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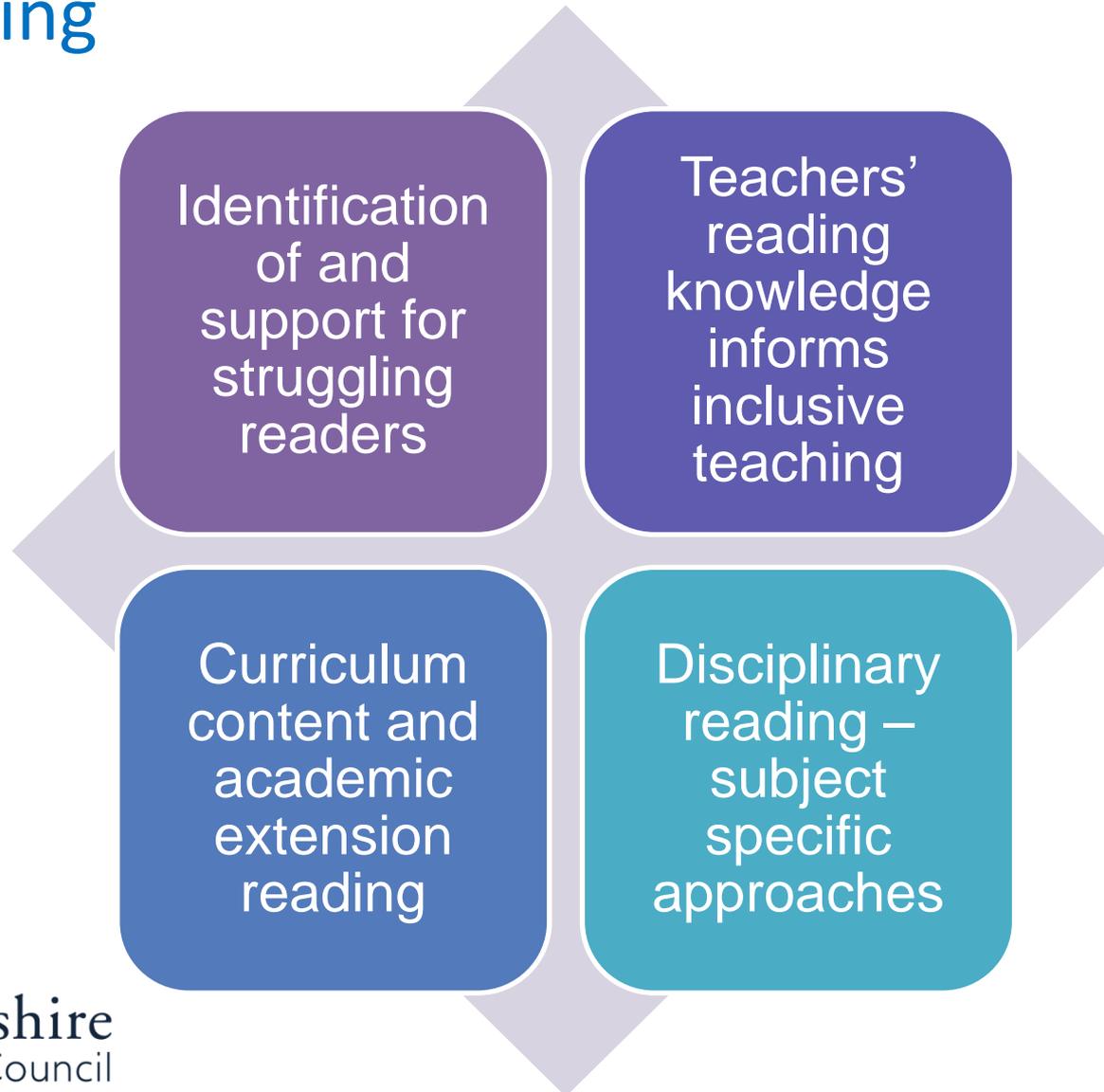


