



Guidance

Curriculum and  
Standards

**Secondary**  
*National Strategy*  
for school improvement

# Improving reading

## – a department handbook

**English subject  
leaders**


Status: Recommended

Date of issue: 06-2005

Ref: DfES 1523-2005 FLR-EN

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# Improving reading: a department handbook

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# The route to improving reading

## Introduction

### Pupils as motivated and independent readers

Our aim in the Strategy is for pupils to become engaged, motivated and independent readers who enjoy their reading and who are able to:

- orchestrate a range of strategies and skills to gain meanings from texts;
- reflect critically upon and respond to a wide range of printed and visual texts.

To achieve this aim, departments need to ensure that all pupils who enter their school make progress in their reading every year. These materials will provide departments with support and guidance on how to review and plan for progression and how to make best use of the Strategy material that already exists on the teaching of reading.

A key focus is on teachers giving pupils the opportunity and teaching them strategies to explore the meaning and effects of a text at the same time as giving them the tools to understand and articulate how the author has achieved these. We want pupils to become confident, good readers who identify the impact a text has on them and who explore the relationship of the 'parts' to the 'whole'.

Recent evidence, emerging from the joint QCA/Key Stage 3 Strategy pilot project *Monitoring Pupil Progress*, from Ofsted surveys and from Strategy regional directors and consultants, has highlighted the need for departments to review:

- how far their schemes of work for reading address progression as well as content;
- the way assessment for learning is informing the teaching of reading.

### The improvement process

This handbook suggests departments use the now familiar process exemplified in *Improving writing* (English department core training 2003/04) to plan and implement improvements in reading by pupils aged 11–16.

### Using the handbook

The handbook is designed primarily to support subject leaders and is most likely to be effective when used alongside support from a consultant.

*The route to improving reading* diagram (page 6) and the self-evaluation prompts that follow (**Appendix 1**) are designed to help subject leaders decide which stages of the process their department is confident with and which need to be developed further. Each section provides relevant resources and tools to guide and support this work.



# Appendix 1

## 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 teaching 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.			



# Information gathering

## Introduction

This section offers guidance on a number of ways (from analysis of test data to lesson observations and interviewing pupils) in which you and your department can identify pupils' strengths and weaknesses in reading so that planning and teaching can be tailored to their learning needs.

- Analysing reading test data
- Reading test script analysis
- Teacher assessment
- Lesson observation
- Work sampling
- Pupil interviews
- Reviewing schemes of work

## Analysing reading test data

What data do I need to help improve the teaching and learning of reading in my department?

This section offers a range of information-gathering activities and there is no intention that a department should undertake them all. Identify the most productive lines of enquiry for your department and discuss these with the school's assessment manager who can provide specific analyses for you.

### 1 Retrospective analysis using national test data

#### i Compare performance in reading at Key Stage 3 and Key Stage 4:

- against the national results;
- against the LA average;
- with similar schools locally;
- at school level across teaching groups;
- at individual pupil level, for example, by using PAT or similar diagnostic software.

#### ii Identify under-achievement in specified groups – determined by gender, ethnicity, special educational needs, including gifted and talented pupils, and pupils with English as an additional language:

- performance in English of boys, girls and specific groups;
- performance in reading of boys and girls and specified groups;
- pupils' reading performance in relation to their writing;
- trend over three years in attainment in reading by all groups above (not yet possible using Key Stage 3 national test data).

- iii **Analyse value-added data** – for this to be useful, schools need to look at pupil numbers rather than percentages and to identify named pupils whose progress can be targeted and tracked.

Key Stage 2 to Key Stage 4 conversion data for pupils' progress:

- Key Stage 2 level 3 → Key Stage 3 level 5 → GCSE level C+
- Key Stage 2 level 4 → Key Stage 3 level 5 → GCSE C+
- Key Stage 2 level 5 → Key Stage 3 level 6/7 → GCSE C/B/A
- Key Stage 3 level 4 → GCSE C+
- Key Stage 3 level 5 → GCSE C+
- Key Stage 3 level 6 → GCSE B/A
- Key Stage 3 level 7 → GCSE A\*

## 2 Tracking pupil progress and use of predictive data

As well as analysing outcome data, successful schools identify pupils' potential, set targets and monitor their progress closely to ensure that they are on track to achieving all they are capable of. The range of information that can be drawn on includes:

- Key Stage 2 to Key Stage 3 transfer data including Year 6 item level analysis;
- Regular assessment by teachers of:
  - pupils' attitude towards and confidence in reading;
  - participation in shared and group reading;
  - end of reading unit tasks, to assess learning outcomes in relation to key objectives and specific assessment focuses;
  - pupils' progress in reading intervention programmes (*Reading challenge*, Literacy Progress Units);
  - reading diary/log;
  - library use;
- Year 7 progress test analysis (for pupils entering Year 7 on level 3);
- Optional tests analysis (Year 7 and Year 8);
- Year 9 National Curriculum test data and question-level analysis;
- Conversion data (Key Stage 2 to Key Stage 3 progress), and Key Stage 3 to Key Stage 4 conversion data;
- Reading ages;
- School PANDA and Autumn Package;
- Ofsted, QCA, NAA and examination board reports;
- Fischer Family Trust (FFT);
- CATs (Cognitive ability tests) to reflect on how pupils are performing in relation to their potential (see scores for the language test);
- Pupil Achievement Tracker (PAT) or similar assessment management system;
- Attendance, behaviour and other contextual information.

### 3 Useful questions about reading data

The same questions apply to all performance data:

- 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 in reading attainment over time, for specific groups? (Note: At present schools have separate Key Stage 3 data for reading and writing for 2003 and 2004 only.)

A close level of analysis is better done using actual pupil numbers and individuals' names rather than simply using percentages.

#### **Specific prior attainment groups**

What issues does this data raise about reading attainment for:

- more able pupils, for example, Key Stage 2 level 5 → Key Stage 3 level 6/7 → GCSE A or A\*?
- pupils who achieved national expectations at Key Stage 2 (level 4) and Key Stage 3 (level 5)?
- lower-attaining pupils, for example, those entering Year 7 at level 3 and below?

#### **Gender**

What issues does this data raise about reading attainment 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 this data raise about reading attainment for pupils:

- of specific ethnic origin?
- learning English as an additional language?
- at a specific stage of learning English as an additional language?

#### **Other groups**

What issues does this data raise about reading attainment 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?

### 4 Question-level analysis

Entering data (from both national and optional tests) into PAT (Pupil Achievement Tracker) or a similar assessment management system can indicate relative pupil performance on different types of reading questions, for example, information retrieval, rather than analytical, questions. A school can obtain its Key Stage 3 national test data from the QCA 'Key to Success' website at pupil and question level and:

- use the bar charts and radar plots to identify strengths and weaknesses at cohort, class, group and individual pupil levels and review priorities for improving reading;
- identify weaknesses and identify curricular targets based on class or group performance on specific questions;
- identify future targets based on pupil performance on specific questions and linked to the *Reading improvement matrix* (**Appendix 12**);
- look at a bar chart of Key Stage 3 reading question results, for example, differences between reading scores for Shakespeare and Reading Paper 1 from Year 9 test papers in 2004.

## Reading test script analysis

Having used numerical data to raise questions about pupils' strengths and weaknesses in reading, it is worth looking closely at borderline pupils' test scripts to identify what causes them specific difficulty.

Such scrutiny, if undertaken as a team, will:

- identify aspects of an assessment focus that require targeting in future teaching;
- inform a review of the scheme of work;
- identify specific teacher needs for continuing professional development;
- promote consistency in teaching across the department.

### The process

To undertake a focused script analysis it is best to:

- work as a department team;
- choose a specific focus, such as borderline scores for reading on Paper 1, or a group of pupils whose performance you want to understand more about;
- gather the selected scripts, the mark scheme and a PAT (or similar) printout:
  - note the glaringly obvious, for example, Shakespeare scores noticeably lower than Reading Paper 1;
  - prioritise a focus for further analysis: borderline and specific groups of pupils identified by the numerical data, for example, boys are doing worse on Shakespeare than girls; pupils of a particular ethnic heritage are losing marks on the explanation aspect of 'point, evidence, explanation';
  - identify the assessment focuses needing most improvement or needing to be addressed in teaching for year group/cohort/class, for example, AF4 (text structure and organisation), AF5 (writers' use of language) and AF6 (writers' purposes and viewpoints/overall effect);
  - feed information gathered into an action plan, to include review of SoW, use of the *Reading improvement matrix* (**Appendix 12**) for pupil targets or key teaching objectives and *Key markers of progress in reading* for tracking progress. (See Section 3, **Appendix 10**.)

Where schools have requested the return of scripts, a similar process at Key Stage 4 would:

- identify the assessment objectives needing most improvement or needing to be addressed in teaching for year group/cohort/class;
- feed the information gathered into an action plan, to include review of scheme of work and use of the 11–16 progression grids for tracking progress.

## Resources

There is further comprehensive guidance on *Making the most of English test information* on the Key Stage 3 website:

[www.standards.dfes.gov.uk/keystage3/repub/en\\_test](http://www.standards.dfes.gov.uk/keystage3/repub/en_test).

*Key Stage 4 Subject leaders material* (DfES 0158-2005 G)

## Teacher assessment

Secure teacher assessment is essential for improving the quality of teaching and pupils' learning in reading. The design of assessment opportunities and tasks has to ensure that pupils can show their understanding and response to the whole text and their close analysis of the features that contribute to this, covering, over time, the full range of assessment focuses at Key Stage 3 and the assessment objectives at Key Stage 4.

### What to do

- 1 Use data from the school's data manager to compare teacher assessment of reading with test results.
- 2 Ask what this tells you about your department's judgements in assessing reading by comparison with test results. Can you account for the differences?
- 3 At Key Stage 3 do not wait for test scripts to tell you – identify a work sample from every class in a year group focused on the same reading assessment focus, for example, AF4 (text structure and organisation) and identify strengths and weaknesses in teacher assessment.
- 4 At Key Stage 4 the use of examples to standardise assessment is well established, but at Key Stage 3 make sure that all teachers in your department have a ready source of examples of pupil work at different levels for reading, for example, from the mark schemes for the optional and Year 9 tests.
- 5 Establish half-termly common assessment tasks or end of unit assessments at Key Stage 3 and establish paired marking across the department at both key stages.

## Resources

### Key Stage 3

- Mark schemes for optional and end of key stage tests
- *Implications for teaching and learning*, QCA posters
- Standards exemplification material, QCA website
- *Using assessment focuses: reading* (QCA Conferences material 2004), leaflets that are particularly useful for teachers when planning to teach and assess reading
- *Monitoring Pupil Progress* (QCA/Key Stage 3 Strategy pilot 2004/05) – a structured approach to teacher assessment. Information will be available in 2005/06
- *Making assessment work*, QCA (on website)
- Making the most of English test information  
[www.standards.dfes.gov.uk/keystage3/repub/en\\_test](http://www.standards.dfes.gov.uk/keystage3/repub/en_test)
- *Improving writing: gap task* (DfES 0399/2003)
- *Increasing pupils' rates of progress in English: gap task using conversion data; radar graphs for individual pupils at Key Stage 2* (DfES 0463-2004 G)



- *How to get more pupils from level 3 to level 5 in English, part 1: gap task* (DfES 0264-2004 G)

### Key Stage 4

- GCSE mark schemes
- GCSE examiners' reports
- *Key Stage 4 Subject leaders folder* (DfES 0817-2004)

### Lesson observation

It goes almost without saying that 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, for example, pupil work samples, in particular the quality of marking and feedback and pupils' responses to this.

The lesson observation prompts in **Appendix 2** and **Appendix 3** follow the ingredients of a well-structured lesson but do not identify parts of a lesson.

### Work sampling

Regular sampling of selected pupils' work is an important tool in department self-evaluation. It adds to information from data and classroom observation and provides tangible and immediate evidence of how pupils are doing and what could be improved. It can provide useful information on: pupil progress; teacher and pupil expectations; consistency and quality of pupil response and independence; the usefulness of marking and feedback; the consistency and comparability of teaching and learning across the department.

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.

#### 1 Process

To judge pupils' progress in reading you need to:

- have a question you want answered (see *Identifying a focus* below);
- have a sample that is manageable;
- decide who is to undertake the work (pairing teachers up works well);
- ensure that it results in a few, clear curricular targets;
- give feedback to the whole department;
- repeat it at regular intervals so as to evaluate progress made on the issues identified;
- gather a range of evidence.

#### Possible sources of evidence

Exercise books, reading records and logs, homework diaries, reading interviews, hearing pupils' read, *Reading challenge* interviews (and as adapted in *The school library and the Key Stage 3 National Strategy*, DfES 0452-2004 G) lesson plans and observations, library records.

## Resources

- Mark schemes for optional and end of key stage tests
- *Organising a work sample* (DfES 0390/2003)
- *Implications for teaching and learning*, QCA poster
- Standards exemplification material, QCA website
- GCSE mark schemes

## 2 Identifying a focus

It is important to have a specific focus so that limited time, energy and resources will make the most difference to pupils. For example:

### Questions on whole department work

- Are current reading resources sufficiently engaging and motivating?
- Are expectations high enough?
- Which classes, groups and individuals are underachieving?
- Does the scheme of work cover National Curriculum requirements and address the full range of teaching objectives and assessment focuses?
- Is the department reading policy being implemented?
- Are marking and assessment useful and linked to teaching objectives?
- Are reading targets set, monitored, achieved and adjusted?
- Is there consistency in teacher assessment of levels?

