability tests) to reflect on how pupils are performing in relation to their potential (see scores of the language test)
- Fischer Family Trust (FFT)
- Year 7 progress tests (for pupils entering Year 7 on level 3)
- optional tests (Year 7 and Year 8)
- optional Key Stage 3 tests (if used in Year 9)
- Key Stage 2 to Key Stage 4 conversion data
- work samples can provide information on classes or groups: these need to be organised carefully to target certain pupils or to target specific focuses for reading
- pupils' own responses to their reading can reveal useful and perceptive information
- lesson observation provides information on how reading is taught and learned
- schemes of work and other planning documents can show where reading is taught, and ought to show some of the 'how' as well
- external reviews such as Ofsted reports.

Analysis of information

The **analysis of this information** is essential in deciding the process for improvement to be adopted and shared across the department or school.

While the most important aspect to analyse is pupils' reading itself, it is also important to analyse areas of the department that affect reading. This may include:

- long-, medium- and short-term planning
- provision and resources, teaching strategies
- teachers' responses
- marking and assessment
- the reading environment in classrooms and the central library
- pupil self-assessment and attitudes.

The information can be **analysed** to **identify strengths and weaknesses** in two main aspects.

Which pupils?

Which pupils are succeeding most or struggling to make sufficient progress (especially in connection with key objectives and in relation to overall targets for raising standards)?

Which curricular targets?

- In which aspects of reading are pupils making good progress or struggling? Do any issues identified relate to word recognition or language comprehension processes?

Planning and taking action

Analysis may lead to targeting:

- specific year groups/classes/groups of pupils who need more effective provision, intervention, support or monitoring.
- specific curricular targets which need more emphasis, more time, more effective teaching and learning; more effective 'layering' in the progression through Year 7 to Year 9 schemes of work.
- aspects of planning, resourcing and teaching that will most affect change and improvement in reading.
- aspects of teacher knowledge about reading development processes, children's literature and approaches to developing and sustaining enthusiasm for reading.

Review and reflection

As the process progresses, actions and outcomes need to be monitored, bringing the process back to data gathering and analysis. Use the resources available to you: for example, the senior management team, in lesson observation and work sampling; external consultants, as part of additional support if available; the whole department in sharing in the process, as appropriate to each member's role.

You may wish to use these review questions:

- What did we hope to change/improve?
- What evidence is there of improvement?
- What led to this?
- What could we have done differently/better?
- What changes can we now make to schemes, teaching, organisation, etc?
- What timescale do we use?

Section 3: Gathering information – asking the right questions

Focus: Evaluating reading in the class and department, and knowing what questions to ask

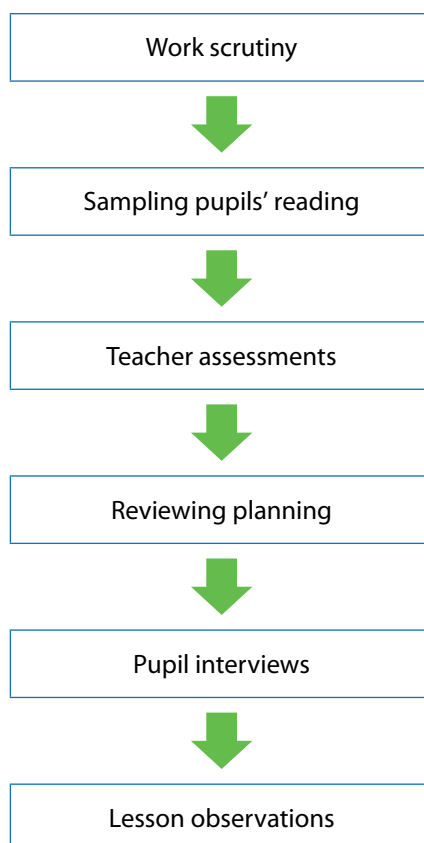
The starting point is an evaluation and analysis of reading. But what are you looking for? The answer is to know 'where we are now.' The following questions might help, as will the suggestions of where to find the answers.

The key questions	Where to get the information
<p>Attitudes and engagement</p> <ul style="list-style-type: none"> ● What are my/our pupils' attitudes to reading currently? ● What sorts of reading are they undertaking in the class/school/home, etc. and what do they feel about it? ● What are the borrowing rates from the school library for specific pupil groups, boys, girls and year groups? ● How visible is reading in the life of the school? (e.g. classroom displays, school newsletter/magazine, school involvement in reading events such as World Book Day, etc). ● What texts are used in the department? Are current reading resources sufficiently engaging and motivating? Are expectations high enough? 	<p>Attitudes and engagement</p> <ul style="list-style-type: none"> ● Lesson observation, reading records and logs, reading interviews, reading profiles, pupil reflection/evaluation during or after modules of work, library records, audit of the department stock of class readers/school library stock, discussion with colleagues, etc. can all produce useful information on the attitudes pupils have.

<p>Planning and strategy</p> <p>What plans already exist for developing and improving reading:</p> <ul style="list-style-type: none"> ● in the short/medium term (as part of lesson plans, short-term units) ● in the longer-term (as part of longer-term schemes or plans in the department, across the school, etc.) ● within the English department (e.g. use of group and guided reading, etc.) ● through intervention programmes such as <i>Reading Challenge</i> and the use of the <i>Targeting Level 4</i> materials ● in other departments ● in any other forums or areas of school life (e.g. SEN plans) ● from training undertaken by the department or by individuals? 	<p>Planning and strategy</p> <ul style="list-style-type: none"> ● Look at the department handbook (if there is one) to see what is said about the place of reading. For example, is there a policy on working with parents? ● Gather together examples of teachers' individual plans, schemes of work, etc. and look at what is said about reading. Do schemes of work cover National Curriculum requirements and address the full range of skills and assessment focuses? Is it clear how skills will be taught over the year and the key stages? ● Consider whole-school documentation, for example homework policy, to see what attitudes, expectations and demands in terms of reading are stated. ● Consider the role of the school library and librarian and their contributions to developing and improving reading in the school.
<p>Pedagogy</p> <ul style="list-style-type: none"> ● How is reading taught in class/in the department/across the school? Are both word recognition and language comprehension processes explicitly taught? ● Does the department or school have policies that impact on how reading is taught or approached (e.g. is there a literacy across the curriculum policy)? What are the particular demands of assessment processes (APP, Functional Skills, GCSE, other subject areas, Diplomas) in relation to reading, and how is this affecting what we do? ● How effective are the strategies I am currently using? Do I know how to teach the full range of reading strategies? ● What do my pupils respond well to in terms of their reading and what does not seem to work well? 	<p>Pedagogy</p> <ul style="list-style-type: none"> ● Samples of selected pupils' work can provide evidence of approaches taken by a teacher, department as a whole and so on. For example, useful information can be gathered on the consistency and comparability of teaching and learning across the department, the level of participation in pedagogical strategies such as shared and group reading, while evidence of both oral and written responses to reading might suggest a teaching approach linking reading with oracy and with writing. ● Pupil interviews can also provide evidence of pupils' experiences of the reading curriculum and teaching, and the impact of these on pupils' learning and motivation. ● Lesson observations, by a colleague, can contribute to evidence of approaches being taken, but should be seen in the context of a period of time, not as complete, definitive evidence in itself. Observation which targets the teaching of reading is useful, and in particular observation of pupils' encounters with a range of print, electronic and multi-modal texts can build evidence on how pupils are taught to read, evaluate and respond to these different types of text. ● Schemes of work provide useful information on teaching approaches, and progression and challenge in texts and skills being taught.

Standards and progression	Standards and progression
<ul style="list-style-type: none"> ● How well are pupils performing in reading against school/local/national expectations? ● Are pupils who achieved national expectations at Key Stage 2 (level 4) on track to achieve national expectations at Key Stage 3 (level 5+) and GCSE (A*–C)? ● What particular strengths and weaknesses can be identified? ● Are all pupils making the progress they are capable of, whatever their starting point? What progress has been made over a period of time (last month, term, year, key stage)? ● What records or information is kept in relation to learners’ progression in reading? ● Can you identify underachievement in reading in specified groups? (e.g. determined by gender, ethnicity, special educational needs, including gifted and talented pupils, EAL pupils, FSM etc.). ● What is the trend in reading attainment over time, for specific groups? 	<ul style="list-style-type: none"> ● Schools can use Key Stage 2 test data to identify reading scores and carry out item-level analysis using RAISEonline. ● Work transferred from primary school as part of the transition programme will help to identify individual, group and cohort strengths and weaknesses. ● Teacher assessment and Assessing Pupils’ Progress (APP) grids can be used. ● Diagnostic data can be gathered from Year 7/8 optional tests or transitional assessment where it exists. ● Work samples can provide information on classes and groups, and can reveal common strengths and weaknesses across different abilities. ● Pupils’ own responses to their reading, gathered through reading interviews and pupil reflection/evaluation during or after modules of work, can reveal useful and perceptive information about what has been learned and secured. ● Lesson observation can provide information on how reading is taught and learned.

A suggested process for gathering information is shown in the diagram below. You could however choose to carry out the stages in a different order depending on your department’s requirements.



Each stage of the gathering information process is explored in more detail below.

A work scrutiny

A work scrutiny is a way of evaluating all of the following areas:

- attitudes and engagement
- planning and strategy
- pedagogy
- standards and progression.

Regular sampling of selected pupils' work is an important tool in department self-evaluation. It can add to information from data and classroom observation and provide tangible and immediate evidence of how pupils are doing and what could be improved.

The practicalities

What do you need to do to set up such a scrutiny? Answer the questions:

- Who will be involved (department members, others)?
- When will it take place (during school time, after school)?
- Who needs to be informed?
- What are we looking for (the purpose of the scrutiny)?
- What is a manageable sample, and how will it be collected?



The outcome

An effective work scrutiny will provide you with:

- curricular target(s)
- some smaller stepping stones – layered targets
- specific classes, groups and individuals who may need attention
- identified areas for improvement in:
 - resources
 - expectations
 - teaching
 - marking
 - assessment
 - attitudes, engagement and motivation
 - performance across teaching groups
- specific classes, groups and individual pupils in need of particular attention.

It is important to have a specific focus for the work scrutiny so that limited time, energy and resources will make the most difference for pupils and for the department. The following questions give examples of the focuses that could be chosen to address.

Questions on whole-department work

- Is the marking and assessment of reading useful and clearly linked to learning objectives?
- Are reading targets set, monitored, achieved and adjusted?
- Is there consistency in teacher assessment of reading levels?

Questions on the progress of specific groups

- How well are the schemes of work for reading at Key Stage 3 and Key Stage 4 meeting the needs of gifted and talented pupils?
- How do you account for the different progress made by Year 9 boys and girls in their responses to reading?
- How much are targeted pupils benefiting from *Reading Challenge* support?
- Does the Year 10 scheme of work (SoW) for competent readers who have not attained level 5 incorporate sufficient revisiting of the learning objectives linked to AFs 4, 5 and 6?

Findings from work scrutiny need to be addressed in any department action plan and a simple way to evaluate impact is to re-sample the same pupils' work to identify how they are responding to targeted teaching.

Sampling pupils' reading

Hearing pupils read and discussing their reading with them is an important addition to sampling written responses to reading. It can provide first-hand evidence of pupils':

- confidence, fluency and skill in reading a range of material
- reading skills and knowledge of texts that are not sufficiently drawn on in class
- lack of confidence in their day-to-day reading in school and specifically their:
 - ability to use a range of strategies, including accurate decoding of the text
 - ability to use inference and deduction
 - understanding beyond the literal
 - ability to make connections between different parts of a text
 - clarity and expression when reading aloud
 - ability to prioritise information, identify specific features, detect bias and distinguish fact from opinion
 - understanding, appreciation and response to literary texts
 - awareness of the writer's attitude or viewpoint
 - ability to make informed personal choices of texts and express their preferences.

It is most useful when:

- pupils read from familiar fiction and non-fiction texts linked to other reading in school and at home
- the setting and atmosphere are as relaxed as possible
- sufficient time and skilled questions allow the pupil to speculate, consider and reflect on the material
- the teacher has the specialist knowledge to evaluate strengths and weaknesses accurately and sensitively.

Teacher assessment

Secure teacher assessment is essential for improving the quality of teaching and pupils' learning in reading. Using a structured approach to teacher assessment such as Assessing Pupils' Progress (APP) allows you to analyse pupils' strengths and weaknesses and track pupils' progress in reading.

Reviewing pupils' work at regular intervals using APP guidelines helps you to build a profile of their attainment. The information gained from the process will allow you to:

- analyse by assessment focus (AF) pupils' relative strengths and weaknesses in reading, which could be indicative of gaps in teaching or provide evidence of aspects of reading that need targeting.
- set curricular targets to strengthen pupils' learning and inform future teaching by making links to the relevant objectives from the renewed Framework.

The use of APP standards files also provides a ready source of examples of pupil work at different levels for reading and should be used to standardise the departmental assessment of reading.

For additional support, you may wish to look at:

- *Assessing Pupils' Progress in English at Key Stage 3: Teacher's Handbook* on the *Assessing Pupils' Progress* area of the website for further guidance on using APP to support the teacher assessment of reading.

Reviewing long-, medium- and short-term planning

Data analysis and other evaluation activities will reveal strengths and weaknesses in a class or cohort's reading progress and attainment. To address any gaps in teaching and ensure all pupils are supported and challenged to achieve what they are capable of, a department's planning needs regular review and adjustment. Planning should be adaptable and evolve according to changing circumstances and needs to ensure that it continues to match the needs of all learners.