Using reading age information to make a difference to whole-school literacy

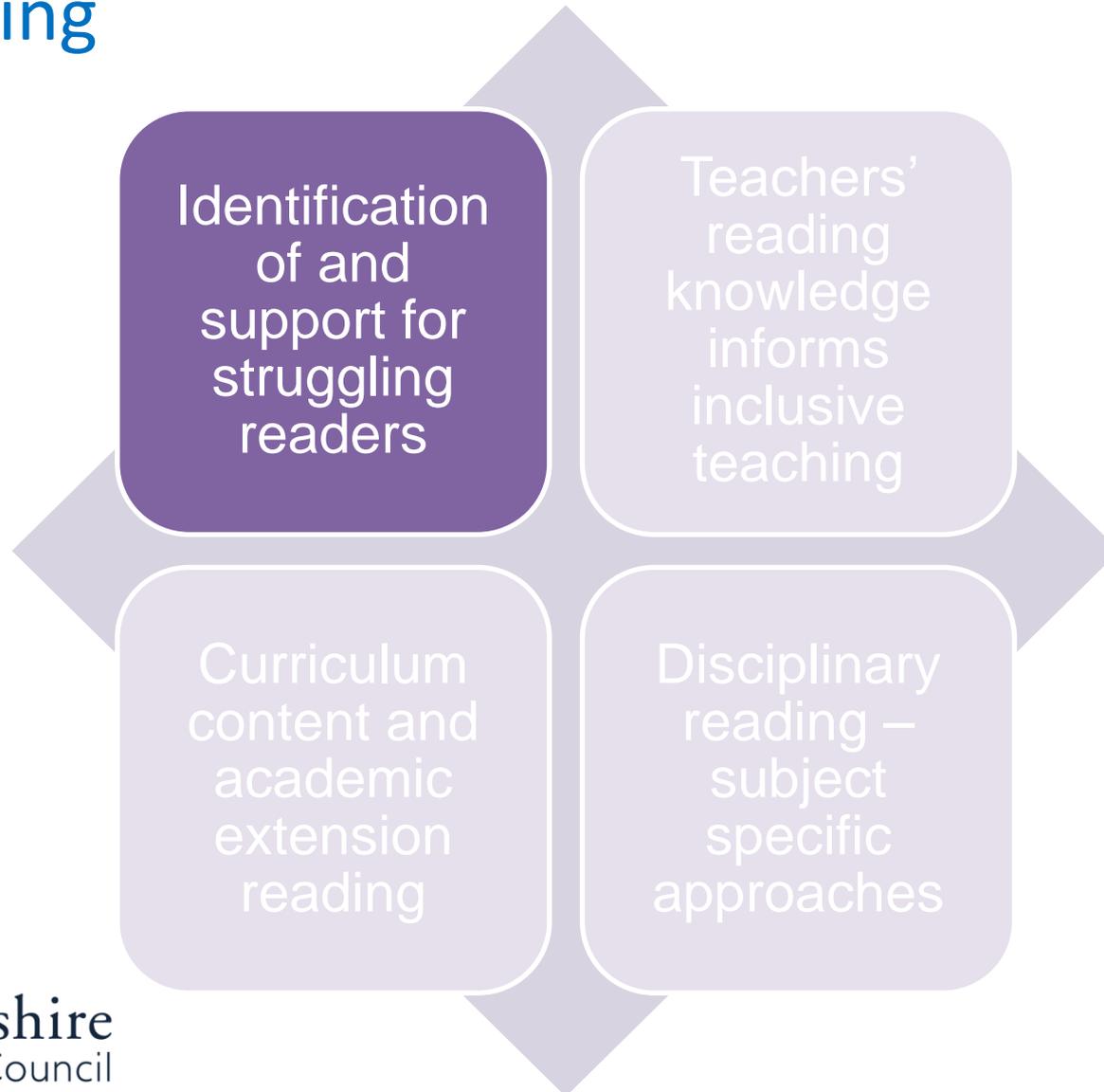
Building an effective whole-school approach to reading informed by data and reading research



A whole-school approach to reading



A whole-school approach to reading



A clearly identified area of interest for Ofsted

- **pre-inspection phone call** – we will ask **how you identify pupils who are behind with reading** and **what support they receive**. We will be interested to hear who is responsible for checking the **impact of pupils' reading support** so that we speak to the right people during inspection.