### Questions on the progress of specific pupil groups

- How well is the Key Stage 3 scheme of work for reading meeting the needs of more able pupils?
- How do you account for the different progress made by Year 9 boys and girls in their written responses to reading?
- How much are targeted pupils benefiting from *Reading challenge* and Literacy Progress Unit support?
- Does the Year 10 scheme of work for less confident readers who did not attain level 5 incorporate sufficient revisiting of reading for meaning?
- Do Year 11 pupils on the C/D borderline know how to compare texts effectively?

## 3 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 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.

It is most useful when:

- pupils are asked to 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.

### Example of a department's Key Stage 3 work scrutiny

A department decided to 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.

The results of this department's scrutiny are shown in the table below.

Assessment focus	Year 7	Year 8	Year 9
<b>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. (AF2)</b>	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.
<b>Deduce, infer or interpret information, events or ideas from texts. (AF3)</b>	<ul style="list-style-type: none"> <li>• Most pupils grasp and communicate literal meanings well.</li> <li>• Most pupils show some capacity to infer and make deductions in fiction.</li> <li>• Inferences are identified but not often exemplified through precise references to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Most pupils show they can infer and deduce from a range of texts and provide textual evidence.</li> <li>• Most pupils can both describe and explain their interpretation of a text when questioned.</li> <li>• Writing includes some interpretation but is not sustained and too often turns into description.</li> </ul>	<ul style="list-style-type: none"> <li>• Most pupils show they can infer, deduce and provide textual evidence for their interpretations from a range of texts.</li> <li>• Most pupils are able to comment on different layers of meaning in class discussion but few carry this through into their writing about texts.</li> </ul>

Assessment focus	Year 7	Year 8	Year 9
<b>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level. (AF4)</b>	<ul style="list-style-type: none"> <li>• Most pupils can identify features of effective openings and endings of texts.</li> <li>• Most pupils recognise and can explain the reasons for simple presentational features such as bullet points.</li> <li>• Description of structural features rarely includes an explanation of why these are effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Most pupils are able to describe and comment on structural features in a text.</li> <li>• Most pupils can explain how a writer uses organisational features to strengthen the impact of their writing, for example, graphs in magazine articles.</li> <li>• Written responses tend to describe rather than explain.</li> </ul>	<ul style="list-style-type: none"> <li>• Most pupils show the ability to explore a writer's use of structure to support their meaning.</li> <li>• When questioned, most pupils are able to identify and explain the use of organisational features in a text across a range of texts, but now need to do so independently.</li> </ul>
<b>Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level. (AF5)</b>	<ul style="list-style-type: none"> <li>• Most pupils can pick out basic language features, for example, the use of aggressive sounding adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Most pupils are able to identify various features of language use in different texts and suggest why the author has chosen them.</li> <li>• While confident in teacher-led discussion, pupils now need to independently apply these skills.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 writing.</li> <li>• 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.</li> <li>• Verbal explanations are detailed in class discussion but for many pupils writing about texts lacks clarity in terms of explaining cause and effect with evidence.</li> </ul>
<b>Identify and comment on writers' purposes and viewpoints and the overall effect</b>	<ul style="list-style-type: none"> <li>• Most pupils can identify main themes and points made in a text.</li> <li>• Most pupils are able to identify the writer's</li> </ul>	<ul style="list-style-type: none"> <li>• Most pupils can identify and explain a writer's viewpoint.</li> <li>• Most pupils can explain the overall effect of a text on themselves and</li> </ul>	<ul style="list-style-type: none"> <li>• Most pupils are able to identify and quote specific references in the text to explain the writer's purpose and viewpoint.</li> </ul>

Assessment focus	Year 7	Year 8	Year 9
of the text on the reader. (AF6)	main purpose and can comment on the viewpoint explicitly expressed.	link this to the writer's intentions, but still need to work on selecting relevant evidence.	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>General observations</b> <ul style="list-style-type: none"> <li>too much rushed and unfinished class work</li> <li>too few pupils show evidence of wide personal reading</li> <li>teachers use of marking and feedback needs to explain more clearly what pupils need to do to improve their explanations.</li> </ul>			

## Pupil interviews

One of the five acid tests of effective school self-evaluation is that it involves staff, pupils, governors and parents at all levels (*New Relationship with Schools*, DfES 2004).

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 the impact of the scheme of work on pupils' learning and motivation.

The activities suggested in this section will support self-evaluation and, in particular, the department's Ofsted self-evaluation form (SEF) which has a substantial section on pupils' views.

### Suggested prompts and questions for pupil interviews or pupil self-evaluation

You can use **Appendix 4** and **Appendix 5** to find out pupils' views of their reading progress within a unit or over a year. The department can customise them according to its own priorities and lines of enquiry. They can be used by a teacher interviewing pupils (individually or in a small group) or adapted so that pupils can evaluate their own reading.

- Appendix 4** and **Appendix 5** focus on pupils' experience of the **reading curriculum** and teaching;
- Appendix 6** comes from Part 1 of the *Reading challenge* (DfES 0293/2003) and focuses on pupils' **independent reading**. This can be used formatively and involves the setting and reviewing of personal reading targets.
- Appendix 7** is an example of how one department profiles pupils' reading at Key Stage 4.

### What do you do with the outcomes?

It is important that all such exercises are 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;

- use it to strengthen and build consistency in the teaching of reading across the department;
- link to the school's work on developing pupils' independent reading.

### Who does it?

This depends on your purpose. You will need to decide whether it is best for the class teacher, the subject leader or a teacher who does not teach the group to undertake pupil interviews.

### It works best when:

- you are clear about the objectives and what you want to find out;
- pupils know why you are doing it and what it will contribute to – for example, pupils are told this will be part of the evaluation of the unit;
- questions focus on teaching, not teachers;
- pupils are prepared in advance for the kinds of questions they will be asked;
- questions are open and invite reflection (for example, how was this different to your usual work?);
- you talk with a group rather than with individuals;
- it feels safe – say that there are no right answers, and that you genuinely want to know what pupils think.

## Reviewing schemes of work

### Planning and securing progression in reading

As well as covering a range of texts and a variety of teaching and learning approaches, department planning needs to ensure *progression* across the key stage so that pupils are not undertaking the same activities at the same level on slightly different texts in Years 7 and 9.

Data analysis and other evaluation activities will reveal strengths and weaknesses in a class or cohort's reading progress. To address any gaps in teaching and ensure all pupils are supported and challenged to achieve what they are capable of, schemes of work need regular review and adjustment.

### Long-term plans for reading need to cover:

- National Curriculum requirements for the key stage;
- key reading objectives from the Framework for each year group in Key Stage 3;
- regular assessment opportunities covering the full range of assessment focuses;
- key reading assessment objectives for GCSE;
- a progressive and balanced reading curriculum.

### Medium-term plans for reading need to cover:

- a range of texts, reading skills and strategies;
- groups of reading objectives;
- sequences of lessons;
- a range of end-of-unit assessments of reading.

**Short-term plans** need to cover:

- how to teach the objectives in medium-term plan;
- specific reading strategies to be taught;
- teaching approaches;
- learning outcomes;
- pace and timings of episodes in lessons;
- assessment tasks to monitor progress and inform future teaching (see Section 4).

**Appendix 8** is designed to support your department when reviewing schemes and units of work. You will need to select specific questions depending on the key stage and level of planning under review.

## Appendix 2

The following observation prompts are examples only. To be most useful they will need to be edited to focus on a few department priorities for improvement, see **Appendix 1: Department self-evaluation**, page 7.

Lesson observation prompts – the teaching of reading		
Whole class/shared/guided/group/independent reading (ring as appropriate)		
Focus	<ul style="list-style-type: none"> <li>Are curricular targets identified and linked to an analysis of pupils' current learning needs?</li> <li>Can effective progression be identified in the planning?</li> </ul>	
Assessment for learning	<ul style="list-style-type: none"> <li>Are the learning needs of the full range of pupils addressed? For example, are lower-attaining pupils and gifted and talented pupils engaged?</li> </ul>	
	<ul style="list-style-type: none"> <li>Are connections made to pupils' previous reading and the strategies they have been taught?</li> </ul>	
	<ul style="list-style-type: none"> <li>Are expectations reviewed on the basis of continuous assessment?</li> </ul>	
	<ul style="list-style-type: none"> <li>Are pupils aware of what they need to do to improve?</li> </ul>	
Resources	<ul style="list-style-type: none"> <li>Do the texts chosen motivate and challenge their readers?</li> </ul>	
	<ul style="list-style-type: none"> <li>Does the teacher's use of technology and other resources enhance pupils' access to and understanding of the text?</li> </ul>	
Objectives	<ul style="list-style-type: none"> <li>Are teaching objectives shared with pupils?</li> <li>Are pupils clear about what they are expected to learn by the end of the lesson or unit of work?</li> </ul>	
Shared teaching	<ul style="list-style-type: none"> <li>Does the teacher encourage responses to the text as a whole before leading pupil exploration of how the writer achieves his/her effects?</li> </ul>	
	<ul style="list-style-type: none"> <li>Are pupils encouraged to question the text, its degree of objectivity and the writer's viewpoint?</li> </ul>	



	<ul style="list-style-type: none"> <li>Is sufficient thinking time provided between the reading of the text and having to answer questions or present views? Do less confident pupils have the chance to talk with a partner before presenting to a wider audience?</li> </ul>	
	<ul style="list-style-type: none"> <li>Does the teacher encourage the use of the correct terms when referring to specific features (for example, 'topic sentence', 'connotation')?</li> </ul>	
	<ul style="list-style-type: none"> <li>Do the teacher's questions ensure close analysis and increasing depth of understanding or do they stay at the level of information retrieval? i.e. are pupils asked to clarify the 'why' and 'how' as well as the 'what' in their reading?</li> </ul>	
	<ul style="list-style-type: none"> <li>Are links made to pupils' personal and wider reading? to whole-school reading objectives?</li> </ul>	
Group, guided and independent work	<ul style="list-style-type: none"> <li>Do tasks set enable pupils to show what they are capable of against Framework objectives and the AFs or assessment objectives targeted? (for guided groups apply the prompts above)</li> <li>Is enough time allowed for the application of skills taught in the shared session?</li> <li>Is the grouping of the pupils appropriate for the text and task?</li> <li>Are pupils clear about the expectations for their behaviour or do they need 'ground-rules', for example, on chairing, reporting, recording?</li> </ul>	
Review	<ul style="list-style-type: none"> <li>What evidence is there that pupils have made progress against the lesson objectives and expectations?</li> <li>How do pupils show that they understand the progress they have made?</li> <li>Does the teacher praise, build on and give clear feedback to pupils on their outcomes? Does the feedback include clear advice on how they might improve?</li> </ul>	

## Appendix 3

### Generic lesson observation checklist

Starter activity (when used)	<ul style="list-style-type: none"> <li>• Objective – expectations</li> <li>• Timing and pace</li> <li>• Differentiation</li> <li>• Interactivity</li> <li>• Purpose – links to main learning/prior learning/future learning</li> <li>• Teacher knowledge</li> </ul>	
Development	<ul style="list-style-type: none"> <li>• Objectives – expectations</li> <li>• Choice and use of text</li> <li>• Teacher knowledge</li> <li>• Modelling/scaffolding</li> <li>• Active reading strategies</li> <li>• Group reading activities</li> <li>• Teacher role in independent and guided work</li> <li>• Support for independent work</li> <li>• Use of other adults</li> </ul>	
Plenary	<ul style="list-style-type: none"> <li>• Review of objective(s)</li> <li>• Sharing the learning outcomes</li> <li>• Feedback, reinforcement of learning and use of praise</li> </ul>	

## Appendix 4

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?	

## Appendix 5

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? (For example, 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 in 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?	

## Appendix 6

### Building a Year 7 reading profile

The starting point for developing reading in the school is knowing each pupil's attitude towards reading. This reading interview is designed to give librarians or teachers a baseline of Year 7 pupils' reading habits/diet/challenges.

Designed to take no more than 10 minutes, the interview is part 1 of the reading interview in *Reading challenge* (DfES 0293/2003).

Undertaken in the autumn term and then reviewed in the spring and summer terms, the profile is passed on to Year 8 teachers and tutors.

#### **Two targets are set as a result of the interview:**

- one on extending the range of reading and increasing the challenge;
- one on a reading strategy to adopt or improve on.

#### **The targets are agreed and signed by both adult and pupil and reviewed termly.**

Examples of targets might be:

- Regularly talk to someone about choosing books and listen to advice.
- Choose a book or author you would normally avoid.
- Try to finish the whole book.
- Keep a reading log and update it regularly.
- Read fiction or poetry and drama.
- Practise reading aloud on your own.
- Prepare reasons for convincing someone else to read or avoid reading a particular book or author.