The following criteria can be used to evaluate how far a department's long-, medium- and short-term plans address progression in reading as well as content.

Long-term plan

The long-term plan (or scheme of work) needs to:

- provide a forward vision of the range, content and curriculum coverage in relation to reading and ensure a progressive and balanced reading curriculum
- provide a shared, agreed pathway for progression in reading through the years of the key stage for the cohort/group/year
- provide a curriculum 'road map' for reading that may draw on wider departmental, school and local events, processes, timetabling and cultural links
- draw on broader strands of progression that can be traced and linked across the timescale of the plan
- signal regular assessment opportunities covering the full range of assessment focuses
- clearly link to the medium-term plans and, by implication, the short-term plans.

Medium-term plan

The medium-term plan (or unit of work) needs to:

- clearly focus on specific aspects of progression in reading, around suitable learning objectives and assessment outcomes

- identify strategies, approaches and activities that will support pupils in working towards these objectives and outcomes
- present a coherent and engaging sequence for learning and teaching
- put reading in meaningful contexts for pupils
- make close reference to appropriate texts and resources
- be adaptable and evolve to the needs of particular groups and individual pupils
- provide planned opportunities to develop pupils' experience and understanding of key reading skills and concepts.

Short-term plan

The short-term plan (or lesson plan) needs to:

- engage pupils by establishing aims and success criteria, drawing on prior learning and linking this to pupils' own reading skills and experiences
- present stimulating reading resources and contexts, and allow pupils to share knowledge and ideas in relation to these
- enable pupils to explore purposes, skills, aims, processes, ideas and key questions
- transform skills and knowledge into deep learning, through collaborative and increasingly independent work, consolidating and extending what has been learned
- provide opportunities to review, evaluate and present what has been learned
- reflect in an extended way on the whole process and the next steps that are required.

Pupil interviews

One of the key tests of effective school self-evaluation is that it involves staff, pupils, governors, parents and pupils at all levels. A self-evaluating department will want to seek the views of pupils:

- to track learning outcomes and progress
- to monitor effective teaching approaches
- to evaluate their experiences of the reading curriculum and teaching and the impact of these on pupils' learning and motivation
- to monitor and review pupils' independent reading.

Pupil interviews can be carried out by the class teacher, the subject leader or a teacher who does not take the group, depending on the purpose of the interview. A pupil interview works best when the interviewer is clear about what he or she wants to find out and the pupil is clear about the purpose of the interview and what it will contribute to. Pupils should also be prepared in advance for the types of questions that they will be asked and these questions should be open and invite reflective answers.

It is important that the use of pupil interviews is seen to have an outcome: You may:

- take the results into account when reviewing schemes of work
- share it with the department to highlight good practice
- add the analysis to the department Self-Evaluation Form (SEF)
- use it to strengthen or build consistency in the teaching of reading across the department
- share with the school librarian and link to the school's work on developing pupils' independent reading.

The Appendix includes a range of prompts for pupil interviews that can be customised by a department according to its own priorities and line of enquiry. A Year 7 reading profile to ascertain individual pupil's attitudes to reading is also included in the Appendix.

Lesson observation

The information gained from lesson observation is necessarily just one source of evidence, albeit a very important one. Observations in classrooms need to be looked at alongside all other forms of evidence. The Appendix includes a sample of the lesson observation prompts that could be used to evaluate the teaching of reading in shared, modelled, guided, and independent contexts. To be most useful, they will need to be edited to focus on your department's priorities for improvement. Sharing these with the department before observation will help teachers understand the process.

Conclusion

Using a range of data obtained from work scrutiny, lesson observation, teacher assessment, pupil interviews and so on can provide a focused approach to what needs to be addressed. This will enable your department to put in place targeted action to address the identified need.

The following section will explore how to analyse the information gathered to ensure that the key focuses for improvement are identified before developing your action plan.

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Section 4: Analysing the information

Focus: What does the information we have gathered tell us?

Once information and data has been gathered, an analysis needs to be made of what it means. This analysis should look not only to identify attainment gaps in reading, but also to identify any other factors or risks that could lead to underachievement. It is important that this analysis explores reading attainment and progress for specific groups, such as vulnerable and disadvantaged pupils, who national statistics indicate are at risk of underachievement.

This is particularly important in schools where there may not be many representative pupils from vulnerable or disadvantaged backgrounds as any issues of underachievement for these pupils can go unnoticed. For example, national data indicates that the gaps between pupils who are eligible for free school meals (FSM) and non-FSM pupils are greater in schools in less deprived local authorities.

The following groups could be explored in your departmental analysis.

Disadvantaged or vulnerable groups

What issues does the data and information gathered raise about reading attainment and progress for:

- pupils entitled to free school meals
- looked-after children
- mobile pupils who join during a key stage
- pupils whose attendance is irregular
- pupils with consistently poor behaviour?

Gender

What issues does the data and information gathered raise about reading attainment and progress for:

- boys and specific groups of boys, for example, white boys eligible for free school meals
- girls and specific groups of girls, for example, black Caribbean girls?

Ethnic minority groups

What issues does the data and information gathered raise about reading attainment and progress for:

- pupils of specific ethnic origin
- pupils for whom English is an additional language
- pupils at a specific stage of learning English as an additional language?

Other identified groups

What issues does the data and information gathered raise about reading attainment and progress for:

- more-able pupils, for example, pupils who attained level 5 at the end of Key Stage 2, levels 6/7 at the end of Key Stage 3, and grades A and A* at GCSE
- pupils who achieved national expectations at Key Stage 2 (level 4) and Key Stage 3 (level 5)
- lower-attaining pupils, for example, those entering Key Stage 3 at level 3 and below?

Analysing trends

As well as interrogating the data to identify underachievement in specified groups, you should also analyse trends in attainment in reading over time and across key stages. The following questions could be applied to the performance data you have gathered:

- Are **all** pupils who achieved national expectations at Key Stage 2 (level 4) on track to achieve national expectations at Key Stage 3 (level 5+) and at GCSE (A*-C)?
- Are **all** pupils making the progress they are capable of, whatever their starting point?
- What is the trend for reading attainment over time, for specific groups?

A close level of analysis is better done using actual pupil numbers and individuals' names rather than simply using percentages as this means the analysis of the data can be easily linked to other sources of information such as pupil interviews, reading profiles and so on.

Using assessment management systems

Using assessment management systems such as RAISEonline at www.raiseonline.org can allow you to analyse performance data in greater depth as part of the self-evaluation process and help to inform better support for teaching and learning for reading. RAISEonline will enable you to:

- produce reports and analysis covering the attainment and progress of pupils in Key Stages 3 and 4 with interactive features allowing exploration of hypotheses about pupil performance in reading
- carry out question-level analysis of pupil outcomes, allowing you to investigate the performance of pupils in relation to specific learning objectives and reading assessment focuses
- set and moderate pupil targets, supporting you in the process of monitoring, challenging and supporting pupil progress and performance in reading
- import and edit pupil-level data and create school-defined fields and teaching groups, allowing you to tailor your analysis to the specific focus chosen for your departmental analysis of reading.

By using assessment management systems to carry out in-depth analysis of available performance data this can help you to:

- identify strengths and weaknesses at cohort, class, group and individual pupil-levels
- review priorities for improving reading
- identify curricular targets.

Sample departmental work scrutiny

In addition to the analysis of assessment data, looking at the information gathered in a sample case study work scrutiny shows how certain conclusions can be drawn. In the case study, the department decided to focus on Key Stage 3 and look at the work of four pupils with level 5 potential in each class in Years 7, 8 and 9 in relation to the identified assessment focuses. Care was taken to ensure a balance of gender and ethnic grouping in the sample of pupils.

The results of this department's work scrutiny are shown in the following table:

Results of work scrutiny in case study school

Assessment focus	Year 7	Year 8	Year 9
Reading AF2 – understand, describe, select or retrieve information, ideas or events from texts and use quotation and reference to text	Pupils are performing comparatively well in relation to this assessment focus.	Pupils are performing comparatively well in relation to this assessment focus.	Pupils are performing comparatively well in relation to this assessment focus, although few pupils are able to confidently synthesise information from different sources or different places in the same text.
Reading AF3 – deduce, infer or interpret information, events or ideas from texts	Most pupils grasp and communicate literal meanings well. Most pupils show some capacity to infer and make deductions in fiction. Inferences are identified but not often exemplified through precise references to the text.	Most pupils show they can infer and deduce from a range of texts and provide textual evidence. Most pupils can both describe and explain their interpretation of a text when questioned. Writing includes some interpretation, but is not sustained and too often turns into description.	Most pupils show they can infer, deduce and provide textual evidence for their interpretations from a range of texts. Most pupils are able to comment on different layers of meaning in class discussion, but few carry this through into their writing about texts.
Reading AF4 – identify and comment on the structure and organisation of text, including grammatical and presentational features at text level	Most pupils can identify features of effective openings and endings of texts. Most pupils recognise and can explain the reasons for simple presentational features such as bullet points. Description of structural features rarely includes an explanation of why these are effective.	Most pupils are able to describe and comment on structural features in a text. Most pupils can explain how a writer uses organisational features to strengthen the impact of their writing, for example, graphs in magazine articles, navigation bars in internet texts. Written responses tend to describe rather than explain.	Most pupils show the ability to explore a writer's use of structure to support their meaning. When questioned, most pupils are able to identify and explain their use of organisational features in a text and across a range of texts, but now need to do so independently and in their written responses.

Assessment focus	Year 7	Year 8	Year 9
Reading AF5 – explain and comment on writers’ uses of language, including grammatical and literary features at word and sentence level	Most pupils can pick out basic language features, for example, the use of aggressive-sounding adjectives.	Most pupils are able to identify various features of language use in different texts and suggest why the author has chosen them. While confident in teacher-led discussion, pupils now need to independently apply these skills.	While most pupils can verbally explain the uses of structural and organisational features in a range of texts, few carry this through confidently into their written responses. Most pupils are able to explain the writer’s choice of words, use of grammatical and rhetorical devices and the effect these have on the reader.
Reading AF6 – identify and comment on writers’ purposes and viewpoints and the overall effect of the text on the reader	Most pupils can identify the main themes and points made in a text. Most pupils are able to identify the writer’s main purpose and comment on the viewpoint explicitly expressed.	Most pupils can identify and explain a writer’s viewpoint. Most pupils can explain the overall effect of a text on themselves and link this to the writer’s intentions, but still need to work on selecting relevant evidence.	Some pupils can explain the effect of a text on the reader, recounting explicitly how this is achieved, but this lacks clarity when put into writing.
Reading AF7 – relate texts to their social, cultural and historical traditions	Some pupils can identify features common to different texts or versions of the same text, such as characters and settings, and make simple comments about these. Some pupils can make simple comments on the effect that the reader’s or writer’s context has on the meaning of texts.	Most pupils can identify features common to different texts or versions of the same text, such as characters and settings, and make simple comments about these. Most pupils can make comments on the effect of the reader’s or writer’s historical or social contexts has on the meaning of texts.	Some pupils can identify similarities and differences between texts or versions with some explanation. Some pupils can explain how the contexts in which texts are written and read contribute to meaning, but these explanations lack clarity and reference to supporting evidence when put into writing.

Analysis of work scrutiny

The main challenges identified from the case study work scrutiny are as follows:

- There is a need to increase the focus on the teaching of reading around learning objectives in the reading strand 'Understanding the author's craft', which highlight evaluation and analysis skills.
- There is a requirement for more explicit support to help pupils compose and structure written responses to reading. It is important that pupils are able to respond orally as well as in writing, for very often the oral response acts as a necessary exploration and capture of meaning and is a rehearsal for the written response. Using the sequence for teaching writing would help pupils learn how to turn their oral response into structured written text.
- There is a need to ensure department confidence on the range of skills in reading and how to teach them.
- Too few pupils show evidence of wide personal reading and there is a need to develop pupils' active engagement with reading and their independence as readers, in particular by providing opportunities for pupils to apply their reading skills to more-complex and less-familiar texts in a range of relevant contexts.
- The use of marking and assessment does not clearly link to pupil targets in reading and needs to be more developmental in nature, explaining clearly what pupils need to do to improve.

Conclusion

By analysing the information and data you have gathered from a range of sources, you should be able to identify the key focuses for improvement in reading and the areas that need to be addressed. This will enable your department to put in place targeted action to address the identified needs.

The following section will explore how to develop your action plan to deliver the improvements required.

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Section 5: Writing the improvement plan

Focus: How do we move from information to action?

The information on pupil progress you have gathered and analysed in the previous sections will help you undertake the writing of the improvement plan. Follow the four linked planning activities below to work up your own plan for improving reading.

Set measurable targets

As a department, agree on some challenging but achievable targets for improving on past reading performance in both teacher assessment and test outcomes. For example, these targets might include:

- How many more pupils will reach level 5 in reading by the end of Key Stage 3?
- How many more pupils will increase their rate of progress by adding two or more levels to their Key Stage 2 reading level by the end of Key Stage 3?
- How many more pupils will achieve levels 6 or 7 in reading by the end of Key Stage 3?
- Will all pupils who gained level 5 at Key Stage 3 reach grade C and above in GCSE English and GCSE English Literature?
- How many pupils will gain A* to C grades in GCSE English and GCSE English Literature?
- How many more pupils will regularly borrow from the school library? This measure could evaluate the progress made in promoting reading enthusiasm and enjoyment.
- Targets could also be set for specific groups, such as pupils eligible for free school meals (FSM pupils) or pupils who have English as an additional language (EAL pupils), who have been identified as being at risk of underachievement. These targets should aim to narrow any gaps in attainment that may exist for vulnerable or disadvantaged pupils. For example, these targets might include:
 - reducing the gap between pupils attaining level 5 and above by the end of Key Stage 3 who were eligible for FSM and those not eligible by at least 10 per cent
 - narrowing the gap in pupils from lower-achieving ethnic minority groups who gain A* to C grades in GCSE English and English Literature and the average for all pupils in the local authority.

Identify curricular targets

As a department, identify the curricular targets for classes and groups which you will need to focus on across Key Stages 3 and 4 in order to achieve these improvements. Refer to the reading assessment focuses at Key Stage 3 and the assessment objectives at Key Stage 4 to help identify the most relevant curricular targets.

You should then identify the Framework learning objectives, substrands and assessment focuses that will ensure progression. Refer to the exemplar Reading improvement matrix for Year 7 in the Appendix and *Teaching for progression: Reading* and *Progression maps: Reading* which can be downloaded from the *Teaching reading* and *Intervention* areas of the website www.standards.dcsf.gov.uk/nationalstrategies respectively for further support with target setting.

Review and revise teaching plans

Having established curricular targets for reading, review your long-, medium- and short-term teaching plans to check that they indicate pupils' expected progression in reading and identify how this progression will be delivered.

You will need to ensure that teaching addresses specific curricular targets and meets the needs of classes, groups and individuals. Check that a range of approaches to teaching reading (such as shared, group and guided reading) is used appropriately and the resources and texts currently used motivate and challenge pupils. The explicit teaching and demonstration of active reading strategies, which are taught on a recursive basis should be evident in the teaching plans.

You should also share curricular targets with pupils and parents to support discussions about where pupils are in their learning and what they need to do to progress. Information from *Progression maps: reading*, which can be downloaded from the *Intervention* areas of the website www.standards.dcsf.gov.uk/nationalstrategies can be used with pupils in classroom contexts, using the target areas to identify personal targets for pupils in priority areas.

Monitor progress

Use the revised teaching plans to teach the identified objectives. You should review progress at regular half-termly intervals using a range of teacher assessment and ensure that further adjustments are made to teaching and resources if necessary. Work together as a department to continue to evaluate and develop new and more effective ways to address the targeted areas of reading. *Teaching for progression: Reading* provides guidance and approaches on teaching all aspects of the reading objectives and the programmes of study for reading.

Sample departmental improvement plans

The following sample reading improvement plans exemplify two different approaches to writing an improvement plan.

Department A: reading improvement plan

<p>Numerical targets:</p> <ul style="list-style-type: none"> ● An increase to 83 per cent in the percentage of pupils achieving level 5+ in reading by the end of Year 9 in this school year as measured through teacher assessment. ● All pupils who this year entered Year 7 with level 4 in reading to achieve two levels progress by the end of Key Stage 3. ● All pupils who this year entered Year 7 with level 3 in reading to achieve level 4 by the end of Year 7. <p>Success criteria:</p> <ul style="list-style-type: none"> ● Selected pupils in a structured sample are independent readers who make fortnightly use of the school library and, in reading interviews and responses to questionnaires, are able to talk and write about their reading with confidence. ● Selected pupils in a structured sample, drawn across classes, demonstrate recognition of their strengths as readers using self-assessment and understanding of what they need to do to improve by setting appropriate personal reading targets. ● Lesson plans and lesson observations show that pupils' personal reading targets link to priority areas and are reflected in their learning opportunities. ● Planned assessment provides opportunities to assess pupils' reading orally and in writing and provides evidence of the full range of assessment focuses being covered in pupils' work. <p>Curricular target: Pupils can identify and comment on the structure and organisation of texts, including their grammatical and literary features at text level. (Work scrutiny and ongoing APP assessment indicate there is a general need to improve pupil response to whole text in relation to reading AF4 – text structure and organisation.)</p>		
<p>Year 7</p> <p>Substrand and learning objectives</p> <p>6.3 Analysing writers' use of organisation, structure, layout and presentation</p> <ul style="list-style-type: none"> ● Explore the range of different ways writers use layout, form and presentation in a variety of texts. ● Explore the variety and range of ways the content of texts can be organised, structured and combined. 	<p>Year 8</p> <p>Substrand and learning objectives</p> <p>6.3 Analysing writers' use of organisation, structure, layout and presentation</p> <ul style="list-style-type: none"> ● Explain how specific choices and combinations of form, layout and presentation create particular effects. ● Explain how specific structural and organisational choices in texts create particular effects. 	<p>Year 9</p> <p>Substrand and learning objectives</p> <p>6.3 Analysing writers' use of organisation, structure, layout and presentation</p> <ul style="list-style-type: none"> ● Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes. ● Analyse how meaning can be conveyed in different ways according to the structural and organisational choices at sentence and text level.

<p>Planned teaching strategies (see <i>Teaching for progression: Reading</i>)</p> <ul style="list-style-type: none"> ● Read a selection of novel openings – considering differences of structure. ● Model looking at endings of substantial texts and trace back the way the reader is prepared for them through clues; and stylistic devices such as images and symbols. ● Model the construction of a time line or chapter grid when teaching the class novel. ● Show a variety of texts on IWB or an OHT and point out the positioning and use of features such as font size, bold print, headings and pictures. Ask pupils to identify what sort of text it is and point out how the layout features are appropriate. ● Revise knowledge about structure and organisation of main genres of non-fiction texts through shared reading of appropriate texts. ● Share the reading of a text with key connectives and pronouns blanked out – ask pupils to suggest suitable words and phrases. ● Model annotation of a text for cohesive links between paragraphs. ● Revise and extend knowledge of organisation of paragraphs in a text and of sentences within a paragraph through sequencing exercises, such as identifying topic sentences; sequencing paragraphs to make a text; sequencing sentences to make a paragraph; giving subheadings to each paragraph and asking pupils to sequence the subheadings before reading the text. ● Display a text and mark it to demonstrate how each paragraph links back to the previous paragraph and how the ending links back to the opening. 	<p>Planned teaching approaches and learning opportunities (see <i>Teaching for progression: Reading</i>)</p> <ul style="list-style-type: none"> ● Model the annotation of techniques the writer uses at the beginning and end of a particular novel to involve the reader. ● Demonstrate through shared reading and annotation, the way endings can link back to openings. ● When reading the class novel, create a tracking chart to make notes on how events unfold, how characters develop, clues that lead to the ending and so on. ● Compare a web page with the same information stripped of its presentational and graphical devices and show what graphical elements add to a text in terms of clarity and impact. ● Model what happens to meaning and cohesion if paragraphs are moved around. ● In shared reading, model with key passages how to trace patterns of language use. Annotate the repetition of key words and images. Show how different colours and symbols can be used to refer to different themes. ● Use a text-marking activity to explore the effect of cohesion devices such as reference chains, pronouns and connectives within and between paragraphs. ● Ask pupils to produce graphical representations of a range of non-fiction texts, showing how key ideas are developed. 	<p>Planned teaching approaches and learning opportunities (see <i>Teaching for progression: Reading</i>)</p> <ul style="list-style-type: none"> ● Ask pupils to discuss the differences between an online news story and a print version. They should comment on layout and presentation, differences in content and how the various versions cater for different audiences. ● Model how to analyse the way text and graphics have been structured to achieve an overall message using a selection of full-page advertisements taken from colour magazines. Ask pupils to develop their own analysis. ● Use moving images to discuss how verbal and pictorial information is combined with sounds to meet audience and purpose. ● Offer examples of poorly organised text and model or share ways of improving them. ● Ask pupils in pairs to give subheadings to paragraphs in a piece of text and challenge another pair to reassemble subheadings and paragraphs into a coherent text. ● Give pupils a newspaper article about a controversial issue and ask them to underline facts and opinions. Use card prompts that list techniques for developing ideas in an argument text (e.g. logical connectives, causal connectives, counter arguments, short sentences for emphasis, and so on). Ask pupils to work in pairs or small groups to identify key points in the development of the argument and comment on them.
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<p>Pupil targets</p> <ul style="list-style-type: none"> ● Use appropriate terms when describing how texts are structured. ● Identify and comment on the structural and organisational features of particular text types and narrative writing genres. ● Recognise and comment on how writers organise paragraphs in a range of non-fiction texts. 	<p>Pupil targets</p> <ul style="list-style-type: none"> ● Contribute to discussion on what effect the choice of form has on the way the content is organised. ● Comment on how the organisation of a text creates particular effects. ● Identify the impact a text has on its reader through its organisation, presentation and development. 	<p>Pupil targets</p> <ul style="list-style-type: none"> ● Analyse the order and presentation of ideas by, for example, commenting upon the structuring and linking of paragraphs. ● Recognise when texts are not well organised to support the reader, for example, through poor signposting or prioritisation, and suggest appropriate changes. ● Describe the ways a text exploits the structural and organisational features of a text type for specific purposes. ● Comment on how the organisation of a text affects meaning. ● Identify the ways in which the same information is presented in different media and suggest why the differences are there both from the demands of the text type and the needs of audience and purpose.
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Department B: reading improvement plan

The department wants to improve rates of pupil progress and attainment in reading. Key to this is that pupils recognise their strengths as readers and know what they need to do to improve. Currently, 75 per cent of pupils who enter Key Stage 3 on level 4 in reading gain at least level 5 by the end of the key stage and 40 per cent of those entering with level 3 gain level 5 in reading.

Task	Time	Who	Training needed	Resources	Costs	Success criteria	Accountable person	Monitoring/ evaluation and evidence
<p>Task 1: identify pupils</p> <p>Identify pupils in Year 9 who are level 4, borderline level 5 and secure level 5 in reading.</p> <p>Identify pupils in Year 7 who need rapid catch-up to secure level 4 by the end of Year 7 or sooner.</p> <p>Identify pupils in Year 8 who are insecure level 4 or below in reading.</p>	By end of Sept	SL and dept	<p>CPD on the skills needed to achieve a level 5.</p> <p>Standardise teacher assessments early in September if these seem insecure.</p>	<p>RAISEonline to identify pupils from assessment data.</p> <p>APP resources to identify pupils and standardise teacher assessments where required.</p> <p>Progression maps and other relevant intervention resources.</p>	Half-day dept time.	Pupils identified and known to all teachers in the dept.	SL and SMT	SL finalises the lists. Dept all are aware of the pupils in their teaching groups. Intervention is manageable and specific to pupil need.

Task	Time	Who	Training needed	Resources	Costs	Success criteria	Accountable person	Monitoring/evaluation and evidence
<p>Task 2: identify learning needs for pupils at risk</p> <p>Use work scrutiny, test papers and APP assessments to identify what the groups need to learn to secure the relevant levels in reading.</p> <p>Use pupil interviews and discussion to see their views on their learning needs and how these are supported.</p> <p>Translate into Framework substrands and learning objectives.</p> <p>Decide on any intervention strategies.</p>	By end of October	SL and dept	<p>Discussion to secure the appropriate focus on reading.</p> <p>Familiarise teachers/TAs with relevant intervention resources.</p> <p>CPD on helpful strategies.</p>	<p>Samples of responses to reading (test papers/APP-assessed work) from identified pupils. A wider sample for higher/average and lower-attaining pupils across the key stages.</p> <p><i>English Framework, Reading improvement matrix and Progression maps: Reading.</i></p> <p>Pupil interview and discussion responses.</p>	Half-day for work scrutiny.	<p>Pupils' learning needs identified and translated into Framework substrands and learning objectives.</p> <p>Intervention strategies in place for targeted groups of pupils.</p>	SL as above	<p>All teachers in dept have list of targets and how these progress through the key stages.</p> <p>Intervention is manageable and specific to pupil needs.</p>

Task	Time	Who	Training needed	Resources	Costs	Success criteria	Accountable person	Monitoring/evaluation and evidence
<p>Task 3: planning is tailored to ensure that needs are met</p> <p>Use a dept meeting to check SoWs for identified learning objectives and how these are progressed through the SoWs.</p> <p>Secure teacher's ability to tailor medium- and short-term plans to meet identified needs.</p> <p>Secure the pedagogies required to ensure differentiation to meet needs.</p> <p>Intervention strategies are supported in English classrooms with clear communication between whole-class teaching and intervention strategies.</p>	<p>By Nov</p> <p>By Dec</p>	SL and dept	<p>Dept tailor a plan together and then work independently evaluating each other's plans.</p> <p>Training session on modelling and shared work.</p> <p>Training session on guided work followed by plan/team teach/review with pairs of teachers.</p> <p>Training session on questioning to differentiate and target AFs with whole dept.</p> <p>Note: Training to be commissioned from LA/Leading Practitioner</p>	<p>Dept SoWs, medium- and short-term teaching plans.</p> <p><i>Teaching for progression: Reading</i></p> <p><i>Reading improvement matrix</i></p> <p><i>Progression maps: Reading.</i></p> <p>Look at <i>Targeting Level 5: teaching responses to reading</i> and compare with existing SoW.</p>	<p>Extra dept meeting time and twilight training agreed with SMT.</p> <p>LM to support training events.</p>	<p>SoW identify Framework objectives and there is clear progression through the key stages.</p> <p>Teachers tailor learning in their medium- and short-term planning so that pupils' needs are met and progressed with relevant assessment opportunities appropriately scheduled.</p> <p>Teachers are confident with pedagogies which will secure pupils' learning through appropriate differentiation</p>	SL and dept	<p>Short-term plans and their implementation by SL, LM and department</p> <p>Lesson observations by SL and LM. Peer observations by the all members of the department.</p> <p>Impact on pupil reading attainment evaluated by all teachers through work scrutiny and pupil discussion.</p> <p>Intervention strategies are supported in English classrooms as appropriate and pupils are transferring and applying skills learned.</p>

Task	Time	Who	Training needed	Resources	Costs	Success criteria	Accountable person	Monitoring/ evaluation and evidence
<p>Task 4: track pupils</p> <p>Ensure teachers understand how the agreed tracking system works and use it in their lessons.</p> <p>Agree marking systems which are focused and developmental using targets.</p> <p>Ensure that a structured approach to teacher assessment is agreed with regular assessment points for objectives contributing to AFs to support tracking.</p>	<p>By half-term</p> <p>By Dec, then ongoing</p>	SL and dept	<p>Training sessions run by SL on new agreed marking system.</p> <p>Ongoing sessions to support the implementation of APP across the dept.</p>	<p>RAISEonline.</p> <p>Assessing pupils' progress in English resources</p>	<p>Extra dept training time agreed with SMT.</p> <p>One dept meeting in spring and summer terms to standardise</p>	<p>Tracking system is in place and it is used to track pupils through curricular targets.</p> <p>Marking and feedback is focused and ensures targets are met and then reset.</p> <p>Department moderation secures accuracy and consistency in teacher assessment.</p> <p>Assessment points are agreed, tasks set and trialled and assessments recorded to move pupils on.</p> <p>Attainment in reading is rising for all pupils, but faster for the target groups.</p>	SL	<p>Tracking system evaluated by teachers, SL and SSM.</p> <p>Tracking system shows pupil attainment is raised, also evidenced by pupils' ongoing work and assessment tasks.</p>

Reading improvement matrix

The Reading improvement matrix links learning objectives, teaching ideas and curricular targets and is designed to help teachers to evaluate their short- and medium-term units of work in the first year of Key Stage 3. It provides suggestions to sharpen the teaching of key strands and substrands from the Framework and ensures that pupils make progress in reading from the outset of Key Stage 3.