School name

Year 7 reading interviews

Pupil: \_\_\_\_\_

Class: \_\_\_\_\_

Key questions	Response	Other responses
Do you like reading to yourself?	<p>Very positive</p> <p>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 (for example, 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	

Key questions	Response	Other responses
Can you think of any books that you would find interesting or useful to read next? Where would you find them?	Shows some knowledge but lacks detail or range – mentions well-known but unlikely material, for example, <i>Treasure Island</i> Shows little knowledge or interest in the world of print	
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	Progress		Summer term
	Autumn term	Spring term	
Target 1			
Target 2			



# Appendix 7

## Key Stage 4 reading profile

Class/group								
Coding: I = needs developing II = needs consolidation III = secure								
PUPILS	a	b	c	d	e	f	g	h
<b>AO2 i Read with insight and engagement, making appropriate references and developing interpretations</b>								
Reads non-literary texts with understanding								
Reads fiction and poetry with engagement								
Reads with insight								
Can refer to textual evidence								
Offers a personal interpretation								
<b>AO2 ii Distinguish between fact and opinion and evaluate how information is presented</b>								
Knows fact from opinion								
Recognises presentational techniques								
Can evaluate use of presentational techniques								
<b>AO2 iii Follow an argument, identifying implications and recognising inconsistencies</b>								
Reads with literal understanding								
Sees implications								
Recognises inconsistencies								
Can track a line of argument								
<b>AO2 iv Select material appropriate to purpose, collate material from different sources and make cross-references</b>								
Can select appropriate material								
Can collate material from different sources								
Can make cross-references								
<b>AO2 v Understand and evaluate linguistic, structural and presentational devices and comment on language variety and change</b>								
Can recognise and evaluate linguistic devices								
Can recognise and evaluate structural devices								
Can recognise and evaluate presentational devices								
Can recognise and comment on language variety								
Can recognise and comment on language change								

## Appendix 8

### Questions to ask of your schemes of work for reading

*Note:* Departments will need to select the criteria appropriate to the level of planning or key stage under review.

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 NC 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"> <li>the teaching of reading and response;</li> <li>pupils' development as motivated, independent readers.</li> </ul>			

Expectations	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>Reading improvement matrix</i> (Appendix 12), NC 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.			

Teaching and learning	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 practice, including timed practice, 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.			

# Planning for improving reading

## Introduction

This section offers guidance to departments on how to use information gathered on pupils' reading attainment to identify learning needs and plan for progression through targeted, interactive teaching.

- Establishing a plan for improving reading
- Example action plans
- Reading improvement matrix

## Establishing a plan for improving reading

**Appendix 9** and **Appendix 10** show examples of how two departments planned to improve reading across Key Stage 3. The following guidance notes are designed to help you work up your own plan for improving reading.

The information you gather on pupil progress (outlined in the previous section) will help you undertake four linked planning activities:

### 1 Set numerical targets

Agree on some challenging but achievable numerical targets for improving on past reading performance in both teacher assessments and test outcomes.

For example, these might include:

- How many more pupils will reach level 5 in reading?
- How many more pupils will increase their rate of progress by adding two levels to their Key Stage 2 reading level?
- How many more pupils will achieve levels 6 or 7 in reading?
- Will all pupils who gained level 5 at Key Stage 3 reach grade C or above in English and in English literature?
- How many pupils will gain A or A\*?

### 2 Identify curricular targets

- Identify 'curricular targets' which you will need to concentrate on across the whole key stage in order to achieve these improvements. (Refer in the first instance to QCA's assessment focuses.)
- Then use the Key Stage 3 Framework objectives to identify 'layered' year group targets which will need particular attention to bring about the improvements needed systematically. (Each class teacher will need to layer these targets even further to address the needs of groups and individuals. See examples in *Reading improvement matrix*, **Appendix 12**.)
- Use a similar approach at Key Stage 4, using the GCSE assessment objectives and mark schemes.

### 3 Review teaching plans

- Having established the curricular targets for reading which will make the difference, review your long-term scheme of work to identify progression expected throughout the key stage (see **Appendix 8**).
- Review particular units of work for classes to ensure that teaching and texts motivate pupils, address specific curricular targets and meet the needs of groups and individuals. (This may also make additional demands on resources and preparation time which will need to be addressed.)

### 4 Monitor progress and build department capacity for improving reading

- Agree how progress will be monitored and ensure that further adjustments are made to teaching and resources if necessary.
- Support individual teachers and work together as a department in developing new and more effective ways to address the targeted areas of reading.

**Appendix 11** (QCA assessment focuses and GCSE assessment objectives) and **Appendix 12** (*Reading improvement matrix*) are included here for your reference.

## Appendix 9

### Key Stage 3 reading action plan

**Numerical target: 83% level 5+ in reading by the end of Year 9**

**Success criteria:**

- Pupils are independent and regular readers able to talk and write about their reading with confidence.
- Pupils in a structured sample, drawn from across classes, recognise their strengths as readers and know what they need to do to improve.
- Lesson plans and lesson observation show that pupils' personal targets are reflected in their learning opportunities.
- All pupils who entered Year 7 with level 4 in reading achieve at least level 5 in reading.
- 50% of pupils who entered Year 7 with level 3 in reading achieve level 5 in reading.

Work scrutiny and test analyses indicate that there is a general need to improve pupil response to whole texts in relation to AF4 (Text structure and organisation).

**Curricular target:** *Pupils can identify and comment on the structure and organisation of texts, including their grammatical and literary features at text level.*

**Year 7****Identified teaching objectives**

7S9 Identify the main point in a paragraph, and how the supporting information relates to it.

7S13 Revise the stylistic conventions of the main types of non-fiction.

7R7 Identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer.

7R13 Identify, using appropriate terminology, the way writers of non-fiction match language and organisation to their intentions.

7R15 Trace the ways in which a writer structures a text to prepare a reader for the ending and comment on the effectiveness of the ending.

7R19 Explore how form contributes to meaning in poems from different times and cultures.

**Planned teaching strategies (see Key Stage 3 English Key objectives banks)**

- 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.
- Use shared reading to revisit knowledge about the structure and organisation of non-fiction text types.
- Identify topic sentences in shared and guided work.
- Revise paragraph structuring through sequencing exercises.
- Expect pupils to give subheadings to paragraphs in a piece of text.

**Pupil targets**

Pupils can:

- use appropriate terms when describing how texts are structured;
- identify and comment on the writing styles and features of particular text types;
- recognise and comment on how writers organise paragraphs in non-fiction;
- comment on how the organisation of a text affects meaning;
- discuss and identify how writers prepare readers for the ending of a text.

**Year 8**

R13 Read a substantial text (novel, play or work of one poet) revising and refining interpretations of subject matter, style and technique.

R10 Analyse the overall structure of a text to identify how key ideas are developed, for example, through the organisation of the content and the patterns of language used.

R8 Investigate how meanings are changed when information is presented in different forms or transposed into different media.

R14 Recognise the conventions of some common literary forms, for example, *sonnet*, and genres, for example, *gothic horror*, and explore how a particular text adheres to or deviates from established conventions.

**Planned teaching strategies (see Key Stage 3 English Key objectives banks)**

- Share the reading of part of a novel and a film sequence of the same section: discuss the differences between telling and showing.
- Develop pupils' understanding of, for example, sonnets, and gothic as a subset of horror, through shared and guided reading, pointing out features at text, sentence and word level. Draw up checklists of features.
- In shared reading, identify the features of a particular writer and then ask pupils to develop them further through independent and guided work, drawing up their own checklists.
- 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.

**Pupil targets**

Pupils can:

- recognise particular types of poem or genre and describe some of their features;
- contribute to discussion on what effect the choice of form has on the way the content is organised;
- recognise and begin to explain the various ways in which writers prepare readers for the ending of their texts;
- identify the impact a text has on its reader through its organisation, presentation and development, as well as its sentences and words.



**Year 9**

- W8 Recognise how lines of thought are developed and signposted through the use of connectives.
- S6 Compare and use different ways of opening, developing, linking and completing paragraphs.
- S7 Analyse and exploit the stylistic conventions of the main text types.
- R6 Comment on the authorial perspectives offered in texts on individuals, community and society in texts from different cultures.
- R8 Analyse how media texts influence and are influenced by readers.
- R16 Analyse ways in which different cultural contexts and traditions have influenced language and style.

**Planned teaching strategies (see Key Stage 3 English Key objectives banks)**

- 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.
- Offer examples of poorly-organised text and model and share ways of improving them.
- Use moving images to discuss how verbal and pictorial information is combined with sounds to meet audience and purpose.
- Demonstrate skimming and scanning of paragraphs for connectives and text-mark purpose and/or effect.
- Shared reading of teenage magazine article, showing how far language, layout, text and pictures fulfil different purposes, for example, entertain, inform, persuade.
- Model what happens to meaning and cohesion if paragraphs are reordered.

**Pupil targets**

Pupils can:

- 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 can suggest appropriate changes;
- describe the ways in which a text exploits the features of a text type for, for example, comic effect;
- identify the ways in which the same information is presented in different media; can suggest why the differences are there both from the demands of the text type and the needs of audience and purpose.

**Intervention**

- Identify pupils who need additional targeted support (for example, via guided work, Literacy Progress Units, *Reading challenge*) in order to be able to engage with the above objectives.
- Provide and monitor individual support programmes for identified pupils.

**Marking and assessment**

- Share and use learning objectives and intended outcomes with pupils.
- Involve pupils in self- and peer-assessment.
- Introduce individual pupil targets where appropriate.
- Secure focused marking followed by specific pupil targets.
- Share marking focus with pupils in advance.
- Standardise marking across staff.

**Provision and resources**

- Compile bank of resources to show examples of good pupil responses on the structure and organisation of texts and their effects on the reader.

**Departmental development needs**

- Shared time for medium-term planning and the scheme of work
- Paired observation and co-coaching
- Familiarisation with Strategy materials
- Training in data analysis
- Guidance over work scrutiny

## Key Stage 3 Action plan

### Readwell Community School

To secure an improvement in reading standards so that pupils recognise their strengths as readers and know what they need to do to improve.  
All pupils who enter on level 4 in reading gain at least level 5 at the end of the key stage and 50% of those entering with level 3 gain level 5 in reading.

## Appendix 10

Task	Time	Who	Training needed	Resources	Costs	Success criteria	Accountable person	Monitoring/evaluation and evidence
<b>Task 1: identify pupils</b> Identify pupils in Year 9 who are level 4s, borderline level 5 and secure level 5s. Identify pupils in Year 7 who need rapid catch-up to secure level 4 by the end of Year 7 or sooner. Identify pupils in Year 8 who are still at the top end of level 3 and insecure level 4s.	By end of Sept	SL and dept	Is the appropriate data available and useable? Standardise teacher assessments early in September if these seem insecure.	Test data for Year 7, 8, 9 and teacher assessments where appropriate. Intervention toolkit	Half-day department time, funded from SIP or additional Strategy support funding and/or Intervention funding.	Pupils identified and known to all teachers in the department.	SL and SMT	SL finalises the list. Dept agrees list and all are aware of the pupils in their teaching groups. Intervention is manageable and specific to pupil need.
<b>Task 2: identify learning needs for pupils at risk</b> Use test papers/work scrutiny to identify what the groups need to learn to secure the relevant levels. Translate into Framework objectives. Use pupil discussion to seek their views on their learning needs and how these are supported. Decide on any intervention strategies if appropriate, for example, <i>Reading challenge</i> or Literacy Progress Units, <i>Targeting level 4/5</i> .	By half term	SL + dept.	Discussion to secure the appropriate focus on reading. Familiarise teachers/TAs with intervention toolkit if appropriate and implement helpful strategies. TA training to implement any toolkit activities.	Test papers/a range of work from identified pupils. A wider sample for higher/average and lower-attaining pupils across the key stage. <i>Framework for teaching English: Years 7, 8 and 9</i> for each teacher. Pupil discussion responses.	Half-day for work scrutiny, funded either from additional support money or SF as part of SIP. Strategy support funding and/or Intervention funding.	Pupils' learning needs identified and translated into Framework objectives. Pupils' views sought and their views taken account of in readiness for action planning. Intervention strategies in place as appropriate for targeted groups of pupils.	SL as above	All teachers in dept have list of dept curricular targets and how these track back through Year 8 and 7, and forward from Year 7. Dept plan the progression through the key stage. Intervention is manageable and specific to pupil need.

Task	Time	Who	Training needed	Resources	Costs	Success criteria	Accountable person	Monitoring/evaluation and evidence
<p><b>Task 3: planning is tailored to ensure that needs are met</b></p> <p>Use a department meeting for teachers to check SoWs for identified objectives and how these are progressed through the SoWs.</p> <p>Secure teachers' ability to tailor short-term plans to meet need.</p> <p>Secure the pedagogies required to ensure differentiation to meet needs.</p> <p>Intervention strategies are supported in English classrooms.</p>	By half-term	SL + dept consultant support if needed	Dept tailor a plan together and then work independently, evaluating each other's plans. Twilight training session on modelling and shared work.  Twilight introduction to guided work followed by plan/team teach/review with pairs of teachers.  Twilight on questioning to differentiate and target AFs with whole dept.  Three teachers to follow <i>Pedagogy and practice: learning in the secondary school</i> , Unit 7, questioning.  NQT to follow Unit 6, modelling, and Unit 9, guided learning, with the school's other NQTs under the Induction coordinator.	Dept SoWs, <i>Targeting level 4 and 5 materials</i> , LPU's, <i>Reading challenge</i> . The matrices. <i>Increasing pupils' rates of progress</i> , sessions 2, 3, 4. <i>How to get more pupils from level 3 to level 5</i> . HO 2.4 from <i>Increasing pupils' rates of progress</i> . <i>Guided reading; English dept training: Year 9</i> , session 2 for shared reading. <i>English dept training: Year 7 and Year 8</i> , reading sections, guided reading.	Extended dept meeting time, agreed with SMT. 3 x twilights supported by SMT under SIP. Part of whole-school training.	SoWs identify objectives clearly and are clear about where and how these will be taught. Relevant objectives are tracked back from Year 9 through Year 7 and 8 and forward from Year 7 into Year 8 and 9. Teachers know how to tailor learning in their short-term planning so that pupils' needs are met and progressed. These impact on pupils' work and attainment. Teachers are familiar with pedagogies which will secure pupils' learning through appropriate differentiation.	SL and dept.	Short-term plans and their implementation monitored by peers and SL. Pedagogies monitored by SL and peer teachers and impact on pupil attainment evaluated by all teachers through work scrutinies and pupil discussion. Intervention strategies are supported in English classrooms as appropriate and pupils are transferring and applying skills learned.

Task	Time	Who	Training needed	Resources	Costs	Success criteria	Accountable person	Monitoring/evaluation and evidence
<b>Task 4: track pupils</b> Ensure teachers understand how the agreed tracking system works and use it in their lessons. Agree marking systems which are focused and developmental using targets. Agree regular assessment points for objectives contributing to AFs to support tracking.	By half-term By Dec, then through the academic year	SL + dept	Twilight run by SL on new agreed marking system. Develop assessment materials if needed and/or use optional tests.	<i>English dept training 2000, module X on marking.</i>	1 x twilight agreed by SMT under SIP. 1 dept meet in spring and 1 in summer to standardise.	Tracking system is in place and it is used to track pupils through curricular targets. Marking and feedback is focused and ensures targets are met and then reset. Assessment points are agreed, tasks set and trialled and assessments recorded to move pupils on. Attainment in reading is rising for all pupils, but faster for the target groups.	SL	Tracking system evaluated by teachers, SL, consultant and SSM. Tracking system shows pupil attainment is raised, also evidenced by pupils' ongoing work and assessment tasks.

## Appendix 11

### QCA assessment focuses for reading

<b>AF1</b>	use a range of strategies, including accurate decoding of text, to read for meaning
<b>AF2</b>	describe, select or retrieve information, events or ideas from text and use quotation and reference to text
<b>AF3</b>	deduce, infer or interpret information, events or ideas from texts
<b>AF4</b>	identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
<b>AF5</b>	comment on writers' uses of language, including grammatical and literary features at word and sentence level
<b>AF6</b>	identify and comment on writers' purposes and viewpoints, and the effect of the text on the reader
<b>AF7</b>	relate texts to their social, cultural and historical contexts and literary traditions

### GCSE assessment objectives

- read with insight and engagement, making appropriate references
- distinguish between fact and opinion
- follow an argument
- select material appropriate to purpose
- understand and evaluate linguistic, structural and presentational devices

### Reading improvement matrix

#### Reading: Year 7

Year 7 Selected Framework objectives	Helpful teaching approaches See Key objectives banks for more detailed guidance	Possible graduated pupil targets <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading
<p>7R1 Know how to locate resources for a given task, and find relevant information in them, e.g. <i>skimming</i>, <i>use of index</i>, <i>glossary</i>, <i>key words</i>, <i>hotlinks</i>.</p> <p><b>7R2 Model/revise appropriate reading strategies to extract particular information, e.g. highlighting, scanning.</b></p> <p>7R3 Compare and contrast the ways information is presented in different forms, e.g. <i>web pages</i>, <i>diagrams</i>, <i>prose</i>.</p> <p>7R4 Make brief, clearly-organised notes of key points for later use.</p> <p>7R5 Appraise the value and relevance of information found and acknowledge sources.</p> <p>7W15 Use a dictionary and thesaurus with speed and skill.</p> <p>7W21 Read accurately, and use correctly, vocabulary which relates to key concepts in each subject, distinguishing between everyday uses of words and their subject-specific use, e.g. <i>energy</i>, <i>resistance</i>.</p>	<ul style="list-style-type: none"> <li>• Use grids and tables such as the KWL or QUADS grids to support reading for a purpose.</li> <li>• Model reading for different purposes (skimming, scanning, close reading) during shared reading sessions.</li> <li>• Use text marking and annotation to support information retrieval.</li> <li>• 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.</li> <li>• Devise short, pacy activities as starters to revise and hone dictionary and scanning skills, e.g. revise using the quartiles of a dictionary; dictionary races in teams.</li> <li>• Use plenaries to discuss how pupils tackled information retrieval tasks in order to consolidate explicit strategies.</li> <li>• Use ICT to support teaching, e.g. present text on-screen, use highlighting, deleting and 'find and replace' facility.</li> </ul>	<ul style="list-style-type: none"> <li>• Before beginning research, note what is already known and what is needed to find out, to help to sharpen the focus (KWL, QUADS).</li> <li>• Be able to use indexes, contents pages and dictionaries quickly and efficiently.</li> <li>• Ensure understanding of vocabulary in a text so that it makes sense, especially when it might be specialised.</li> <li>• 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.</li> <li>• Be able to decide what is relevant in a text. Keeping purpose for reading in mind:</li> <li>• Use highlighting to identify key words and phrases in texts.</li> <li>• Identify quotations and text references which support the writer's comments and opinions.</li> <li>• When searching for information, consider a variety of different types of resource, e.g. books, the web, magazines, etc.</li> <li>• Use a variety of ways of taking notes, e.g. bullet points, mind-maps, flow charts.</li> </ul>
<p><b>Related QCA Assessment focus</b></p> <p>AF2 Understand, describe, select, retrieve information, events or ideas from texts and use quotation and reference to text.</p>		

Year 7 Selected Framework objectives	Helpful teaching approaches See Key objectives banks for more detailed guidance	Possible graduated pupil targets <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading
<p>7R6 Adopt active reading approaches to engage with and make sense of texts, e.g. <i>visualising, predicting, empathising and relating to own experience</i>.</p> <p>7R7 Identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer.</p> <p><b>7R8 Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied.</b></p> <p>7R11 Recognise how print, sounds and still or moving images combine to create meaning.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Use the first paragraph of a piece of text to model finding clues as to what the whole text will contain.</li> <li>When doing shared reading, use 'time out' to give pupils the opportunity in pairs to find clues and evidence in text.</li> <li>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 in which readers predict text (knowledge about conventions, genres, etc).</li> <li>Investigate the use of connotation and emotive language through a study of adverts.</li> <li>Use drama techniques, e.g. freeze-framing, tableaux, to explore depictions of character and relationships, recording opinions and evidence, e.g. on a sociogram or 'character on the wall'.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure the difference between inference and deduction is known.</li> <li>Read back as well as forwards in a text to find links between key events and themes. Think about how this affects a response as a reader.</li> <li>Link comments clearly to the evidence.</li> <li>Begin to recognise the way in which aspects of a multi-media text combine to make meaning for the audience.</li> <li>Begin to discuss how sound, pictures and words affect a response to and understanding of the text.</li> <li>Check the question or task to make sure a full answer has been given.</li> </ul>
<p><b>Related QCA Assessment focus</b></p> <p>AF3 Deduce, infer or interpret information, events or ideas from texts.</p>		



Year 7 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	Possible graduated pupil targets <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading
<p>7S13 Revise the stylistic conventions of the main types of non-fiction:</p> <ul style="list-style-type: none"> <li>a) <i>Information</i>, which maintains the use of the present tense and the third person; organises and links information clearly, incorporates examples;</li> <li>b) <i>Recount</i>, which maintains the use of past tense, clear chronology and temporal connectives;</li> <li>c) <i>Explanation</i>, which maintains the use of present tense and impersonal voice, and links points clearly;</li> <li>d) <i>Instructions</i>, which are helpfully sequenced and signposted, deploy imperative verbs and provide clear guidance;</li> <li>e) <i>Persuasion</i>, which emphasises key points and articulates logical links in the argument;</li> <li>f) <i>Discursive writing</i>, which signposts the organisation of contrasting points and clarifies the viewpoint.</li> </ul> <p>7R7 Identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer.</p> <p>7R13 Identify, using appropriate terminology the way writers of non-fiction match language and organisation to their intentions, e.g. <i>in campaign material</i>.</p> <p>7R15 Trace the ways in which a writer structures a text to prepare a reader for the ending and comment on the effectiveness of the ending.</p> <p>7R19 Explore how form contributes to meaning in poems from different times and cultures, e.g. <i>storytelling in ballads</i>.</p> <p>7S9 Identify the main point in a paragraph, and how the supporting information relates to it, e.g. as <i>illustration</i>.</p>	<ul style="list-style-type: none"> <li>• Revise knowledge about structure and organisation of main genres of 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 (see <i>Sequence for teaching writing</i>).</li> <li>• 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 the subheadings before reading the text.</li> <li>• 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.</li> <li>• In shared/guided writing, model how to link opinions with textual support.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and use the terms that are used for describing how texts are structured.</li> <li>• Know the writing styles and features used in particular non-fiction text types.</li> <li>• Recognise how writers organise paragraphs in non-fiction, i.e. the way in which topic sentences are supported by evidence later in the paragraph.</li> <li>• Use text convention checklists to help in commenting as fully as possible on the structure and organisation of texts.</li> <li>• Remember to comment on the effect of word choice and sentence structure as a feature of the writer's organisation of the text.</li> <li>• Begin to discuss why a writer chose that way of organising a text.</li> <li>• Be able to discuss the ways in which writers prepare readers for the ending of a text.</li> </ul>
<p><b>Related QCA Assessment focus</b></p> <p>AF4 Identify and comment on the structure and organisation of texts including grammatical presentational features at text level.</p>		

<b>Year 7 Selected Framework objectives</b>	<b>Helpful teaching approaches</b> See <i>Key objectives banks</i> for more detailed guidance	<b>Possible graduated pupil targets</b> <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading
<p>7W16 Work out the meaning of the unknown words using context, etymology, morphology, compound patterns and other qualities such as onomatopoeia.</p> <p>7R12 Comment, using appropriate terminology, on how writers convey setting, character and mood through word choice and sentence structure.</p> <p>7R14 Recognise how writers' language choices can enhance meaning, e.g. <i>repetition, emotive vocabulary, varied sentence structure or line length, sound effects</i>.</p>	<ul style="list-style-type: none"> <li>Model ways of working out meanings of words and offer activities where pupils do this independently.</li> <li>In shared and guided reading, look closely at words and phrases that evoke mood or setting, e.g. extract words and phrases from a passage that successfully evokes a mood and ask pupils what sort of mood is evoked; rank a collection of words or phrases on a continuum, e.g. from depressing to hopeful, or hot to cold, or inviting to forbidding.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise links between words and explain the relationship between them, making reference to word families and roots.</li> <li>Understand how context can change the meaning of words.</li> <li>Know and use the terms for analysing language usage, e.g. simile, metaphor, alliteration, personification.</li> <li>Be able to discuss why writers choose specific effects to affect the reader's response.</li> </ul>
<b>Related QCA Assessment focus</b> AF5 Comment on writers' uses of language, including grammatical and literary features at word and sentence level.		

<b>Year 7 Selected Framework objectives</b>	<b>Helpful teaching approaches</b> See <i>Key objectives banks</i> for more detailed guidance	<b>Possible graduated pupil targets</b> <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading
<p>7R17 Read a range of recent fiction texts independently as the basis for developing critical reflection and personal response, e.g. <i>sharing views, keeping a reading journal</i>.</p> <p>7R9 Distinguish between the views of the writer and those expressed by others in the text, e.g. <i>the narrator, quoted experts, characters</i>.</p> <p>7R16 Distinguish between the attitudes and assumptions of characters and those of the author.</p> <p>7R20 Explore the notion of literary heritage and understand why some texts have been particularly influential or significant.</p> <p>7R18 Give a considered response to a play, as script, on screen or in performance, focusing on interpretation of action, character and event.</p> <p>7R10 Identify how media texts are tailored to suit their audience, and recognise that audience responses vary, e.g. <i>popular websites</i>.</p>	<ul style="list-style-type: none"> <li>• Instigate a system of individual reading journals and/or whole class journals, e.g. on the wall to record reading. Record views under headings such as genre/plot/character/style.</li> <li>• In shared and guided reading discuss text in terms of the 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?'</li> <li>• 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.</li> <li>• Model a reading of a media text, e.g. an advertisement, and demonstrate how a director or editor caters for intended audience and purpose.</li> <li>• Model a reading of a play performance or film version to focus on the reasons for directorial decisions and the effect on audience.</li> <li>• In shared reading, look at how a text from the literary heritage portrays its time and discuss why.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep a record of your independent reading.</li> <li>• Comment on your response to a text, trying to give reasons for your thinking.</li> <li>• In a first-person text, distinguish between the views of the narrator and those of the writer.</li> <li>• Look for the clues a writer gives about the way they feel about what they are writing.</li> <li>• Be able to comment on the choices a director makes when staging a play to ensure their ideas are clear to the audience.</li> <li>• Begin to discuss how a director of a media text puts together and designs that text for the intended audience and purpose.</li> </ul>
<b>Related QCA Assessment focus</b> AF6 Identify and comment on writers' purposes and viewpoints, and the effect of the text on the reader.		