This matrix, which can be found in the Appendix, has been developed using information from *Teaching for progression: Reading*, which can be downloaded from the *Teaching reading* area of the website www.standards.dcsf.gov.uk/nationalstrategies. The *Teaching for progression: Reading* publication provides comprehensive and detailed guidance to support teachers in teaching the reading strand and substrands from the Framework and traces a critical path of progress for pupils through Key Stages 3 and 4.

Conclusion

By working through a systematic process which identifies those areas needing development, based on solid analysis, a plan can be put in place which will enable pupils to make the two levels of improvement across the key stage as required. The following criteria can be used to check that the pupil, teacher and departmental needs have been addressed in the reading improvement plan developed.

Learners need:

- to be engaged, challenged and motivated by the texts and reading tasks they are given as well as stimulated by the contexts they are given
- to have a clear sense of where they are going and what skills they need to build, develop and apply to become independent
- to have a 'toolkit' of active reading strategies which they can access as they interact with texts
- to be explicitly taught how to read for meaning and respond to reading in oral and written contexts
- to be able to identify areas for improvement and act upon them
- to become increasingly critical and independent readers.

Teachers need:

- to continue to develop their own understanding of how pupils' make progress in reading
- to design a clear route to improvement for their own learners in reading
- to provide the resources, time and space needed for learners
- to continue to provide carefully planned approaches based on Quality First teaching and key, targeted objectives.

The department needs:

- to work with its own set of priorities, making good use of national and commercial materials and local support
- to identify a specific focus for development, with clear targets, and with criteria for monitoring and evaluation
- to provide time and support for teachers to try out and evaluate the impact of changes and developments
- to work collaboratively, through peer observation and coaching
- to create the climate to improve reading and build a community of readers
- to receive senior management support for all the above.

The following section will provide more specific advice on planning sequences of which in which reading is effectively targeted.

Section 6: Effective planning for reading at short-, medium- and long-term level

Focus: A review of key features in effective planning, especially for reading

Effective planning

Planning should secure progression and development for each pupil over the key stage, and this is best done by reading skills being explored recursively in a range of reading contexts over a period of time. The Framework for secondary English provides a model for progression in reading which takes pupils from 11 to 16.

Features of effective planning

- Schemes of work mesh well with prior expectations and earlier work (from primary schools). They clearly build in progress based on attainment from previous key stages and year groups. Schemes identify the learning objectives and assessed outcomes; these are shared with pupils at the beginning of the sequence for learning.
- Short- and medium-term plans or episodes of work cluster objectives, strands and substrands creatively, linking the three language modes of Speaking and listening, Reading and Writing in appropriate and inventive ways.
- Plans are in place for pupils to work towards making two levels of progress in reading. Some pupils will need intervention and will benefit from temporary additional support, for example *Literacy Progress Units* (also available for whole-class teaching), *Reading Challenge and Literacy Plus*.
- Plans secure and consolidate existing knowledge, but also challenge and teach new skills, allow risk taking and encourage creative and critical thinking, for example, using the *Progression maps* for teaching suggestions and to set curriculum targets.
- Planning for pupils to encounter a rich and varied range of reading across the key stage is important if pupils are to develop their enjoyment of reading, their reading skills and move towards independence by transferring these across a range of contexts.
- Plans cover the different component skills of reading (as described by the assessment focuses) and are flexible to changing needs and priorities.
- Planning for progression is clear. Plans of lessons, units and schemes of work take account of where pupils are in their development as readers. It is clear, through consistent Assessment for Learning, how assessed reading opportunities build on what has gone before and anticipate future work.
- Opportunities to assess pupils' reading orally and in writing are indicated in the scheme of work and in more detail in medium- and short-term plans. Consideration is given to how these assessments (particularly oral assessments) are recorded and then used to inform future teaching and learning.
- Pupils need frequent planned opportunities to reflect on their reading and bring into the classroom their wider reading experiences, as well as time to review their development as confident and independent readers.

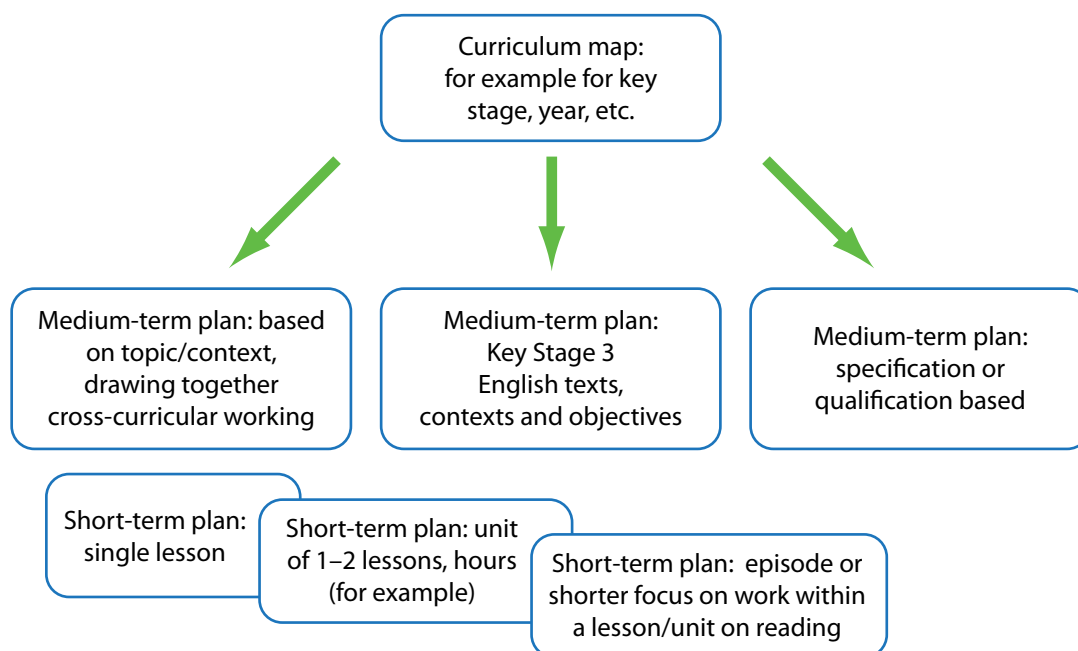
- The grouping of pupils (according to their targets for and achievements in reading) for paired and guided group work, in particular, need to be considered and clearly indicated in the planning.

Reading texts: making appropriate choices

As well as engaging and stimulating pupils, the reading texts selected for classroom use also need to secure progression and development for each pupil over the key stage. The following criteria could be used when evaluating and selecting texts for use in teaching and learning contexts:

- The reading demands will suit most of the class, offer some challenges, and will be within the reach of weaker readers if they are well supported.
- The language, style and rhetoric will engage the pupils.
- The text will sustain the study of a number of reading strands and will allow you to address your current reading priorities (e.g. text structure and organisation).
- It takes pupils beyond their previous reading experiences and allows for progression, for example from the last text studied.
- It links well to similar texts, for example, works by the same writer, and should encourage wider reading.
- It has literary merit – for example, it is quality writing with imaginative depth and will still feel like a good text in five years' time.
- It lends itself to shared reading and reading aloud.
- In fiction, the themes and characters are strongly presented and the text contains enough starting points for discussion.
- Content is unlikely to cause offence to any particular pupil group.

Curriculum map



A range of resources already exists to help you with planning. In particular, *Teaching for progression: Reading* shows how a number of strands, substrands and objectives from the Framework can be linked together coherently.

Developing a curriculum map for reading

A curriculum 'road map' for reading can be a useful way of setting out some milestones and broad signposts to direct the range, coverage and approaches to reading across a year, key stage, and so on.

The map might include:

- a range of texts and when they might be taught/experienced
- wider contexts/topics and the place of reading within them
- departmental events, meetings, tasks
- assessment opportunities related to reading
- school events or curriculum opportunities that might link in with reading work, for example, drama performances, extended learning days, curricular contexts in other subjects
- events and curriculum opportunities outside school that might be linked with reading work, for example, World Book Day, National Poetry Day, etc.

A sample curriculum map for reading in Year 7 is included in the Appendix at the end of this handbook.

Developing medium-term plans

Whether planning to address a specific focus in reading or developing plans which encompass a range of different skills, sources and so on, the principles of a good plan remain the same.

The medium-term plan will:

- clearly focus on specific aspects of progression in reading, around suitable objectives and assessment outcomes
- link to a long-term plan which envisages and frames the opportunity for two levels of progress for all pupils through the key stage
- identify strategies, approaches and activities that will support pupils in working towards these objectives
- put learning in meaningful contexts for pupils
- make close reference to an appropriate range of texts and resources
- be adaptable and evolve to the needs of particular groups and individual pupils
- provide planned opportunities to develop pupils' experience and understanding of key concepts
- be evaluated through feedback (e.g. from assessment, lesson observations, pupil interviews) to indicate that the unit is both effective and engaging.

You could use the questions in the following table to help you to develop your medium-term plan.

Writing the medium-term plan

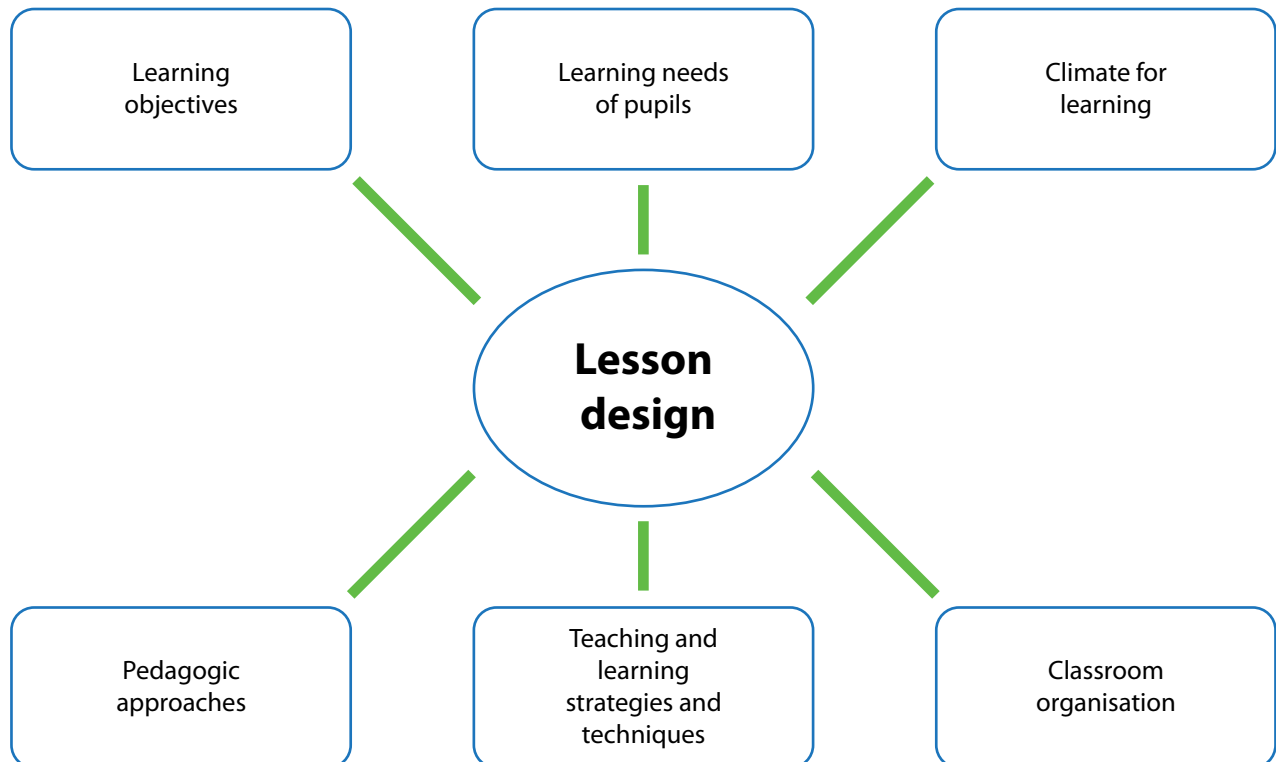
Question	Notes
What has day-to-day and periodic assessment told you about particular pupils' or a group's reading needs?	
What specific aspect, focus or skill in English do you intend to develop or explore via the medium-term plan? Is it intended for a particular group or class of pupils?	
What particular reading strands or substrands from the Framework are you targeting?	
Do you have a particular context or learning focus in mind (e.g. a class novel, the work of a particular poet, new media texts)?	
What range of outcomes do you expect to see (oral, written or other outcomes)?	
What notional time do you expect to spend on this sequence of learning (hours, lessons, over how many weeks, homeworks)?	
What assessment opportunities do you envisage? (Which, if any, are related to reading assessment focuses?)	
What resources will be required (by you, or the pupils?)	
What particular learning needs do the pupils have?	
What particular challenges do you predict? (Are there particular pupils who will need support?)	
What support do you need?	
How will you recognise success over the course of the learning sequence or scheme?	
Other factors – of your own (e.g. opportunities to link to other subjects or contexts)	

Additionally, there will, of course, be other elements or information you wish to add in depending on your local circumstances. A set of medium-term plans from a number of case study schools can be found in the Planning area of the Secondary English section of the Standards site.