# Reading improvement matrix

## Reading: Year 8

Year 8 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	Possible graduated pupil targets <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading
<p>8R2 Undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources.</p> <p>8R3 Make notes in different ways, choosing a form which suits the purpose, e.g. <i>diagrammatic notes</i>, <i>making notes during a video</i>, <i>abbreviating for speed and ease of retrieval</i>.</p> <p>8Wr17 Integrate evidence into writing to support analysis or conclusions, e.g. data, quotation.</p> <p>8R1 Combine information from various sources into one coherent document.</p>	<ul style="list-style-type: none"> <li>• Revise use of contents, indexes and search engines as a starter activity.</li> <li>• Model question setting, focusing on precision to seek the required answers.</li> <li>• Model the planning process with pupils using a KWL or QUADS grid to acknowledge sources.</li> <li>• Be clear about the reading strategy pupils should use and why the approach is appropriate to the task.</li> <li>• Model various note-taking strategies, explaining their strengths and weaknesses for the task as you go.</li> <li>• In guided reading, ensure pupils are clear about text organisation and how to locate information.</li> <li>• Model ways of drawing various pieces of information together to summarise a text.</li> <li>• Model how to use support information when making points.</li> </ul>	<p>Describing and selecting:</p> <ul style="list-style-type: none"> <li>• Use key words to locate and retrieve information. Use a KWL or QUADS grid to activate prior knowledge and to decide upon precise research questions.</li> <li>• Choose from a range of reading strategies, e.g. skimming, scanning according to the task set.</li> <li>• Use key words to locate information in a range of sources, including ICT.</li> <li>• Use highlighting to locate information about different topics.</li> <li>• Choose a note-taking format appropriate to the task.</li> <li>• Use point/evidence analysis grids to ensure that quotations and comments are included when discussing text.</li> </ul> <p>Using evidence:</p> <ul style="list-style-type: none"> <li>• Decide on key points which are common to all sources and those which are completely opposing. Record these in a suitable format.</li> <li>• Use appropriate quotations and supporting evidence when discussing text.</li> </ul>
<p><b>Related QCA Assessment focus</b></p> <p>AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p>		

Year 8 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	Possible graduated pupil targets <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading
<p>8R4 Review their developing skills as active, critical readers who search for meaning using a range of reading strategies.</p> <p><b>8R5 Trace the development of themes, values or ideas in texts.</b></p> <p>8R6 Recognise bias and objectivity, distinguish facts from hypotheses, theories or opinions.</p> <p>8R7 Identify the ways implied and explicit meanings are conveyed in different texts, e.g. <i>irony, satire</i>.</p> <p><b>8R13 Read a substantial text (novel, play or work of one poet) revising and refining interpretations of subject matter, style and technique.</b></p>	<ul style="list-style-type: none"> <li>Model the role of the critical reader. Ask questions of the text during shared reading. Focus on subject matter, style and technique.</li> <li>Use a reading journal as a way of recording responses to texts so that themes can be traced as the text is read (especially the class novel). Engage pupils in reflections upon subject, style and technique.</li> <li>Model the construction of a timeline or chapter grid.</li> <li>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 symbols and colours can be used to refer to different themes.</li> <li>In shared reading show how writers use irony and how it can be recognised, e.g. through exaggeration.</li> <li>In shared and guided reading demonstrate the ways in which connotations and layers of meaning work.</li> <li>Model the tracing of themes through mind-maps and flow charts.</li> <li>Provide chapter segments (based on themes) to sort in pairs into the main themes conveyed.</li> <li>Use starters and plenaries to model how to use sticky notes as a means of tracing themes through a text.</li> <li>Provide pupils with a tracking chart. Use visual representations such as flow charts or graphs.</li> <li>Hot-seat or interview the writer: check for an author's website and use it critically as supporting material to a text.</li> <li>Interact with the text, using techniques such as letters, problem pages, diaries and news reports.</li> <li>Create annotation cards/chart for pupils to identify techniques in a text they are reading, e.g. <i>powerful verbs show how a character feels; short dramatic sentences increase the tension</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to discuss what the text is about rather than simply retelling it.</li> <li>Be able to pick out key events or ideas by making links, highlighting and annotating.</li> <li>Identify imagery which suggests a theme.</li> <li>Demonstrate an ability to pick out relevant repetition which traces developments.</li> <li>Show awareness of vocabulary choices which indicate a writer's point of view.</li> <li>Be aware of changes of setting, narrative perspective and chronology.</li> <li>Explain some of the methods writers use to influence the reader.</li> <li>Be able to follow a theme in a fiction text, recognising how it is developed through character, narrative commentary and the writer's use of language.</li> <li>Make points, provide evidence and explanations when interpreting a text.</li> <li>Make a series of points about the subject matter of the text, showing how ideas change and develop through different parts of the text.</li> <li>Use appropriate vocabulary when discussing the writer's style and techniques.</li> </ul>
<p><b>Related QCA Assessment focus</b></p> <p>AF3 Deduce, infer or interpret information, events or ideas from texts.</p>		



<b>Year 8 Selected Framework objectives</b>	<b>Helpful teaching approaches</b> See <i>Key objectives banks</i> for more detailed guidance	<b>Possible graduated pupil targets</b> <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading
<p><b>8R13 Read a substantial text (novel, play or work of one poet) revising and refining interpretations of subject matter, style and technique.</b></p> <p><b>8R10 Analyse the overall structure of a text to identify how key ideas are developed, e.g. <i>through the organisation of the content and the patterns of language used.</i></b></p> <p>8R8 Investigate how meanings are changed when information is presented in different forms or transposed into different media.</p> <p>8R14 Recognise the conventions of some common literary forms, e.g. <i>sonnet</i>, and genres, e.g. <i>gothic horror</i>, and explore how a particular text adheres to or deviates from established conventions.</p>	<ul style="list-style-type: none"> <li>• Share the reading of part of a novel and a film clip of the same section: discuss the differences between telling and showing.</li> <li>• Develop pupils' understanding of sonnet, and gothic horror, for example, as a subset of horror, through shared and guided reading, pointing out features at text, sentence and word level. Draw up checklists of features.</li> <li>• Ensure pupils have opportunities to investigate the accuracy of the checklists independently through further examples.</li> <li>• 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.</li> <li>• In shared reading, identify the features of a particular writer and then ask pupils to develop them further through independent and guided work, drawing up their own checklists.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to describe what writers need to do when transforming a book into a film or a film into a book.</li> <li>• Be able to describe the reasons for book and video cover choices and how they relate to the text as a whole and their effect on the reader.</li> <li>• Begin to recognise particular types of poem or genre and describe some of their features.</li> <li>• Begin to recognise what effect the choice of form has on the way the content is organised.</li> <li>• Begin to recognise the various ways in which writers prepare readers for the ending of their texts.</li> <li>• Begin to evaluate what impact a text has on its reader through its organisation and development, as well as its sentences and words.</li> </ul>
<p><b>Related QCA Assessment focus</b></p> <p>AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>		

Year 8 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	Possible graduated pupil targets <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading
<p>8W7 Review and develop their ability to:</p> <ol style="list-style-type: none"> <li>recognise links between words related by word families and roots;</li> <li>work out the meaning of unknown words using context, syntax, etymology, morphology and other factors;</li> <li>understand and explain exactly what words mean in particular contexts.</li> </ol> <p>8W8 Understand and use key terms that help to describe and analyse language, e.g. <i>word class</i>, <i>noun phrase</i>, <i>subordinate clause</i>, <i>syntax</i>, <i>conditional</i>.</p> <p>8W13 Understand the implications when a word is in quotation marks or is used ironically.</p> <p><b>8S11 Understand the main differences between standard English and dialectal variations, e.g. subject-verb agreement, formation of past tense, adverbs and negatives, use of pronouns and prepositions.</b></p>	<ul style="list-style-type: none"> <li>In pairs, create a word web (see Vocabulary and spelling unit in <i>Literacy across the curriculum</i> file and <i>Year 7 spelling bank</i>).</li> <li>Use card sorts and matching activities as paired activity, e.g. one word with two or more meanings, as starter activities.</li> <li>Offer clear and concise explanations of key terms and make classroom posters, word banks, etc.</li> <li>Model deconstruction of appropriate texts in shared reading, focusing on analysis of specific grammatical forms, e.g. <i>effect of adding subordinate clauses, positioning within sentences, effect upon meaning</i>.</li> <li>Model process by which readers question texts to analyse meaning.</li> <li>Alert pupils to specialist use of vocabulary as they encounter this in class texts especially in semantic fields. Consider this as an indicator of audience, e.g. specialist or non-specialist.</li> <li>Model process of making word choices through shared writing.</li> <li>Model how to comment clearly on an author's word choice when demonstrating to pupils how to write about the effect of language on a text's meaning.</li> <li>Where appropriate and with sensitivity, invite pupils to share regional variations in their speech.</li> <li>Investigate older forms, e.g. Shakespeare and Chaucer.</li> <li>Select poems or dialogue with a regional variety or other variety e.g. black or American English.</li> <li>Investigate ways in which standard English with a regional accent is easier to understand than regional dialect forms.</li> <li>Investigate the influence of American and Australian varieties on British television. What have we adopted and why?</li> </ul>	<ul style="list-style-type: none"> <li>Be able to apply prior knowledge of words to support understanding of a text.</li> <li>Be aware of key terms which describe and analyse language within texts, e.g. ellipsis, rhetorical questions, assonance, imagery.</li> <li>Be aware that certain words have specialist meanings in addition to more general meanings.</li> <li>Recognise ironic use of language with some reference to intended effect on the reader.</li> <li>Comment upon the use of non-standard forms of English in texts and why writers choose non-standard forms.</li> </ul>
<p><b>Related QCA Assessment focus</b></p> <p>AF5 Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.</p>		

<b>Year 8 Selected Framework objectives</b>	<b>Helpful teaching approaches</b> See <i>Key objectives banks</i> for more detailed guidance	<b>Possible graduated pupil targets</b> <i>Note: targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading</i>
<p>8R12 Record and review the development of their independent reading, and identify ways of increasing its scope and challenge.</p> <p>8R11 Investigate the different ways familiar themes are explored and presented by different writers.</p> <p>8R15 Identify links between literary heritage texts and their times, e.g. <i>the social context of a nineteenth-century novel</i>.</p> <p>8R16 Recognise how texts refer to and reflect the culture in which they were produced, e.g. <i>in their evocation of place and values</i>.</p>	<ul style="list-style-type: none"> <li>• Use reading journals to record themes and responses.</li> <li>• Model how to trace developments of themes through mind-maps, sticky notes, character charts, flow charts. ICT would be useful.</li> <li>• Model comparison of approaches to themes – <i>whereas one author... the other ... however, it can seen, is noticeable</i>, etc.</li> <li>• As starter or plenary session organise pupils to read responses from journals, recommend books, 'sell' books as possible class novels.</li> <li>• Have a <i>If you liked this ... try this</i> list of recommendations.</li> <li>• Liaise with the history department over what they are teaching and read texts from the period, discussing how far the texts and topics are accurate in their reflection of the times.</li> <li>• Share the reading of texts from different cultures to show how they represent the culture. Invite pupils to read such texts as part of their private reading.</li> <li>• Use ICT, photographs and artefacts to discuss links between text and visual images.</li> <li>• In shared and guided reading, discuss how writers are often advocates for social change through their writing, e.g. Dickens, charity leaflets, campaigning websites.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop different vocabulary and expressions to describe your responses to reading.</li> <li>• Keep an up-to-date detailed reading journal to record the range of reading and experiments with different texts and authors. Give reasons for your opinions and feelings.</li> <li>• Seek recommendations for future reading.</li> <li>• Show how to follow up a genre, author or theme in private reading.</li> <li>• Compare the treatment of a theme by two different authors independently.</li> <li>• Be able to discuss how writers represent the time and culture through style and content.</li> <li>• Be able to discuss that writers might be advocates for a cause and how they do this in their writing.</li> </ul>
<b>Related QCA Assessment focus</b>  AF6 Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.		



# Reading improvement matrix

## Reading: Year 9

Year 9 Selected Framework objectives	Helpful teaching approaches See <i>Key objectives banks</i> for more detailed guidance	Possible graduated pupil targets <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading
<p>9R1 Review and extend their own strategies for locating, appraising and extracting relevant information.</p> <p>9R4 Evaluate the relevance, reliability and validity of information available through print, ICT and other media sources.</p> <p><b>9R2 Synthesise information from a range of sources, shaping material to meet the reader's needs.</b></p> <p>9S4 Integrate speech, reference and quotation effectively into what they write.</p> <p>9Wr17 Cite specific and relevant textual evidence to justify critical judgements about texts.</p>	<ul style="list-style-type: none"> <li>Ensure pupils have opportunities to research independently. Ensure they have clear reasons for the research and a clear outcome, e.g. to turn information from a variety of written sources into a radio programme.</li> <li>Model the process of establishing if something is fact or opinion.</li> <li>Use a grid to compare texts dealing with the same subject for audience, purpose, language and style.</li> <li>Create with the class a checklist of critical and evaluative questions to ask about research.</li> <li>In shared and guided writing model 'point-evidence-explanation' paragraph organisation in writing about texts.</li> <li>Use a shared writing session to demonstrate how to marshal and categorise information for a specific audience and purpose.</li> <li>Amend an existing text by inserting deliberate factual errors or by introducing inappropriate stylistic features – ask the class to identify these errors and to explain them.</li> <li>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.</li> <li>Use sample SATs practice papers to model how to respond to text quickly and pertinently.</li> </ul>	<ul style="list-style-type: none"> <li>Use a KWL or QUADs grid to direct research, keeping the purpose for reading in mind.</li> <li>Select, highlight and annotate parts of the text relevant to purpose or audience as speedily as possible.</li> <li>Match reading strategy to reading purpose, e.g. skim and scan when trying to locate specific bits of information.</li> <li>Identify appropriate sources of information in relation to research topics.</li> <li>Quickly decide upon and use a strategy for note taking which is appropriate to the task and the learning style.</li> <li>Acknowledge and evaluate sources and quotations accurately.</li> <li>Use evidence to support arguments by making a point. Back it up with ideas and then explain how this reinforces the point.</li> </ul>
<p><b>Related QCA Assessment focus</b></p> <p>AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p>		

Year 9 Selected Framework objectives	Helpful teaching approaches See Key objectives banks for more detailed guidance	Possible graduated pupil targets <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading
<p>9R18 Discuss a substantial prose text, sharing perceptions, negotiating common readings and accounting for differences of view.</p> <p><b>9R8 Compare the presentation of ideas, values or emotions in related or contrasting texts.</b></p> <p>9R10 Comment on interpretations of the same text or idea in different media, using terms appropriate for critical analysis.</p> <p>9R18 Discuss a substantial prose text, sharing perceptions, negotiating common readings and accounting for differences of view.</p> <p><b>9S&amp;L13 Develop and compare different interpretations of scenes or plays by Shakespeare or other dramatists.</b></p>	<ul style="list-style-type: none"> <li>• Encourage the reading and shared understanding of substantial texts through independent reading and group reading.</li> <li>• Look at leaflets on a controversial issue, comparing emotions and values they endorse.</li> <li>• In shared reading of a text's opening, model annotating emotional and intellectual impact of a writer's language on a critical reader.</li> <li>• Use guided reading sessions to support pupils in becoming more confident in talking about their reading of different texts.</li> <li>• Use a grid to note similarities and differences between the emotions and values conveyed by a pair of texts from different media, e.g. web page and printed leaflet.</li> <li>• In a plenary session, ask pupils to compare entries about a common text in reading journals and to note similarities and differences in terms of their responses.</li> <li>• Watch two versions of the same scene from a play, pupils compare: characterisation; setting and atmosphere; dramatic tension; viewpoint and purpose.</li> <li>• Pupils present a scene as if on a stage and then re-present it using a promenade theatre.</li> <li>• Hot-seat the author of a shared text and pupils ask him or her questions about the text and the meanings of ambiguous parts.</li> <li>• Explore different interpretations, e.g. 'This phrase could mean "....." or it could mean "....."'. "....."</li> <li>• Develop the sentence stem approach by embedding justifying clauses such as: 'I think the writer means this because ....'.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to sustain reading of a longer text and to discuss interpretations and preferences with others.</li> <li>• Be able to decide quickly and confidently how to read a text for a purpose.</li> <li>• Experiment with different ways of reading a speech aloud to show character, feelings and attitude.</li> <li>• Examine ways in which writers express ideas, values and emotions through character, setting, dialogue and word choice.</li> <li>• Identify how the writer uses evidence to support their arguments or to attack the arguments of a rival.</li> <li>• Express an opinion and make judgements upon the effectiveness of a piece of text, bearing in mind its intention and purpose.</li> <li>• Use appropriate language to comment on and compare texts and make detailed references to evidence.</li> </ul>
<p><b>Related QCA Assessment focus</b></p> <p>AF3 Deduce, infer or interpret information, events or ideas from texts.</p>		

<b>Year 9 Selected Framework objectives</b>	<b>Helpful teaching approaches</b> See <i>Key objectives banks</i> for more detailed guidance	<b>Possible graduated pupil targets</b> <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading
<p>9W8 Recognise how lines of thought are developed and signposted through the use of connectives, e.g. <i>nonetheless, consequently, furthermore</i>.</p> <p><b>9S6 Compare and use different ways of opening, developing, linking and completing paragraphs.</b></p> <p><b>9S7 Analyse and exploit the stylistic conventions of the main text types, e.g. parody.</b></p> <p>9R8 Investigate the organisation and conventions of ICT texts, e.g. <i>CD-ROM, e-mail, web pages</i>.</p>	<ul style="list-style-type: none"> <li>• Share the reading of a text with key connectives and pronouns blanked out – ask pupils to suggest suitable words and phrases.</li> <li>• Model annotation of a text for cohesive links between paragraphs.</li> <li>• Demonstrate skimming and scanning of paragraphs for connectives and text-mark purpose and/or effect.</li> <li>• Share the reading of a teenage magazine article, showing how far language, layout, text and pictures fulfil different purposes, e.g. entertain, inform, persuade.</li> <li>• Model what happens to meaning and cohesion if paragraphs are moved round.</li> <li>• Offer examples of poorly organised text and model or share ways of improving them.</li> <li>• Use moving images to discuss how verbal and pictorial information is combined with sounds to meet audience and purpose.</li> <li>• Use a web page and a printed leaflet on similar topics, e.g. health issues, and compare layouts, use of pictorial elements in terms of meeting intended audience and purpose.</li> <li>• Ask pupils to do the same as above independently. Use the plenary to compare their findings and see if common features can be identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the order and presentation of ideas by, for example, commenting upon the structuring and linking of paragraphs.</li> <li>• Recognise when texts are not well organised to support the reader, through poor signposting or prioritisation, and be able to suggest appropriate changes.</li> <li>• Be able to describe the ways in which a text exploits the features of a text type, e.g. for comic effect.</li> <li>• Be able to identify the ways in which the same information is presented in different media; suggest why the differences are there both from the demands of the text type and the needs of audience and purpose.</li> </ul>
<p><b>Related QCA Assessment focus</b></p> <p>AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>		

<b>Year 9 Selected Framework objectives</b>	<b>Helpful teaching approaches</b> See Key objectives banks for more detailed guidance	<b>Possible graduated pupil targets</b> Note: targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading
<p>9W6 Know and use the terms that are useful for analysing language, e.g. <i>type of phrase or clause, conditional verb</i>.</p> <p><b>9W7 Recognise layers of meaning in the writer's choice of words, e.g. connotation, implied meaning, different types or multiple meanings.</b></p> <p>9W8 Recognise how lines of thought are developed and signposted through the use of connectives, e.g. <i>nonetheless, consequently, furthermore</i>.</p> <p>9S10 Explore differing attitudes to language, and identify characteristics of standard English that make it the dominant mode of public communication.</p> <p><b>9R12 Analyse and discuss the use made of rhetorical devices in a text.</b></p> <p>9R14 Analyse the language, form and dramatic impact of scenes and plays by published dramatists.</p> <p>9R16 <b>Analyse ways in which different cultural contexts and traditions have influenced language and style, e.g. black British poetry, Irish short stories.</b></p>	<ul style="list-style-type: none"> <li>• Ask pupils to change key words in a poem to alter its mood significantly.</li> <li>• Introduce range of texts capable of different interpretations, e.g. Vernon Scannell's 'A Case of Murder', and show how different interpretations are supported by a text.</li> <li>• Model process of text interrogation to show how the validity of different interpretations can be tested.</li> <li>• Annotate texts to identify words which may have more than one meaning – identify meaning in context.</li> <li>• Delete five or six key words from a short text. Ask pupils to select from a list of synonyms the words they think have been deleted. Pupils justify choices.</li> <li>• Ask pupils to mark rhetorical devices on a persuasive speech such as Martin Luther King's 'I have a dream'.</li> <li>• Model on OHT how to analyse rhetorical devices, circling and highlighting changes in pace by varied syntax.</li> <li>• Use an old GCSE anthology to explore poems from a range of cultures. Compile grid under headings such as: language (including non-standard dialect), history, politics, traditions, customs, ideas, religion, beliefs, values.</li> <li>• Provide annotation cards for matching with appropriate points in the text, e.g. <i>use of patois to create impact, use of rhythm to recreate actions, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Be able to comment upon layers of meaning by using such terms as: pun, ambiguity, connotation and irony.</li> <li>• Support interpretations of a text's meaning by making detailed references to it.</li> <li>• Make a checklist of rhetorical devices, e.g. questions, repetition, alliteration, sentence variety, figurative language and check texts for them, taking care to understand why those effects were chosen.</li> <li>• Collect examples of rhetorical devices to illustrate the checklist and note why they were used.</li> <li>• Make checklists of typical features of texts from different historical and social contexts.</li> <li>• Annotate texts with notes about: themes, structure, form and word choice including the use of non-standard and standard English.</li> <li>• Be able to confidently describe and discuss why a writer writes as she or he does.</li> <li>• Recognise how writers from other cultures create their effects at text, sentence and word level.</li> </ul>
<p><b>Related QCA Assessment focus</b></p> <p>AF5 Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.</p>		

<b>Year 9 Selected Framework objectives</b>	<b>Helpful teaching approaches</b> See <i>Key objectives banks</i> for more detailed guidance	<b>Possible graduated pupil targets</b> <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading
<p>9R5 Evaluate their own critical writing about texts.</p> <p>9R13 Review and develop their own reading skills, experiences and preferences, noting strengths and areas for development.</p> <p><b>9R7 Compare the presentation of ideas, values or emotions in related or contrasting texts.</b></p> <p>9R6 Comment on the authorial perspectives offered in texts on individuals, community and society in texts from different cultures.</p> <p>9R8 Analyse how media texts influence and are influenced by readers, e.g. <i>interactive programmes, selection of news items</i>.</p> <p>9R9 Compare themes and styles of two writers from different times.</p> <p>9R11 Analyse how an author's standpoint can affect meaning in non-literary as well as literary texts.</p> <p>9R17 Compare the themes and styles of two or more poets.</p> <p>9R15 Extend their understanding of literary heritage by relating major writers to their historical context and explaining their appeal over time.</p>	<ul style="list-style-type: none"> <li>• Maintain reading journals that now ask pupils to map the development of the writer's purposes and intentions and their effect on them as readers.</li> <li>• In shared reading of a text's opening, model annotating writer's point of view and how that is sustained or not through a text.</li> <li>• Look at leaflets on a controversial issue, comparing emotions and values, identifying differences between authors' intentions and viewpoints.</li> <li>• Offer independent activities where pupils have to decide on the writer's viewpoint.</li> <li>• Use guided reading sessions to support pupils in becoming more confident in talking about the effects of different texts on them as readers and how writers manipulate the reader.</li> <li>• Use a grid to note similarities and differences between the audiences and purposes conveyed by a pair of texts from different media, e.g. web page and printed leaflet. Note how the text type influences graphical choices and reader response.</li> <li>• In a plenary session, ask pupils to compare entries about a common text in reading journals and to note similarities and differences in terms of its effect on them as readers.</li> <li>• Read further influential texts from earlier times and consider their purpose and effect both then and now, e.g. <i>The Modest Proposal</i>, extracts from <i>Pepys' diary</i> or <i>The Rape of the Lock</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to record views from private reading, focusing on why writers write as they do.</li> <li>• Experiment with rewriting a text from a different point of view.</li> <li>• Use two-column grids to record and compare purposes and effects of different texts.</li> <li>• Be able to discuss the ways in which writers manipulate the reader's response through choice of stylistic features.</li> <li>• Be able to discuss the effects that writers had in their own time and the effect they have now.</li> <li>• Be able to discuss why some texts still seem relevant today despite being written a long time ago.</li> </ul>
<p><b>Related QCA Assessment focus</b></p> <p>AF6 Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.</p>		



# Teaching and assessing reading

## Introduction

This section is about making it work in the classroom and how you and your department can ensure that the teaching and assessment of pupils' reading is successful in terms of improving their learning and their motivation to read.

- Planning the teaching
- Reading for meaning
- Responding to reading
- Assessing reading

## Resources

The section also contains references to resources from the Strategy and elsewhere that you may find useful. Many of those resources for Key Stage 3 can be found on the *Increasing progress in English CD-ROM* (DfES 0025-2005 CD) in the *Browse resources* section.

## Planning the teaching

When teachers in your department are planning lessons that focus on reading, you need to be sure that the following are always included.

- **Teaching objectives**  
The objectives should relate to the identified learning needs of the pupils and, at Key Stage 3, should be derived from those objectives for reading in the *Framework for teaching English: Years 7, 8 and 9*. They should be clearly stated in the scheme of work (see Section 3, *Planning for improving reading*) and in the individual lesson plan so that they can be communicated to pupils.
- **Learning objectives and outcomes**  
These also need to be clearly indicated in the scheme of work (see Section 3) and in the individual lesson plan and communicated directly to pupils. They should relate to the appropriate assessment focuses.
- **Assessment**  
Opportunities to assess pupils' reading orally and in writing should be indicated in the scheme of work and in more detail in the individual lesson plan. Consideration also needs to be given to how those assessments (particularly oral assessments) are recorded and then used to inform future teaching and learning.  
*Assessment focuses* are based on the National Curriculum level descriptions and are useful guides when planning and assessing pupils' learning. Reading involves making meaning from content, structure and language and these are reflected mainly in AFs 2 to 6.
- **Pupil grouping**  
The grouping of pupils (according to their targets for and achievements in reading) for paired and guided group work, in particular, needs to be considered and indicated in the planning (see also Section 3).

- **Pupil progress**

The long- and medium-term scheme of work should indicate at its various stages pupils' expected progress in reading (see Section 3). Key objectives from the Framework can be used to plot progression from Year 7 to Year 9 (see below). The intended progress in reading of targeted pupils should also inform individual lesson plans.