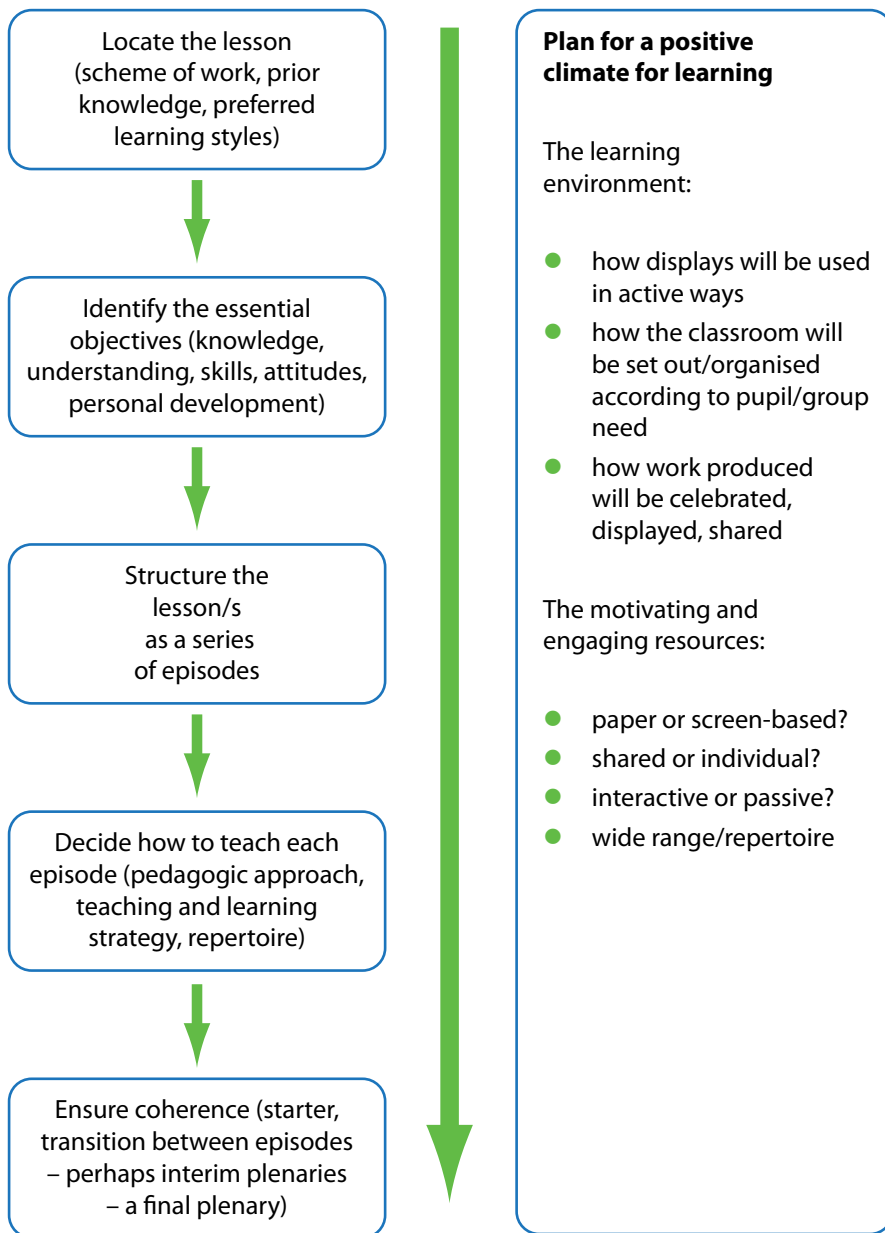
Go to www.standards.dcsf.gov.uk/nationalstrategies and search using 'Planning using the Framework for Secondary English'

A sample Year 7 medium-term plan with a reading focus is included in the Appendix.

Factors affecting lesson design



The process of lesson design



The short-term plan

A successful medium-term plan will offer a range of formats and ideas for the short-term plans and resources.

Whatever the format, style or content of the resource that will guide short-term work, it will need to have **personalisation** at its heart and, alongside it, an understanding of how the short-term plan will aid **progression**. Above all, the detail of the plan will ensure a **rich and engaging learning experience** that will build upon what has happened previously in a teaching sequence, and link into what is to happen thereafter – guided by the medium- and long-term planning.

For example, while the short-term plan may still in many cases provide a clear, structured lesson plan with starter, introduction, development and plenary session, this will be one of a range of pedagogies and learning designs chosen because of the stage pupils have reached in their learning. Other plans may more appropriately begin, for example, with investigation and group discussion, leading to presentation

and peer review. Alternatively they may start with experiences outside the classroom and lead to independent research followed up by direct teacher-led instruction on how to interpret or process findings or responses for specific purposes and audiences.

The following set of principles may assist you in the **short-term planning** process. There are three areas against which to reflect on your plans and processes:

- building, practising and applying skills
- the learning process
- progression through levels and leading to independence.

Building skills*

Skills need to be:

- **taught** and **built**
- **applied, practised** and **developed**
- **secured** and **applied independently**.

Building skills is a recursive process and should be revisited at each of the stages above, as and when required, in a range of contexts and situations.

The learning process

This needs to be a compelling (and recursive) process that will:

- **engage** pupils by establishing aims and success criteria, drawing on prior learning, selecting stimulating resources and contexts, and sharing knowledge and ideas
- **explore** purposes, skills, aims, processes, ideas and key questions
- **transform** skills and knowledge into deep learning, through collaborative and increasingly independent work, consolidating and extending what has been learned
- provide opportunities to **review, evaluate** and **present** what has been learned, experienced and enjoyed
- **reflect** in an extended way on the whole process and the next steps that are required. This broadly fits with the familiar structured lesson model, but should now be seen in terms of a **learning process** that works in a **range of flexible contexts** such as with extracurricular opportunities, or over a sequence of short sessions.

Progression*

This will be determined by:

- the increasing complexity of situations, contexts, resources and activities
- the technical demand associated with these activities
- the learner's familiarity with the task, activity or context
- the level of independence with which a learner demonstrates and applies skills, knowledge and understanding.

* Note: these are, broadly speaking, the principles of progression within the functional skills standards and approaches, but are closely mirrored by the strands within the Framework for secondary English.

Conclusion

The clear principles about *what* should go into curriculum plans, medium-term plans and shorter teaching episodes, units or lessons, explored in this unit will enable you to develop good planning structures. The following section will explore the range of approaches to teaching reading that can be used in lessons.

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Section 7: Approaches to teaching reading in lessons

Focus: What works for pupils in lessons?

The reading process

You can help to improve pupils' reading (their skills, enjoyment and understanding) if you consider and attend to what happens before, during and after pupils' reading, i.e.:

- **Before:** prepare pupils to bring more to their reading through speculating about the nature of the text, its content and features and relating it to their own experiences (real and literary).
- **During:** develop pupils' ability to read for meaning in a text through teaching them what to look out for, what to do and what to be mindful of when reading.
- **After:** help pupils to explore how to reflect on, evaluate, capture and shape their responses to the text and how to communicate these effectively.

Teaching activities to develop pupils' reading for meaning

To ensure pupils make the expected progress in reading they need to be able to develop their ability to make meaning from the texts they encounter. The key challenges are to develop pupils' abilities as readers to be able to:

- infer and deduce from the information within the text;
- identify and understand the structure and organisation of a text;
- identify and analyse the craft, purpose and viewpoint of the writer;
- gain a sense of the whole text and the contribution of its parts.

The following teaching activities are those which are most likely to be effective in the classroom to develop pupils' ability and skills to read for meaning. Further examples can be found in *Teaching for progression: Reading* which can be downloaded from the *Teaching reading* area at:

www.standards.dcsf.gov.uk/nationalstrategies.

Before reading

Strands for progression	Activity	Example
5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts	Prediction activities	Having read and discussed the events and three main characters in these first two chapters, the teacher asks pupils what they think is going to happen to each character and to give some evidence from the first two chapters for their prediction.
5.3 Reading and engaging with a wide and varied range of texts	Activating prior knowledge and relevant experience	The teacher explains that the novel they are reading concerns characters who inhabit a Greek myth about the Minotaur through a PC virtual reality game. Pupils are asked in pairs to discuss what they know about Greek myths, including the Minotaur; about virtual reality games; and also any of the books they have read by the author.
6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning	Asking questions of the text	The teacher can set questions with either the objective or the assessment focus in mind prior to pupils reading the poem, for example: 'The pattern of the rhyme changes in the fourth stanza. What effect does this have?'

During reading

Strands for progression	Activity	Example
6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning	Prediction activities	Pupils have previously studied a selection of poems by a particular poet. They are given a cloze procedure of a new poem by the same author in which they are asked to predict the missing words which reflect the imagery, rhythm and rhyme of the poet.

<p>5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts</p> <p>6.1 Relating texts to the social, historical and cultural contexts in which they were written</p> <p>6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning</p> <p>6.3 Analysing writers' use of organisation, structure, layout and presentation</p>	<p>Asking questions of the text</p>	<p>The teacher can ask pupils questions about the text in relation to the strand in focus and use Bloom's taxonomy to devise increasingly demanding questions to stimulate pupils' higher-order thinking skills.</p> <p>Note: Refer to Unit 7 Pedagogy and Practice for guidance on questioning, available on the Continuous Professional Development (CPD) area of the website www.standards.dcsf.gov.uk/nationalstrategies</p>
<p>5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts</p>	<p>Encouraging pupils to articulate and explain their own thinking and ask questions</p>	<p>'You all feel strongly about this article. You are going to write a letter to the journalist stating your response to the article, your views on the subject and also asking her questions.'</p>
<p>5.1 Developing and adapting active reading skills and strategies</p>	<p>Verbalising thinking about the text while reading it</p>	<p>This could follow the teacher modelling the process, with pupils either working in pairs to take it in turns to read aloud, pausing to voice their thoughts, or working on their own and annotating the text with their thoughts as they read.</p>
<p>5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts</p>	<p>Visualising</p>	<p>The teacher explains that Shakespeare's plays did not contain stage directions, the theatres could not have elaborate scenery and that therefore the scenes, appearances and actions are all implied in the text. The pupils are asked to create visual images from the text (in their minds and then aloud or on paper or film) and to share them. Visualisation can also be used with non-fiction texts.</p>
<p>5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts</p>	<p>Reading for multiple meanings</p>	<p>The teacher stops the reading where a character faces a problem or dilemma. In pairs, pupils are asked to list alternative suggestions. The group then considers the suggestions and the evidence for them before arriving at a group decision.</p>

5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts	Empathising	The teacher asks pupils to think carefully about a character from the novel they have been reading and then to write a short scene (perhaps where the character is present but doesn't speak) as if they were the character, expressing what they do, see, think and feel.
6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning	Reading aloud (teacher and pupil) as a way of highlighting and establishing meaning	The teacher models this process, explaining why a pause is introduced or why a word is emphasised. Pupils then work in pairs to try out readings of a passage or scene where different emphases are tried and then evaluated.
6.3 Analysing writers' use of organisation, structure, layout and presentation	Annotating, text marking, sequencing, text completion, etc.	Having read and discussed the basic meaning, structure, rhythms and rhymes of a poem the last stanza of which is missing, pupils have to construct the final stanza and explain how it relates to the rest of the poem.

Teaching activities to develop responses to reading

Another key element of progression in reading is for pupils to respond effectively to the texts they encounter. The key challenges for the teacher are to develop pupils' responses to reading so that they are able to:

- **identify** and **comment** on features of literary and non-literary texts
- **understand** and **comment** on the structure and organisation of a text
- **explore** their own and others' interpretations
- **analyse** and **comment** on the craft, purpose and viewpoint of the writer
- **compare** and **comment** on styles, ideas, themes of different writers and in different texts
- **compose** and **present** understanding, interpretations and analyses in a variety of formats.

It is important that pupils are able to respond orally as well as in writing, for very often the oral response acts as a necessary exploration and capture of meaning, and a rehearsal for the written response. Pupils need to move from oral responses to articulating the more formal written responses required for tests, exams and coursework. Teachers therefore need to devise a range of interesting oral activities which can also act as a bridge into writing. Using the teaching sequence for writing will demonstrate to pupils the process of translating their thoughts and ideas into written text. Many of the activities below can be carried out orally or in writing, and relate to the *after* stage when pupils have already read and explored the meaning of part or the whole of a text. Further examples can be found in *Teaching for progression: Reading* which can be downloaded from the *Teaching reading* area of the website www.standards.dcsf.gov.uk/nationalstrategies.

After reading

Strands for progression	Activity	Example
5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts	Creating plans for writing from oral discussion	Groups of pupils are asked to discuss a text and provide evidence about the writer's viewpoint. They are asked to highlight and annotate the text as a means of capturing their discussion. The highlighting and annotations are then used to inform a plan (perhaps structured for point, evidence, explanation and personal response) for writing about the writer's viewpoint.
6.3 Analysing writers' use of organisation, structure, layout and presentation	Mapping	Pupils draw a 'map' of the events in a complex narrative such as in a Shakespeare play. Having discussed the structure of a non-fiction text, the content can then be mapped onto various structural organiser grids, such as a point/evidence grid or a cause/effect grid.
6.3 Analysing writers' use of organisation, structure, layout and presentation	Summarising	Pupils are asked to restructure key information in a text into a non-prose form (e.g. a flow diagram, a chart).
5.1 Developing and adapting active reading skills and strategies	Creating dictionaries and glossaries	These can be used to help pupils identify, investigate and understand key words of both fiction and non-fiction texts.
6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning	Developing and using sentence stems	During shared or guided work, the teacher works with the pupils to identify the common sentence stems used in a particular non-fiction text. Pupils then in pairs highlight others in the remainder of the same or in a new text of a similar type, before applying such stems to their own piece of similar non-fiction writing.

<p>6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning</p> <p>6.3 Analysing writers' use of organisation, structure, layout and presentation</p>	<p>Composing and structuring written responses</p>	<p>Having previously planned an essay comparing two poems, the teacher uses a good example of such an essay from a previous pupil to explore and identify the successful compositional and structural features before pupils write their own.</p>
<p>5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts</p>	<p>Demonstrating the importance and use of point, evidence and explanation</p>	<p>The teacher follows up the reading of a novel and the investigation of an essay question based on it, with the modelling of the opening paragraph which illustrates PEE+. Pupils are then asked to compose the next paragraph with the help of the teacher.</p>
<p>5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts</p> <p>6.3 Analysing writers' use of organisation, structure, layout and presentation</p>	<p>Developing peer and self-assessment by pupils</p>	<p>Pupils have drafted an additional chapter for the novel they are reading. In pairs, they are asked to read each other's work and to also to identify the structure, events and characters' behaviour that have a sound and logical basis in other chapters.</p>
<p>6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning</p>	<p>Assessing pupils' written response to reading during shared and guided work</p>	<p>The teacher takes a pupil's written response to a poem and together, the teacher and the pupils identify those elements of the writing that display good understanding of the writer's use of language, the choices made and the effects on the reader as well as those elements of the writing that require development.</p>

Key approaches

A number of key pedagogical approaches established over recent years that are known to work in teaching reading are:

- the **explicit teaching** and **demonstration** of active reading strategies, presented to pupils as a reading 'toolkit', which they are able to access increasingly independently as they interact with texts. This should be revisited on a recursive basis throughout the course of their school reading career
- **shared reading**, where the teacher displays an enlarged version of the text and creates opportunities to focus on specific reading targets through questioning and whole-class discussion and contributions
- **modelled reading**, where the teacher models and annotates for pupils the skills and strategies used by successful readers, followed by opportunities where pupils are encouraged to practise these skills and strategies

- **guided group reading**, where pupils who share a similar learning need are given the opportunity to practise their active reading skills and strategies with a clear learning outcome
- **paired reading**, which enables pupils to practise their active reading strategies and present their findings to other pairs and the rest of the class
- **interactive starter** and **plenary** activities which enable pupils to sort, categorise, explore and respond to texts at word, sentence and whole-text level. Closer reading of language technique and writers' choices of vocabulary for effect can be readily explored in this way
- **development** of the point, evidence, explanation (PEE) approach to writing about texts, in order to firmly ground pupils' written responses in textual evidence. This should develop across Key Stages 3 and 4 into the explicit teaching of the critical essay, which pupils will need to master to be successful in their writing about texts. Once mastered it is essential to **extend** pupils' skills in manipulating the PEE structure. The booklet *Enjoying Shakespeare: Point, Evidence, Explanation and more* provides strategies for this and it is available on the National Strategies area of the Standards site. Go to www.standards.dcsf.gov.uk/nationalstrategies and search using the reference: 'Point, Evidence, Explanation'.
- the use of the **Assessing Pupils' Progress** (APP) materials to establish specific areas for focus in teaching and to provide relevant curricular targets.
- **peer-** and **self-assessment** opportunities for pupils working at all levels and grades, to enable them to identify the features of successful reading responses and identify meaningful personal learning targets, which manifest as manageable next steps in the classroom.
- use of structured **speaking and listening activities** with clear outcomes in terms of reading objectives. All four speaking and listening strands are well placed to complement the exploratory nature of pupils' talking and thinking about texts, as they develop their own viewpoint, ideas, and ultimately their own 'voice' as critical readers and writers. Drama for reading should underpin exploration of layers of meaning within texts.

Conclusion

It is vital that reading is taught explicitly in the classroom. Pupils need to understand what skilled readers do and develop their ability to independently orchestrate the skills and strategies required to read and respond to a wide variety of texts effectively.

You need to know, plan for and use the range of pedagogical approaches outlined in this section in order to help pupils make progress in reading. However, learning objectives and intended learning outcomes should be the principal focus in planning, and appropriate approaches should be chosen to support them.

Section 8: Assessing reading

Focus: How to track and assess pupils' progress in reading

Without careful assessment of reading, you cannot guarantee that pupils are making the desired progress and that the planned curriculum is meeting their needs. By building an evidence-based view of their progress in reading and communicating this clearly to them you are more likely to sustain pupils' interest and engagement in reading.

Pupils also need to see that they are developing and making progress as readers and need to be shown how to assess their own development and to understand the next steps in their learning, as well as gaining feedback from the teacher.

To assess reading effectively:

Teachers need to ...	So that pupils ...
Know groups' and individual pupils' reading targets and use them to support pupils' development during lessons	Know that skills and techniques they are expected to learn are being addressed
Know and use a range of assessment techniques as appropriate to the task and achievement	Perceive a closer relationship between the task and the assessment
Be clear how the learning objective supports pupils to achieve the learning outcomes to be assessed	Understand how the learning objective and outcome will contribute to their learning needs and achievement
Give pupils clear feedback to overcome misconceptions and misunderstandings and which also provides guidance on improving their work	Know their misconceptions and misunderstandings and how they might improve their understanding and skills
Understand how progress can be measured against different criteria, for example, assessment focuses and National Curriculum levels	Can understand how their learning is progressing
Involve pupils in the assessment process, which requires them to develop a secure understanding of the success criteria	Develop an ability to identify and assess their own strengths and weaknesses as readers
Build on the progress pupils have made in intervention programmes	Strengthen and sustain their learning
Ensure that the learning objective is shared with pupils at the start of the lesson and is referred to and used effectively to support, monitor and assess pupils' reading development during various stages of the lesson and is used to encourage reflection at the end of the lesson	Understand what they are expected to learn and why, are able to relate that objective to the task in hand and can reflect on their learning when they have completed the task

Provide clear oral feedback	Understand to what extent they are meeting the learning objectives and if they are on track to achieve a good outcome
Model and demonstrate the assessment of reading	Are able to develop their own ability to assess their own and their peers' work

Assessing Pupils' Progress (APP) is a structured approach to teacher assessment which provides comprehensive support for these aims. The APP resources allow you to track pupils' progress through the use of:

- assessment guidelines for assessing pupils' work in relation to National Curriculum levels. These provide a simple recording format providing assessment criteria for each of the reading assessment focuses
- standards files – annotated collections of pupils' day-to-day work that exemplify national standards in reading at different levels. These support you in making consistent and reliable judgements about your pupils' level of attainment in reading linked to National Curriculum levels.

The *Handbook for Assessing Pupils' Progress (APP) in English*, which can be downloaded from the Assessment area of the website www.standards.dcsf.gov.uk/nationalstrategies provides further guidance in using APP to support the assessment of reading.

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Appendix

Resources

This section contains:

- Department self-evaluation
- Quality assuring teaching and learning in reading
- Prompts for pupil interviews on a reading unit
- Prompts for pupil interviews on this year's reading
- Year 7 reading profile
- Questions to ask of your schemes of work for reading
- Reading improvement matrix: Year 7
- Sample curriculum map: reading – Year 7
- Sample medium-term plan: Beowulf – Year 7

Further resources

Twelve key leaflets will be available in 2010, which provide guidance on developing different aspects of the reading curriculum. The leaflets are designed for individual teacher reading and use, but can also be used as part of professional training and development.

Department self-evaluation

Planning for teaching reading	Well-established	Developing	Not yet
Review and planning of schemes of work (SoW) and units of work are based on data and evidence of pupils' achievement and progress in reading.			
Planning is focused on reading skills and strategies. Content and coverage (texts/range/topics) are well matched to the planned teaching.			
SoW offer opportunity for a full range of shared, modelled, guided and independent reading.			
SoW address fiction, non-fiction, poetry, media texts and drama in all years.			
Units of work on reading are planned around a few relevant Framework objectives and pupils' progress is tracked using the full range of assessment focuses (AFs) for Key Stage 3, and assessment objectives (AOs) for GCSE.			
Units of work on reading fit into an overall plan of progression for Years 7–11.			
Planned sequences of lessons allow sufficient time for pupils' independent application of the reading skills taught.			

Assessment of reading	Well-established	Developing	Not yet
The department engages in regular moderation and agreeing of standards for reading at both key stages.			
Teachers assess all aspects of pupils' reading, through a range of oral as well as written means, for example, guided reading, book talk and presentations.			
Teachers know groups' and individual pupils' reading targets and use them to support pupils during lessons.			
Teachers involve pupils in the assessment process, share the criteria and show how they assess reading.			
Pupils receive clear feedback including guidance on improving their work.			

Teaching and learning	Well-established	Developing	Not yet
A few, specific learning objectives are made explicit in all lessons.			
Teacher questioning and response to pupils' answers are planned to guide pupils to deeper explanation and analysis.			
Teachers know and use a range of interactive strategies.			
Teachers model new or unfamiliar reading skills.			
Pupils are shown how reading skills are transferable from one text to another.			
Pupils work as a whole class, in groups and individually, as appropriate to the objectives.			
The department works closely with the library and ensures structured book talk is built in to teaching time.			

Reviewing	Well-established	Developing	Not yet
Teachers' practice in teaching and assessing reading is regularly monitored and reviewed.			
SoW and units of work are monitored to ensure curriculum targets are being met.			
Impact of teaching is evaluated through tracking pupils' progress against curricular targets.			
There are opportunities for pupils to evaluate their progress and to feed back their views to teachers.			

Evaluating teaching and learning in reading

Shared reading

What would you expect to see as **good practice** in the teaching of **shared reading**?

- All pupils engaged in the process
- ICT used to enhance pupils' engagement with the text
- Teacher mediating a challenging text so that all pupils can access it
- Broad teacher questioning to ensure pupils are developing a range of reading skills
- Teacher is enthusiastic about the text and displays good knowledge of literary and technical terms
- Pupils respond confidently to teacher's questions
- Pupils offer sustained answers to teacher's questions
- Teacher builds on and uses pupils' responses to engage and extend the thinking of all pupils
- Good use of TA (if available) to support less-able pupils
- Pupils enjoy the shared reading

What would you expect to see as **outstanding** practice in the teaching of reading?

All the above and:

- Links made to other texts read by the class
- Questions directed to pupils and infrequent use of hands up
- Teacher questioning based on eliciting pupils' higher-order thinking skills
- Pupils confident to ask questions
- Pupils confident to challenge and extend other pupils' contributions
- Teacher encourages pupil-to-pupil discussion

Modelled reading

What would you expect to see as **good practice** in the teaching of **modelled reading**?

- All pupils attentive and engaged throughout the modelling
- ICT used effectively to engage pupils with the modelling
- Effective articulation of the process of reading pitched to the needs of the class:
 - decoding (phonics, etc.)
 - reading for meaning
 - making sense of structure
 - inference
 - deduction
 - interpretation
 - skimming
 - scanning
 - reading back and forth to answer questions

- Teacher's knowledge and understanding of the reading process is secure
- Modelling builds on pupils' existing knowledge, understanding and skills
- Modelling maintains pace and is timed effectively
- Pupils made aware of where they have used these skills in the past and how they will use them to undertake the independent work
- Text offers challenge
- Pupils making progress in developing their reading skills
- Modelling used at any time in the lesson where it is appropriate and moves on pupils' thinking
- Pupils enjoy modelled reading.

What would you expect to see as **outstanding** practice in the teaching of **modelled reading**?

All the above and:

- Pupils made aware of and/or can identify where these reading skills have been used:
 - in their own reading
 - reading in other subject areas
 - beyond the classroom
- Evidence that pupils are making very good progress in developing reading skills.