Focus	Year 7	Year 8	Year 9
The craft of the writer	R6 adopt active reading approaches to engage with and make sense of texts, for example, <i>visualising, predicting, empathising and relating to own experience</i> .	R7 identify the ways implied and explicit meanings are conveyed in different texts, for example, <i>irony, satire</i> .	R12 analyse and discuss the use made of rhetorical devices in a text.
Viewing the whole text	R7 identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer.	R5 trace the development of themes, values or ideas in texts.	R18 discuss a substantial prose text, sharing perceptions, negotiating common readings and accounting for differences of view.
Critical viewpoints	Wr19 write reflectively about a text, taking account of the needs of others who might read it.	Wr18 write a critical review of a substantial text, taking account of the context in which it was written and the likely impact on its intended readers.	R5 evaluate their own critical writing about texts.
Writers' meanings and viewpoints	R8 infer and deduce meanings using evidence in the text, identifying where and how meanings are implied.	R6 recognise bias and objectivity, distinguishing facts from hypotheses, theories or opinions.	R6 comment on the authorial perspectives offered in texts on individuals, community and society, in texts from different cultures.
Comparing texts	R12 comment, using appropriate terminology, on how writers convey setting, character and mood through word choice and sentence structure.	S2 explore the impact of a variety of sentence structures, for example, <i>recognising when it is effective to use short, direct sentences</i> .	R7 compare the presentation of ideas, values or emotions in related or contrasting texts.

- **Teaching approaches**

To assist pupils to become independent and enthusiastic readers, English teachers need to deploy shared, modelled and guided reading approaches in a way that matches the needs of pupils at the time.

- **Shared reading**

Shared reading sessions with the whole class provide the teacher with the opportunity to allow pupils to show, explore and develop their understanding of particular reading strategies and techniques. They also allow pupils to access and engage with texts and skills at a higher level than they might be able to do independently and provide the teacher with opportunities to assess pupils' understanding of the text and of their skills as readers.

- **Modelled reading**

By modelling reading and reading strategies that are new or unfamiliar to pupils, the teacher provides pupils with explicit and valuable insight to help their understanding and eventual use of particular reading skills and strategies.

- **Guided reading**

Guided reading sessions can be used by the teacher to develop pupils' reading strategies and understanding of texts and help them understand how to apply these more widely and independently. They also enable the teacher to make some close individual oral as well as written assessments and to assess and set new targets for pupils.

- **Teaching strategies and activities**

Teachers in your department need to know, plan for and use those interactive strategies and activities for the teaching of reading that will enthuse pupils to read (see below). However, learning objectives and intended learning outcomes should be the principal focus in planning and appropriate activities should be chosen to support them.

## Reading for meaning

**The main challenges** for English teachers are to develop pupils as readers who are able to:

- infer and deduce from the information within the text (AF3);
- identify and understand the structure and organisation of a text (AF4);
- identify and analyse the craft, purpose and viewpoint of the writer (AF5);
- gain a sense of the whole text and the contribution of its parts (AF6);

by employing tasks, resources, strategies, techniques and groupings which meet the varied needs of all pupils.

### Teaching strategies to develop pupils' reading for meaning

Teachers in your department can improve and enrich pupils' reading (their skills, enjoyment and understanding) if they consider and attend to what happens before, during and after pupils' reading, that is:

- **Before:** prepare pupils to create a supporting schema and 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 through teaching them what to look out for and what to do when reading;



- **After:** improve pupils' ability to respond to texts by teaching them how to reflect on, evaluate, capture and shape their responses to and understanding of the text, and communicate them to the teacher and their peers.

**Drama** A number of the strategies and activities outlined below lend themselves to exploration through drama. Drama enables pupils to investigate meaning, relationships, plot, structures, values, ideas and writers' techniques in a text in an expressive, active and creative way.

The following teaching strategies engage and motivate pupils and develop their ability to read for meaning:

#### Before reading

Strategies	Example	Key objectives
Activating prior knowledge and relevant experience	The teacher explains that the novel they are going to read involves characters who, through playing a PC virtual reality game, inhabit a Greek myth. Pupils are asked in pairs to discuss what they know about Greek myths, including the one being studied; virtual reality games; any of the books they have read by the author.	7R6 9R16 7SL1
Prediction	Having read and discussed the events and three main characters in the first chapter of a novel and before reading the next chapter, the teacher asks pupils what they think is going to happen to each character and to give some evidence from the first chapter for their prediction.	7R2, 7R6, 7R8, 8R5 7SL1

#### During reading

Strategies	Example	Key objectives
Prediction	Pupils have previously studied a selection of poems by a particular poet and are given a cloze procedure on a new poem by the same author. They are asked to use their knowledge of the poet's use of imagery, rhythm and rhyme to predict the missing words.	7R6, 7R8 8R5
Asking questions of the text	The teacher models asking questions about the text with either the objective or the AF in mind, before asking pupils in pairs to generate their own questions about the text, for example, <i>I wonder why the writer has chosen to put whole sentences and even one paragraph in italics? Can I detect a pattern?</i> The teacher and pupils can use Bloom's taxonomy to devise increasingly demanding questions to stimulate higher-order thinking skills.	7R6 8S2, 8R5 8SL10

Strategies	Example	Key objectives
Encouraging pupils to articulate and explain their own thinking, ask questions	Having read and discussed a newspaper article about a controversial subject, the teacher sets the task by saying: <i>You clearly all feel strongly about this article. You are going to write a letter to the writer stating your response to the article, giving your views on the subject and also asking her questions.</i>	7R14 8R5, 8R6, 8R13 9R5 7Wr19 8Wr17 9Wr17
Verbalising thinking about the text while reading	The teacher models the process to begin with, of voicing aloud their thoughts as they read. Pupils are then asked either to work in pairs to take it in turns to read aloud and pausing to voice their thoughts; or to work on their own and annotate the text with their thoughts as they read.	7R6, 7R8, 7R12 8R5, 8R6, 8R7 9R12 7SL1 8SL10
Reading aloud (teacher and pupil) as a way of highlighting and establishing meaning	The teacher models the reading aloud 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.	7R2, 7R8 7SL1 8SL10
Visualising	The teacher explains that Shakespeare's plays did not contain stage directions, the theatres couldn't have elaborate scenery and therefore the scenes, appearances and actions are all implied in the text. The pupils are asked to create visual images from reading the text (in their mind and then aloud or on paper or film) and to share them. Visualisation can also be used with non-fiction texts.	7R2, 7R6, 7R8 9R12 7SL1
Reading for multiple meanings	The teacher focuses the reading of a novel where a character faces a problem or dilemma. In pairs, pupils are asked to list alternative suggestions and the evidence base for them. The group then considers the suggested solutions and the evidence for them before arriving at a group decision.	7R8 8R5 8SL10
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.	7R2, 7R8, 7R12 7Wr5
Annotating, text marking, sequencing, text completion, etc.	Having read and discussed the basic meaning, structure, rhythms and rhymes of a poem whose last stanza is missing, pupils have to construct the final stanza and explain how and why it relates to the rest of the poem.	7R2, 7R8, 7R15 8R5, 8R10

## Resources

The following resources will provide you and your department with further information on and exemplification of the above activities at Key Stage 3.

Resource	Strategy or activity exemplified
* <i>Targeting level 5 and above</i> (CD/Browse resources/Teaching resources/Targeting level 5 and above p54/Reading autobiography)	Modelled and shared oral work focused on understanding a non-fiction text
* <i>Key objectives banks: Years 7, 8 and 9</i> (CD/Browse resources/Planning and guidance/ Key objectives banks)	A variety of strategies linked to Framework objectives
* <i>Grammar for reading</i> (CD/Browse resources/Planning and guidance)	Providing examples of texts; exploring and modelling their features and conventions
* <i>Group reading at Key Stage 3</i> (CD/Browse resources/Teaching resources/Group reading with NATE)	Materials to support group and guided reading in Years 7, 8 and 9
* <i>Targeting level 5 and above</i> (CD/Browse resources/Teaching resources/Targeting level 5)	Activating prior knowledge; exploring a writer's technique
* <i>Targeting level 4: teaching reading</i> (CD/Browse resources/Teaching resources/Targeting level 4 in Year 7 Teaching reading)	Verbalising thinking about the text while reading it; annotating, text marking, sequencing, text completion
* <i>Building a bridge from reading into writing</i> (CD/Browse resources/Planning and guidance/Building a bridge from reading into writing)	A variety of ideas for teachers and pupils
<i>English department training 2002/03 Year 9:</i> (CD/Browse resources/0202/2002 video) – Frank Furedi	Teacher modelling the understanding of a persuasive text
<i>Drama objectives bank</i> (only available on website – <a href="http://www.standards.dfes.gov.uk/keystage3/respub/en_dramabobjs">www.standards.dfes.gov.uk/keystage3/respub/en_dramabobjs</a> )	Drama activities and techniques to explore texts in an expressive and creative way, linked to Framework objectives
<i>Guided reading in English at Key Stage 3</i> (0044/2002) – Video Year 8 Holes	Teacher matching questions to the specific needs of the group
<i>English department training 2002/03: Year 7</i> (0313/2002) – Session 2 Developing reading.	The strategies used by readers when reading unfamiliar texts plus guidance on shared and guided reading
<i>English department training 2002/03: Year 9</i> (0317/2002) – Session 2 Challenging texts, challenging readers.	The close preparation of texts for teaching about language and the teaching of critical response

\*indicates resources that are available on the *Increasing progress in English CD-ROM* (DfES 0025-2005 CD) in the *Browse resources* section.

Strategy training on reading for meaning has taken place over the last four years and includes.

- \*Literacy Progress Unit: *Reading between the lines* (CD/Browse resources/Teaching resources/Literacy Progress Unit/Reading between the lines)
- \**Reading challenge* (CD/Browse resources/Teaching resources/ Reading Challenge)
- \**Key objectives bank: Year 7* (CD/Browse resources/Planning and guidance/ Key objectives banks)
- \**Key objectives bank: Year 8* (CD/Browse resources/Planning and guidance/ Key objectives banks)
- \**Key objectives bank: Year 9* (CD/Browse resources/Planning and guidance/ Key objectives banks)
- *English department training 2001* (DFEE 0234/2001): session 8 Reading
- *Improving writing 3* (0377-2004 G) – session 2
- *How to get more pupils from level 3 to level 5, part 1*
- *How to get more pupils from level 3 to level 5 part 2* (0006-2005 G)
- *Guided reading in English at Key Stage 3* (0044/2002)
- *Literacy across the curriculum* (0235/2001): Unit 5 Active reading strategies, Unit 6 Reading for information

## Responding to reading

The main challenges for teachers in Key Stage 3 are to develop pupils' responses to reading so that they have the skills to:

- explore their own and others' interpretations (AF6);
- identify and comment on features of literary and non-literary texts (AF4);
- understand and comment on the structure and organisation of a text (AF4);
- analyse and comment on the craft, purpose and viewpoint of the writer (AF5 and 6);
- compare and comment on styles, ideas, themes of different writers and in different texts (AF7);
- compose and present understanding, interpretations and analyses in a variety of formats for assessment purposes (AFs 4, 5, 6 and 7).

Developing these skills across the three years of Key Stage 3 will prepare pupils well for Key Stage 4.

### Assessment focuses

The reading assessment focuses which highlight evaluation and analysis are AFs 4 to 7, and they build on the skills in AFs 1 to 3. In exploring a text, readers respond to specific aspects (AFs 4 and 5) and to the text as a whole (AF6), and consider how the text relates to their wider reading and experience (AF7).

### Teaching strategies to develop pupils' responses to reading

It is important that your department encourages pupils to respond orally as well as in writing, for very often the oral response acts as a necessary exploration and

\*indicates resources that are available on the *Increasing progress in English* CD-ROM (DfES 0025-2005 CD) in the *Browse resources* section.

capture of meaning and a rehearsal for a written response. Pupils need to move from oral responses to articulating the more formal written responses required for tests, examinations and coursework. Teachers in your department therefore need to devise a range of interesting oral activities which can also act as a bridge into writing. Many of the strategies 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.

### After reading

Strategies	Example	Key objectives
Creating plans for writing from oral discussion; to provide the bridge from thinking to talking and writing	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 and explanation) for writing about the writer's viewpoint.	7R2, 7R12 8R13 7Wr1
Creating maps and charts; to help pupils identify the structure of a complex text	<ul style="list-style-type: none"> <li>i Pupils draw a 'map' of the events in a complex narrative such as in a Shakespeare play.</li> <li>ii 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.</li> </ul>	8R10, 8R13
Summarising; to involve pupils in evaluating a text and identifying its most significant elements	Pupils are asked to restructure key information in a text into a non-prose form (for example, a flow diagram, a chart).	7R2
Exploring vocabulary; to build understanding of key words in a text	Pupils create a dictionary or glossary to identify, investigate and understand key words in both fiction and non-fiction texts.	7R2
Developing and using sentence stems; to increase pupils' understanding of certain conventions of specific text types	During shared or guided work, the teacher works with pupils to identify the common sentence stems used in a particular non-fiction text. Pupils, 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.	7R2, 7R12 8S2

Strategies	Example	Key objectives
Composing and structuring written responses	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.	7R2, 8R10 9R7 7Wr10 8Wr11, 8Wr17 9Wr9
Demonstrating the importance and use of point, evidence and explanation	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 point, evidence and explanation. Pupils are then asked to compose the next paragraph with the help of the teacher.	8R10, 8R13 8Wr17
Developing peer- and self-assessment by pupils	Pupils have drafted an additional chapter for the novel they are reading. In pairs, they are asked to read each other's work and also to identify the structure, events and characters' behaviour that have a sound and logical basis in other chapters.	7R12 8R10
Assessing pupils' written response to reading during shared and guided work	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, choices and effects on the reader and those that require development.	7R12 8R13

## Resources

The following resources will provide you and your department with further information on and exemplification of the above activities.