Guided reading

What would you expect to see as **good** practice in the teaching of **guided reading**?

- Assessment is used effectively to group pupils and to track progress
- Guided reading led by a learning objective
- These are linked to the curricular targets for pupils
- Pupils are aware of their curricular targets and can identify when and how they have made progress
- Guided work builds on teaching at the start of the lesson and feeds into the plenary
- All pupils are accustomed to working independently and know how to manage the task without interrupting the guided group
- TAs (if available) used effectively in the classroom to support another guided group or individual pupils
- Teacher uses a range of strategies to engage and sustain pupils' engagement
- Resource builds and extends pupils' reading skills and thinking and offers a degree of challenge (in particular for gifted and talented pupils)
- Guided session has a clear structure and provides sufficient time for pupils to apply the skills they have been taught
- Independent work builds on the teaching at the start of the lesson and feeds into the plenary
- All pupils (including those working independently) make good progress in the lesson
- Guided reading is planned into SoW for all years.

What would you expect to see as **outstanding** practice in the teaching of **guided reading**?

All the above and:

- Teacher very skilled at listening to pupils' responses and posing questions that extend their thinking
- Teacher demonstrates excellent subject knowledge and can employ a range of strategies to ensure pupils make progress
- Pupils confident to raise questions
- Pupils confident to answer teacher's questions and can sustain responses
- Pupils confident to challenge and extend other pupils' contributions
- Pupils self-motivated and support one another
- Pupils know what they need to learn, the purpose for their reading and can identify success and areas for improvement
- High levels of independence displayed by pupils not in the guided groups. Quality outcomes generated by the pupils.
- Curricular targets are used skilfully by the teacher to personalise the learning and to secure progress in identified reading skills for all pupils
- Guided session has pace and is well timed
- Guided reading is used by all teachers in the department and they have a shared understanding of the pedagogy.

Intervention

What would you expect to see as **good** practice in **intervention**?

- Department has a good overview of the range of intervention provision for pupils
- Diagnostic use of a range of evidence (including APP) to identify needs
- Effective target setting, which is reviewed regularly to determine progress
- Effective tracking systems at individual/group/class/year group/key-stage levels
- Interventions are time limited, relevant and purposeful
- Reading intervention linked to speaking and listening, and writing
- Intervention tutors/teachers using a range of strategies to improve pupils' skills
- Resources are appropriate and engage and sustain pupils' interest
- Intervention is strategically planned and monitored by SLT
- All pupils make good progress as a result of their participation in intervention programmes
- Skills learned in intervention sessions are transferred to mainstream lessons – in English and elsewhere
- Parents are involved in supporting their children
- TAs are effectively deployed and have an impact on pupils' progress
- CPD for intervention team is ongoing
- Good liaison with SEN department

What would you expect to see as **outstanding** practice in the teaching of **intervention**?

All the above and:

- Collaborative working established across the school
- Pupil reading targets used by **all** teachers to support pupils on intervention programmes
- CPD on effective intervention for improving reading is provided for all teachers
- All teachers understand how to personalise their lessons to include all pupils and to build on learning that has taken place in intervention sessions
- School provides training for parents on APP and strategies they can use to help their children
- Tracking is updated regularly and reviewed by SLT
- Monitoring and evaluation is undertaken on a regular basis by SLT
- Pupils involved in evaluating the impact of intervention
- Pupils continue to make good progress in their reading once they have finished an intervention programme.

Independent reading

What would you expect to see as **good** practice in the teaching of **independent reading**?

- Appropriate task setting to create opportunities for independent reading
- Progression built into independent work
- Teaching strategies to allow pupils to make independent choices
- Extended opportunities for learning without direction
- Self-motivated, resilient pupils who are willing to persevere with challenging tasks
- Pupils involved in making choices about what they read
- Independent reading a feature of other lessons in the curriculum
- Well-stocked and well-used library
- Pupils involved in choosing resources for use in the library
- SLT monitors and evaluates practice and provision to encourage independence.

What would you expect to see as **outstanding** practice in the teaching of **independent reading**?

All the above and:

- Rich, multi-modal and challenging range of texts made available to all pupils
- Teaching planned to develop mastery
- Independence extends to developing independent thinking skills and not just working independently
- Pupils confident to direct their own learning
- Pupils confident to reject texts that do not appeal to them and can justify their decisions

Whole school

What would you expect to see as **good** practice in the teaching of reading at whole-school level?

- School has a dedicated and trained librarian who is an effective leader and manager of the library
- Good use of the library – borrowing rates are high
- Some departments specify independent research in their SoW and build in use of the library
- Evaluation of the impact of CPD on reading by SLs is expected by SLT and leads into department SEF
- SEN department works with all departments to ensure struggling readers are supported
- All teachers are aware of the reading needs of the pupils they teach
- SEN department provides guidance on strategies and approaches to support vulnerable pupils

What would you expect to see as **outstanding** practice in the teaching of reading at a whole-school level?

- School librarian working with all departments
- Borrowing rates are sustained across all year groups and in particular from vulnerable pupils
- Borrowing rates are the similar for all pupils and gender
- Active community of readers evident by the quality of supporting displays and the environment for reading in classrooms and corridors
- SLT monitors and evaluates impact of CPD across the school
- SLT monitors and evaluates the progress of pupils who are not supported in reading at home
- Expectation from SLT and SLs that all teachers teach reading
- All teachers have a shared understanding of how to teach reading
- Ongoing CPD provided for all NQTs and inexperienced teachers on how to teach reading.

In addition consider

- Quality of resources
- Pupil groupings/for independent/group/guided activities
- Lesson structure – quality of planning at long-term, medium-term and short-term plans
- Consistency of practice across the department and across the school
- Use of prior learning to build challenges
- Use of homework to continue/extend learning
- How objectives begin, support and end the lesson
- Skills identified for use in the lesson and clarified at stages throughout and at the end of the lesson
- Pupils' understanding and use of literary/poetic terms
- Fluency of pupils' reading aloud
- Use of teacher voice to engage and sustain pupils' interest
- Personal, learning and thinking skills
- Social and Emotional Aspect of Learning (SEAL) interwoven into the lesson where appropriate
- Links made to skills used across and beyond the curriculum
- Climate for learning encourages and sustains reading.

Prompts for pupil interviews on a reading unit

Suggested prompts and questions for pupil interviews on a reading unit	
Questions and prompts	Pupil's responses
Tell me about this reading unit. What sort of things were you asked to do?	
Did you find it interesting? Which parts did you enjoy most? Why?	
Which parts of the work you did are you most pleased with? Why?	
Which parts did you find most difficult? Why?	
What sort of things did the teacher do to make the lessons in this unit worthwhile? What sort of things did the teacher do to make the lessons in this unit interesting?	
How is this unit of work in English different from the sort of work you did last year?	

Prompts for pupil interviews on this year's reading

Suggested prompts and questions for pupil interviews on this year's reading	
Questions and prompts	Pupil's responses
Has there been a difference in reading in English lessons this year from last? Can you explain how they are different?	
What have you enjoyed about reading this year?	
What have you found most difficult in reading in English this year?	
When you have difficulty what do you find helps you most? (e.g. working with a partner, working in a small group with the teacher, working one to one with the teacher, any other strategies.)	
What improvements in reading have you made this year?	
What about the way you have been taught has particularly helped your reading? (modelled, shared, guided teaching, etc.)	
What other things help you to improve your reading and response to reading?	
Do you know which level you're aiming at for reading this year?	
Do you know what you need to do next to make progress?	

Year 7 reading profile

Key questions	Response	Other responses
Do you like reading to yourself?	<p>Very positive Positive</p> <p>Negative: <i>boring, hard work, slow, pointless, better things to do</i></p>	
What sort of thing do you choose to read by yourself?	<p>Fiction: <i>regularly, sometimes, never</i></p> <p>Information books: <i>regularly, only in the library, never</i></p> <p>Magazines: <i>regularly, sometimes, never</i></p> <p>Picture books, comics: <i>regularly, sometimes, never</i></p> <p>Newspaper articles: <i>regularly, sometimes, never</i></p> <p>TV guide: <i>regularly, sometimes, never</i></p> <p>Environmental (e.g. CD covers, cereal packet): <i>regularly, sometimes, never</i></p> <p>Nothing</p>	
What have you read recently?	Shows knowledge of a range of reading material of appropriate difficulty and how to access it	
Can you think of any books that you would find interesting or useful to read next? Where would you find them?	<p>Shows some knowledge but lacks detail or range – mentions well-known but unlikely material, for example, <i>Treasure Island</i></p> <p>Shows little knowledge or interest in the world of print</p>	

Key questions	Response	Other responses
Why do you read?	To get information Enjoyment School work Made to Nothing else to do	
Where do you regularly do some reading?	Home Home in bed In class Library Bus/train/car	
How do you feel if someone asks you to read something to yourself? Why do you think you feel like this?	Fine Depends what it is A bit worried Threatened/unhappy	
How do you feel if someone asks you to read something out loud? Why?	Fine Depends what it is A bit worried Threatened/unhappy	

Targets	Process		
	Autumn term	Spring term	Summer term
	Target 1		
	Target 2		

Questions to ask of your schemes of work for reading

Content and range	Secure	Developing	To do
At Key Stage 3 specific Framework objectives and AFs for reading are identified and addressed at long-, medium and short-term levels.			
At Key Stage 4 all GCSE content requirements and assessment objectives for reading are identified and addressed at long-, medium- and short-term levels.			
The focus of teaching and learning activities and the assessment tasks set ensure that pupils are able to show what they are capable of in relation to the identified teaching and assessment objectives.			
Reading objectives and assessment focuses that need to be focused on more thoroughly have been identified and addressed.			
Gaps in National Curriculum or GCSE specification coverage in each year group have been identified and addressed, for example, the range of non-fiction, fiction, poetry, drama, media.			
Texts identified in units of work for each year group are ones that provide interest, enjoyment and challenge.			
Objectives and activities in teaching plans address both: <ul style="list-style-type: none"> ● the teaching of reading and response ● pupils' development as motivated, independent readers. 			

Teaching and learning	Secure	Developing	To do
The progression expected in reading is clearly defined and communicated to pupils, that is, plans clearly illustrate what is different about the teaching of reading in Year 8 as opposed to Year 7 and pupils, when asked, can tell you what these differences are.			
Units of work address the expectations identified in the <i>Teaching for progression: Reading</i> , National Curriculum level descriptions or GCSE assessment objectives.			
Plans show sufficient support and challenge for the full range of pupil attainment and the level of differentiation is identified (resources/task/outcome). Pupils of different reading abilities and interests are supported through guided work and group reading units.			

Content and range	Secure	Developing	To do
Plans exemplify structured, sequenced teaching which moves from direct teaching and support, to pupil independence – there is a balance between the modelling of effective reading strategies and independent practise, including timed practise, of the skills taught.			
Teaching objectives are made explicit to pupils in all lessons and aspects of Assessment for Learning are threaded through each unit of work.			
Plans identify key questions to guide pupils to deeper explanation and analysis.			
Long-term plans identify regular points in the key stage where the department works with the library to ensure structured book talk and progression in pupils' wider reading.			

Reading improvement matrix: Year 7

Focus: developing and adapting active reading skills and strategies to locate and extract the main points from texts and make relevant notes when gathering ideas from texts

Related QCA assessment focuses

Reading AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Linked Framework strands

Helpful teaching approaches

Possible graduated pupil targets

Note: targets need to be set as appropriate for individuals or groups and to be adapted to suit different contexts for reading

5.1 Developing active reading skills and strategies	<ul style="list-style-type: none"> ● Use grids and tables such as the KWL or QUADS grids to support reading for purpose. ● Model reading for different purposes (skimming, scanning, close reading) during shared reading sessions. ● Use text marking and annotation to support information retrieval. ● Teach a variety of note-making strategies as aide-memoires to appeal to different learning styles, e.g. mind maps, using pictures as well as text, using key words and phrases. ● Devise short, pacy activities to revise and hone dictionary and scanning skills, e.g. revise using the quartiles of a dictionary; dictionary races in teams. ● Use plenaries to discuss how pupils tackled information retrieval tasks in order to consolidate explicit strategies. ● Use ICT to support teaching, e.g. present text on-screen, use highlighting, deleting and 'find and replace' tools. 	<ul style="list-style-type: none"> ● Be able to use indexes, contents pages and dictionaries quickly and efficiently. ● Show understanding of vocabulary in a text so that it makes sense, especially when it might be specialised. ● Skim-read to get the gist of a passage to decide whether it should be read more closely, e.g. to compare or find details. ● Be able to decide what is relevant in a range of texts and formats. ● Scan to locate information and support understanding. ● Keeping purpose for reading in mind: <ul style="list-style-type: none"> – use highlighting to identify key words and phrases in texts. – while searching for information, consider a variety of different types of resources, e.g. books, magazines, the web, etc. – use a variety of ways of taking notes, e.g. bullet points, mind-maps, flow charts.
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Focus: developing and adapting active reading skills and strategies, using inference and deduction to recognise implicit meanings at sentence and text level		
Related QCA assessment focuses Reading AF3 – deduce, infer or interpret information, events or ideas from texts		
Linked Framework substrands 5.1 Developing active reading skills and strategies	Helpful teaching approaches <ul style="list-style-type: none"> ● Model inference and deduction during shared reading, e.g. using statement cards, searching for evidence in the text to support or disprove the statement and annotating the text appropriately. ● Use the first paragraph of a piece of text to model finding clues as to what the whole text will contain. ● In shared reading, use 'time out' to give pupils the opportunity in pairs to find clues and evidence in text. ● Ask pupils to predict mood, time, place, etc. from pictures, e.g. wedding or football photographs, and show why they are able to do this through a similar process to that which readers use to predict text (e.g. knowledge about conventions, genres, etc.). ● Investigate the use of connotation and emotive language through the study of adverts. ● Use drama techniques, e.g. freeze-framing, tableaux, recording opinions and evidence, e.g. on a sociogram or 'character on the wall'. 	Possible graduated pupil targets Note: targets need to be set as appropriate for individuals or groups and to be adapted to suit different contexts for reading <ul style="list-style-type: none"> ● Demonstrate understanding of the difference between inference and deduction. ● Read back as well as forwards in a text to find links between key events and themes. ● Show awareness of hidden or implied meaning in a text. ● Support comments clearly with evidence from the text. ● Check questions asked to make sure a full answer has been given.

Focus: exploring writers' use of layout, form and presentation and how the content of texts can be organised and structured

Related QCA assessment focuses

Reading AF4 – identify and comment on the structure and organisation of texts including grammatical presentational features at text level

Linked Framework strands

Helpful teaching approaches

Possible graduated pupil targets

Note: targets need to be set as appropriate for individuals or groups and to be adapted to suit different contexts for reading

6.3 Analysing writers' use of organisation, structure, layout and presentation

- Revise knowledge about structure and organisation of main genres of fiction and non-fiction texts through shared reading of appropriate texts, asking pupils to predict structure before reading, annotating the text accordingly and drawing up lists of features which can then be used as criteria for their shared writing.
- Explore through shared reading how to identify the range of ways in which information is presented in texts and analyse how writers of non-fiction and media texts use titles, headings and subheadings, illustrations and pictures, font size and graphics, graphs, tables, diagrams and bullet points, moving images: sequencing, framing, speech and sound.
- Revise and extend knowledge about organisation of paragraphs in a text and organisation of sentences within a paragraph through sequencing activities, e.g. identifying topic sentences; sequencing paragraphs to make a text; sequencing sentences to make a paragraph; giving subheadings to each paragraph and asking pupils to sequence subheadings before reading the text.
- Have pupils in pairs give subheadings to paragraphs in a piece of text and challenge another pair to reassemble subheadings and paragraphs into a coherent text.
- Model how to comment on a writer's use of layout, presentational, structural and organisational features.

- Know and use the terms that are used for describing how texts are structured and presented.
- Know the structural and organisational features used in the main fiction and non-fiction text types.
- Recognise how writers organise paragraphs across a range of texts.
- Use text convention checklists to help in commenting on the structure and organisation of texts.
- Remember to comment on the effect of word choice and sentence structure as a feature of the writer's organisation of the text.
- Begin to discuss why a writer chose that way of organising a text.
- Clearly identify significant features of form, layout and presentation in a range of non-fiction texts including new media texts.

Focus: identifying specific literary, rhetorical and grammatical features and describing their effect

Related QCA assessment focuses

Reading AF5 – Comment on writers' uses of language, including grammatical and literary features at word and sentence level

Linked Framework strands	Helpful teaching approaches	Possible graduated pupil targets Note: targets need to be set as appropriate for individuals or groups and to be adapted to suit different contexts for reading
6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning	<ul style="list-style-type: none"> ● Model ways of working out meanings of words and offer activities where pupils do this independently. ● In shared and guided reading, look closely at examples of figurative language, rhetorical devices, repetition, alliteration, emphasis, etc. and explore how these features impact on meaning. ● In shared and guided reading, point out the ways in which sentence structures affect meaning and prioritisation of ideas. Look closely at why writers vary these aspects for effect. 	<ul style="list-style-type: none"> ● Understand how context can change the meaning of words. ● Recognise writers' use of specific grammatical features in sentences to craft meaning. ● Be able to discuss why writers choose specific effects to affect the reader's response.
10.2 Commenting on language use	<ul style="list-style-type: none"> ● Model how to comment clearly on a writer's choice of words when demonstrating to pupils how to write about the effect of language on a text's meaning. 	<ul style="list-style-type: none"> ● Know and use the terms for analysing language usage, e.g. simile, alliteration, personification, etc.

Focus: identifying the main ideas, viewpoints, themes and purposes in a wide and varied range of texts, making personal responses and expressing preferences		
Related QCA assessment focuses		
Reading AF6 – Identify and comment on writers’ purposes and viewpoints and the effect of the text on the reader		
Linked Framework substrands	Helpful teaching approaches	Possible graduated pupil targets
5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts	<ul style="list-style-type: none"> In shared and guided reading discuss text in terms of author’s intention, e.g. ‘what did the author want us to think about this character when he made him act this way?’ as well as ‘why did the character act this way?’. Compare a piece of text where the difference between the author’s viewpoint and that of others in the text is clear, e.g. a passage about a villain in fiction; a piece of persuasive writing, and one in which it is less clear, e.g. discursive text where the writer produces a balanced argument and his own views are not entirely clear until the conclusion. Model a reading of a media text, e.g. an advertisement, and demonstrate how a director or editor caters for intended audience and purpose. 	<p>Note: targets need to be set as appropriate for individuals or groups and to be adapted to suit different contexts for reading</p> <ul style="list-style-type: none"> In a first-person text, distinguish between the views of the narrator and those of the writer. Find the clues a writer gives about the way they feel about what they are writing. Begin to discuss how a director of a media text puts together and designs that text for the intended audience and purpose. Identify the main purpose of different types of text. Show some awareness of the writer’s viewpoint.
5.3 Reading and engaging with a wide and varied range of texts	<ul style="list-style-type: none"> Instigate a system of individual reading journals and/or whole-class journals, e.g. on the wall to record reading. 	<ul style="list-style-type: none"> Keep a record of your independent reading. Comment on your response to a text, trying to give reasons for your thinking.

<p>Focus: Understand the different ways in which texts reflect their social, cultural and historical contexts and the literary traditions in which they were written</p>		
<p>Related QCA assessment focuses</p> <p>Reading AF7 – relate texts to their social, cultural and historical contexts and literary traditions</p>		
Linked Framework strands	Helpful teaching approaches	Possible graduated pupil targets
6.1 Relating texts to the social, historical and cultural contexts in which they were written	<ul style="list-style-type: none"> ● Give pupils examples of texts that are distinguished by their setting and the cultural heritage of their writer. Ask pupils to highlight all the evidence in the text that helps them decide where the text was written and where it is set. ● Allow pupils to work in pairs to research a historical period, culture or writer, with specific guidance and key questions to answer. ● Ask pupils to research poems from other cultures as a homework task and follow up with a short talk to the class, sharing their favourite poem from the culture they have chosen and what it has taught them about the writer and their culture. 	<p>Note: targets need to be set as appropriate for individuals or groups and to be adapted to suit different contexts for reading</p> <ul style="list-style-type: none"> ● Identify evidence from a text that show where and when it was written and where it is set.
10.1 Exploring language variation and development according to time, place, culture, society and technology	<ul style="list-style-type: none"> ● Provide a number of texts written at different times and ask pupils to arrange them on a time line, and chart changes. ● Support pupils' reading of language in pre-1900 texts with a punctuation investigation, comparing old and recent texts. Study sentence length and use of punctuation marks; focus on the semicolon and the way sentences are extended. 	<ul style="list-style-type: none"> ● Identify similarities in language, form or content in texts from different historical context which are part of the same literary tradition.

Sample curriculum map: reading – Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus/context for learning	<p>Transition unit (weeks 1–8)</p> <p>Recount unit (weeks 3–6)</p> <p>Shakespeare snippets (weeks 7–8)</p>	<p>Prose unit (weeks 9–14)</p> <p>Modern novel</p> <ul style="list-style-type: none"> ● <i>Skellig</i> ● <i>Ruby in the Smoke</i> ● <i>Millions</i> 	<p>Poetry unit (weeks 15–20)</p> <p>Literary heritage</p> <ul style="list-style-type: none"> ● William Blake ● Chaucer 	<p>Non-fiction/language exploration unit (weeks 21–26)</p> <p>Non-fiction texts</p> <ul style="list-style-type: none"> ● examples of science writing ● leaflets ● websites 	<p>Drama unit (weeks 27–32)</p> <p>Drama – comparing texts</p> <ul style="list-style-type: none"> ● <i>Pygmalion</i> ● <i>Blood Brothers</i> 	<p>Synoptic unit (weeks 33–38)</p> <ul style="list-style-type: none"> ● Childhood voices ● Meera Syal ● Children's TV ● Advertising
Progression for learning (Framework substrands related to reading)	5.3 reading and engaging with a wide and varied range of texts	<p>5.1 developing and adapting active reading skills and strategies</p> <p>6.1 relating texts to the social, historical and cultural contexts in which they were written</p> <p>6.2 analysing how writers' use of linguistic and literary features shapes and influences meaning</p> <p>6.3 analysing writer's use of organisation, structure, layout and presentation</p>	6.1 relating texts to the social, historical and cultural contexts in which they were written	5.3 reading and engaging with a wide and varied range of texts	<p>5.2 understanding and responding to ideas, viewpoints, themes and purposes in texts</p> <p>6.1 relating texts to the social, historical and cultural contexts in which they were written</p>	<p>6.2 analysing how writers' use of linguistic and literary features shapes and influences meaning</p> <p>6.3 analysing writer's use of organisation, structure, layout and presentation</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment opportunities	Writing Speaking and listening	Reading Formal reading assessment (AF4, 5 and 7)	Reading Critical commentary with focus on language change over time (AF5 and 7) Writing	Reading/Writing Research and produce a leaflet on contemporary scientific issue (Reading AF2 and 3, Writing AF3 and 4) Speaking and listening	Writing Speaking and listening	Writing Speaking and listening
Curricular links/opportunities		Author visit	Blake – history/art	Non-fiction - science		
External events		National Poetry Day		World Book Day		

Sample medium-term plan: Beowulf – Year 7

<p>Overview</p> <ul style="list-style-type: none"> ● Stage 1: to explore the storytelling tradition ● Stage 2: to analyse how a writer constructs character and setting 	<p>Assessing learning prior to this unit</p> <ul style="list-style-type: none"> ● What experience have pupils had of the process of storytelling at primary school? ● What prior knowledge do pupils have of literary devices such as simile, metaphor, personification? ● Can they comment on the effect of devices? ● Skills in relation to WAF1 and WAF7?
<p>Key concepts</p> <p>Creativity: using inventive approaches to making meaning and taking risks, playing with language and using it to create new effects</p> <p>Cultural understanding: exploring how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions</p> <p>Critical understanding: analysing and evaluating spoken and written language to appreciate how meaning is shaped</p>	<p>Cross-curricular links</p> <p>Year 7 parent – professional storyteller</p> <p>Art – visual representation of Grendel</p> <p>Year 11 and Year 12 geographers – speak to pupils about trip to Iceland, link to sagas</p> <p>Year 7 assembly – pupils share oral version of narrative</p>
<p>Key questions</p> <p>Can I use a variety of techniques to make my oral narrative engaging for the listener?</p> <p>Can I develop my understanding of the choices a writer makes to engage the reader?</p> <p>Can I use these devices and choices in my own writing to engage my reader?</p>	
<p>Substrands</p> <p>Speaking and presenting</p> <ul style="list-style-type: none"> ● 2.2: using and adapting the conventions and forms of spoken texts <p>Reading for meaning</p> <ul style="list-style-type: none"> ● 5.2: understanding and responding to ideas, viewpoints, themes and purposes in texts <p>Understanding the author’s craft</p> <ul style="list-style-type: none"> ● 6.1: relating texts to the social, historical and cultural contexts in which they were written ● 6.2: analysing how writers’ use of linguistic and literary features shapes and influences meaning <p>Composition</p> <ul style="list-style-type: none"> ● 7.1: generating ideas, planning and drafting ● 8.4: developing varied linguistic and literary devices 	<p>Key words</p> <p>protagonist</p> <p>hero/villain</p> <p>prop</p> <p>stage directions</p> <p>saga</p> <p>device</p> <p>emotive language</p> <p>imagery</p> <p>performance</p> <p>oral tradition</p>

<p>Teaching sequence</p> <p>Week 1: Reading/questioning about presentation of heroes and villains in written and media texts – pupils produce own monster/hero, Top Trump card challenging or adhering to hero/monster conventions. Analysis of traditions of oral storytelling, using Icelandic sagas as a stimulus.</p> <p>Week 2: Shared reading of play. Analysis of language used to describe the fight between Beowulf and Grendel – use graphic organisers or menu of tasks.</p> <p>Week 3: Prepare for milestone piece – pupils produce a vocabulary and devices ‘bank.’ Ideas traded in the form of ‘Marketplace’ – see ‘Teacher’s Toolkit’ pages 122–5. Modelling of crafting of text to engage the reader.</p>	<p>Personalising this unit for your pupils</p> <p>→ High-attaining pupils encouraged to ‘challenge’ the hero/monster conventions, justifying their decisions.</p> <p>→ TA supports level 3 pupils to produce an oral narrative drawing on features of a saga.</p>
<p>Assessment outcomes</p> <p>Speaking and listening: Pupils create oral description of the fight between Grendel and Beowulf.</p> <p>Writing: Written description of deserted hall after Grendel’s attack (WAF1, WAF7). Pupils produce written commentary explaining the choices they made as a writer.</p>	
<p>Next steps/notes:</p>	

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