Resource	Strategy or activity exemplified
<i>*Targeting level 4: teaching reading</i> (CD/Browse resources/Teaching resources/Targeting level 4 in Year 7 Teaching reading)	Summarising; constructing concept maps, demonstrating point, evidence and explanation.
<i>*Targeting level 5 and above</i> (CD/Browse resources/Teaching resources/Targeting level 5)	Teaching responses to reading.
<i>*Targeting level 5 and above</i> (CD/Browse resources/Teaching resources/Targeting level 5 and above p54/Reading autobiography)	Annotating texts, developing an extended written answer.
<i>English department training 2002/03: Year 9</i> (0202/2002 video) – Ray Bradbury	Developing pupils' critical response to a short story using shared and guided reading and writing.
<i>English department training 2002/03: Year 9</i> (0202/2002 video) – Sue Townsend	Illustrates how teachers can support pupils' written response to reading. The first sequence shows a guided writing session and the next two show individual pupils in mentoring sessions.
<i>How to get more pupils from level 3 to level 5 part 2</i> (0002-2005 VG video)	Booster lesson showing a teacher developing pupils' written responses to a non-fiction text.

## Assessing reading

Teachers in your department who have an evidence-based view of their pupils' progress in reading and communicate this clearly to their pupils are more likely to sustain their interest and engagement in reading. Without careful assessment of reading, your department cannot guarantee that pupils will make good progress.

### Diagnostic assessment:

- allows teachers to pinpoint areas for additional teaching and development;
- underpins reporting to parents;
- feeds into the monitoring of standards and pupil tracking systems.

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 for them, as well as gaining feedback from their teacher.

\*indicates resources that are available on the *Increasing progress in English* CD-ROM (DfES 0025-2005 CD) in the *Browse resources* section.



## Assessing reading

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, AFs and NC 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.	Learning and progress are strengthened and sustained.
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.	Understand what they are expected to learn and why, and are able to relate that objective to the task in hand.
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.



## Planning for the assessment of reading

How do you and your department plan the assessment of reading?

When teachers in your department are planning to assess pupils' reading as part of medium-term and short-term planning, they need to take account of the following:

- previous assessment tasks undertaken by pupils to ensure they experience a variety of tasks that give them the best opportunities to exhibit their learning;
- match of the assessment focuses to the learning outcome and the text, in order that they are mutually suitable and supportive of the teaching and learning objectives;
- level of challenge, so that it is appropriate for the pupils;
- learning outcomes, so that they generate the appropriate assessment evidence.

## Assessing written and spoken responses to reading

As subject leader you should ensure that all teachers in your department:

- are clear about the criteria (which should be in line with national standards) for assessing the outcomes of particular units and tasks, and that these are applied consistently;
- apply criteria that have been shared with the pupils and can be seen to be linked to the teaching and learning objectives and the assessment focuses;
- identify and record the following which are related to the learning objectives in their assessment:
  - What pupils have done successfully
  - Where pupils can improve
  - How pupils can improve
  - Development points for planning the next teaching unit;
- use efficient recording and tracking systems to allow them and the department to build successfully on each assessment;
- use pupils' outcomes to inform future teaching;
- are skilled in judging progress in reading and that the judgements they make are linked to national standards. Consistency in assessment judgements is crucial if all pupils make the progress equivalent to their ability.

## Resources

The following resources will provide you and your department with further information on, and exemplification of, assessing reading:

- *Assessment for learning: subject development materials: CD-ROM* (DfES 0737-2004 G CD). Includes the following:

### Developing objective-led lessons in English with examples of:

- why and how to plan lessons using teaching and learning objectives and learning outcomes;
- sharing objectives with pupils;
- giving written feedback based on the lesson's objectives.

### Developing oral feedback in English with examples of:

- strategies for giving effective oral feedback which can be both formal and informal;
- planning for giving effective oral feedback.

**Developing written feedback in English with examples of:**

- focusing written feedback on the learning objectives and planned learning outcomes of lessons, so that pupils can see the immediate relevance of comments;
- developing a strategy to provide written feedback that helps pupils to improve.

**Developing peer- and self-assessment in English with examples of:**

- strategies which promote and develop peer- and self-assessment;
- opportunities to introduce or extend these strategies when planning lessons.

**Developing curricular target setting with examples of:**

- the principles of curricular target setting;
- the process of setting curricular targets.
- *How to get more pupils from level 3 to level 5 in English, part 1* (DfES 0264-2004 G) – Session 1: Key markers of progress in reading and writing.
- *Increasing pupils' rates of progress in English* (DfES 0462-2004) – Session 3: the *Reading improvement matrix*\* (CD/Browse resources/Planning and guidance/Reading improvement matrix. Also Appendix 12).
- *QCA website*. Support for teacher assessment can be found on the QCA website ([www.qca.org.uk](http://www.qca.org.uk)). Examples of assessed pupils' work with detailed commentaries to support the judgement help teachers understand which criteria are being assessed and how the work does or does not meet these.
- *Monitoring pupils' progress (MPP)*. The MPP pilot project (QCA/Key Stage 3 National Strategy) has developed useful guidance and in 2005/06 will provide resources on how to improve the quality and consistency of teacher assessment in assessing reading.

Strategy resources provide exemplification of objective-led lessons, interactive teaching, assessment, marking and links to national criteria and standards. The most useful are:

**For pupils at level 3**

- *\*Reading challenge* (CD/Browse resources/Teaching resources/Reading challenge)
- *\*Literacy Progress Units* (CD/Browse resources/Teaching resources/Literacy Progress Unit/Reading between the lines/Information retrieval/Phonics)
- *\*Targeting level 4: teaching reading* (CD/Browse resources/Teaching resources/Targeting level 4 in Year 7: Teaching reading)

**For Year 9 pupils**

- *\*Targeting level 5 and above* (CD/Browse resources/Teaching resources/Targeting level 5)
- *Year 9 Booster kit* (DfES 0550-2004)
  - four lessons on teaching reading
  - two lessons on each of the prescribed Shakespeare plays for National Curriculum tests
- *Bridging Plans from Key Stage 3 to Key Stage 4 English* (DfES 0080-2004 G)

\*Indicates resources that are available on the *Increasing progress in English* CD-ROM (DfES 0025-2005 CD).

# Reviewing progress

## Introduction

This final section offers guidance for departments on identifying evidence to evaluate pupil progress in reading and refers back to the criteria set in Section 3, *Planning for improvement*.

- Monitoring
- Evaluation

### Review

All improvement work needs to include planned opportunities for reviewing its progress and its impact on pupils' learning and achievement so that adjustments can be made to inform future work (see **Appendix 13**). Your review needs to be based on secure, tangible evidence from monitoring and evaluation.

Questions to ask:

- What is the current system for monitoring department practice in reading?
- Is practice regularly evaluated and adjusted in the light of monitoring?
- Are there opportunities for pupils to evaluate their own progress and use this to inform department evaluation?

## Monitoring

Selected activities from the information-gathering and action-planning sections of this handbook will enable you to check progress against your action plan by:

- checking the schemes of work to ensure the curricular targets for reading are being met (see **Appendix 8**);
- devising a system of lesson observations to monitor the implementation of schemes of work, progress against curricular targets and consistency of expectations and teaching across the classes (see page 16);
- using tests and work scrutiny to monitor feedback to pupils, the range of reading and coherence across the classes (see page 16);
- conducting regular structured discussions with pupils about their progress and their perceptions of how their needs are met (see page 20).

## Evaluation

Evaluation of the impact of your work will involve you and your department returning to the success criteria and targets in your action plan.

Use the evidence from monitoring (above) and these information-gathering activities:

- Analyse relevant optional and National Curriculum test data at Key Stage 3 and results from mock and final examinations at Key Stage 4 (see page 11).
- Track targeted pupils' progress on the above and teacher assessment (see page 12).
- Re-run the work sampling exercise that identified your priorities for improvement (see page 16).

**Appendix 13** identifies an 'evidence for evaluation' column added to the reading action plan (**Appendix 9**).

## Appendix 13

### Key Stage 3 reading action plan (with evidence for evaluation identified)

Focus and action for improvement	Evidence for evaluation
<p><b>Numerical target: 83% level 5+ in Reading by the end of Year 9</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Pupils are independent and regular readers, able to talk and write about their reading with confidence.</li> <li>Pupils in a structured sample, drawn from across classes, recognise their strengths as readers and know what they need to do to improve.</li> <li>Lesson plans and lesson observation show that pupils' personal reading targets are reflecting their learning opportunities.</li> <li>All pupils who entered Year 7 with level 4 in reading achieve at least level 5 in reading.</li> <li>50% of pupils who entered Year 7 on level 3 in reading achieve level 5 in reading.</li> </ul>	<ul style="list-style-type: none"> <li>Year 9 test results for reading</li> <li>Library records and reading logs</li> <li>Focused discussion with sample pupils on their reading</li> <li>Lesson plans with a focus on reading. Lesson observations focused on reading</li> </ul>
<p><b>Curricular targets:</b></p> <p>Work scrutiny and test analyses indicate that there is a general need to improve pupil response to text-level work in relation to AF4 – <i>Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level.</i></p> <p><b>Year 7 Pupil targets</b></p> <ul style="list-style-type: none"> <li>can use appropriate terms when describing how texts are structured.</li> <li>can identify and comment on the writing styles and features of particular text types.</li> <li>can recognise and comment on how writers organise paragraphs in non-fiction.</li> <li>can comment on how the organisation of a text affects meaning.</li> <li>can discuss and identify how writers prepare readers for the ending of a text.</li> </ul> <p><b>Year 8 Pupil targets</b></p> <ul style="list-style-type: none"> <li>can recognise particular types of poem or genre and describe some of their features.</li> <li>can contribute to discussion on what effect the choice of form has on the way the content is organised.</li> </ul>	<p>Work scrutiny, class discussion, teacher assessment, pupil self-assessment and test analyses show improvements in pupils' understanding and appreciation of writers' use of structure and organisation in texts including grammatical and literary features.</p> <p>Pupils' written responses and oral contributions show evidence of having achieved the targets identified for their year group.</p>

Focus and action for improvement	Evidence for evaluation
<ul style="list-style-type: none"> <li>• can recognise and begin to explain the various ways in which writers prepare readers for the ending of their texts.</li> <li>• can identify the impact a text has on its reader through its organisation, presentation and development, as well as its sentences and words.</li> <li>• can analyse the order and presentation of ideas by, for example, commenting upon the structuring and linking of paragraphs.</li> <li>• can recognise when texts are not well organised to support the reader, for example, through poor signposting or prioritisation, and can suggest appropriate changes.</li> <li>• can describe the ways in which a text exploits the features of a text type, for example, for comic effect.</li> <li>• can identify the ways in which the same information is presented in different media; can suggest why the differences are there both from the demands of the text type and the needs of audience and purpose.</li> </ul>	
<p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>• Identify pupils who need additional targeted support (for example, via guided work, LPUs, <i>Reading challenge</i>) in order to be able to engage with the above objectives.</li> <li>• Provide and monitor individual support programmes for identified pupils.</li> </ul>	<p>Pupils receiving guided, group and individual support achieve the reading targets identified for them.</p>
<p><b>Marking and assessment</b></p> <ul style="list-style-type: none"> <li>• Share and use learning objectives and intended outcomes with pupils.</li> <li>• Introduce individual pupil targets where appropriate.</li> <li>• Secure focused marking followed by specific pupil targets.</li> <li>• Share marking focus with pupils in advance.</li> <li>• Standardise marking across staff.</li> </ul>	<p>Lesson planning and paired observations show that all teachers in the department are sharing learning objectives and targets for reading with pupils.</p> <p>Work sampling on responses to reading shows marking focused to shared objectives and pupil targets.</p> <p>Marking and assessment of reading shows consistency across teachers in the department.</p>
<p><b>Provision and resources</b></p> <p>Compile bank of resources to show examples of good pupil responses on the structure and organisation of texts and their effects on the reader.</p>	<p>Department office has a file with such examples of pupils' work at different levels.</p>

Focus and action for improvement	Evidence for evaluation
<p><b>Department development needs</b></p> <ul style="list-style-type: none"> <li>• Shared time for medium-term planning and the scheme of work</li> <li>• Paired observation and co-coaching</li> <li>• Familiarisation with Strategy materials</li> <li>• Training in data analysis</li> <li>• Guidance over work scrutiny</li> </ul>	<ul style="list-style-type: none"> <li>• Development time is allocated to pairs of teachers to pool planning and revise specific sections of the scheme of work for the key stage.</li> <li>• A programme of paired observations of shared and guided reading work is completed over the year.</li> <li>• Department development time includes a focus on the guided reading material on <i>Increasing progress in English CD-ROM</i>.</li> <li>• All English teachers understand and use the department pupil data tracking sheets.</li> </ul> <p>A programme of regular work scrutiny is set up. LA English consultant gives training and support.</p>

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**Ref: DfES 1523-2005 FLR-EN**

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