Who are the lowest 20% - and do we just mean this group?

Lowest 20% nationally

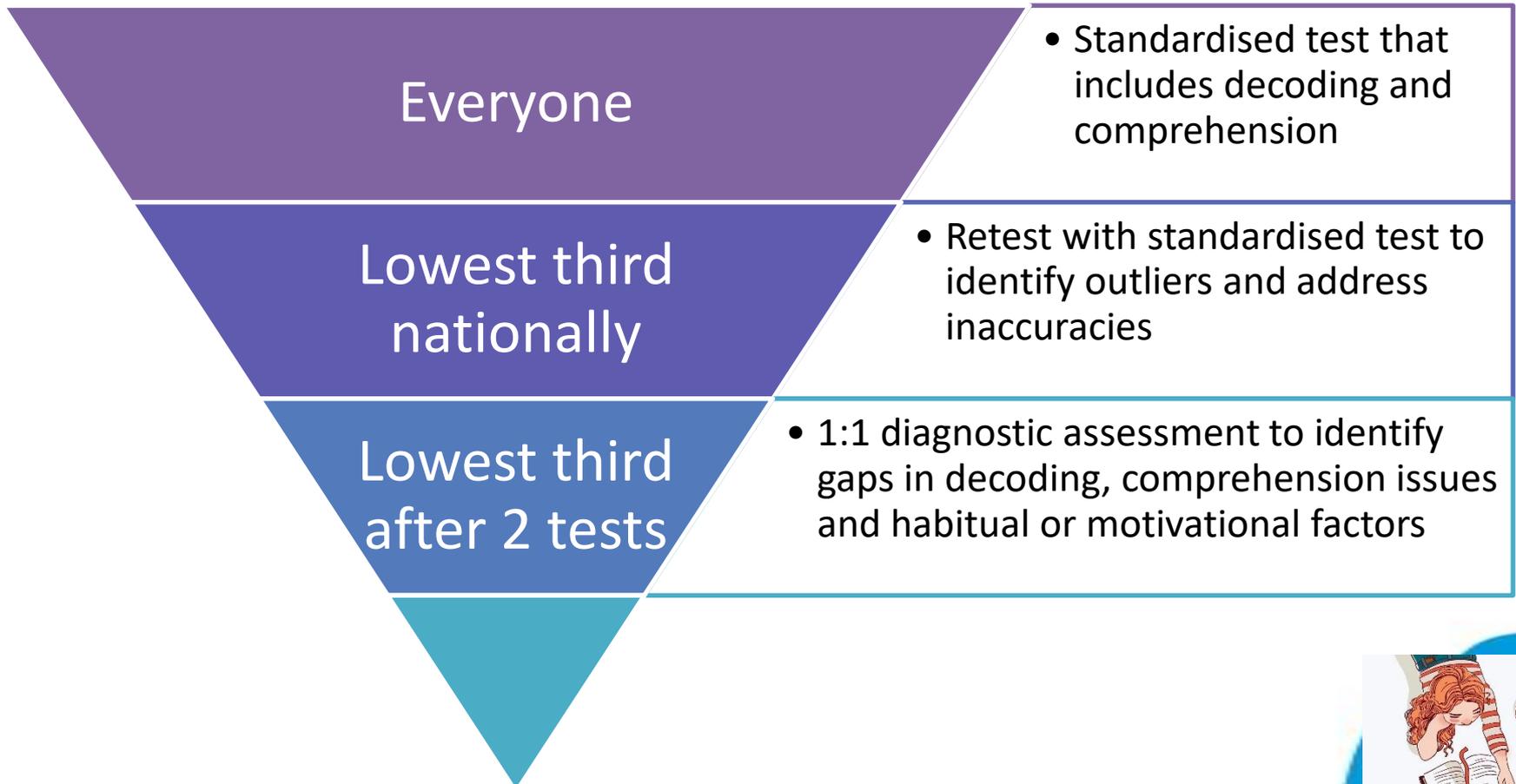
- Reading outcomes from KS2 – use EXS as a proxy for 80%
- Reading age data – national percentile rank, stanine

The school's lowest 20%

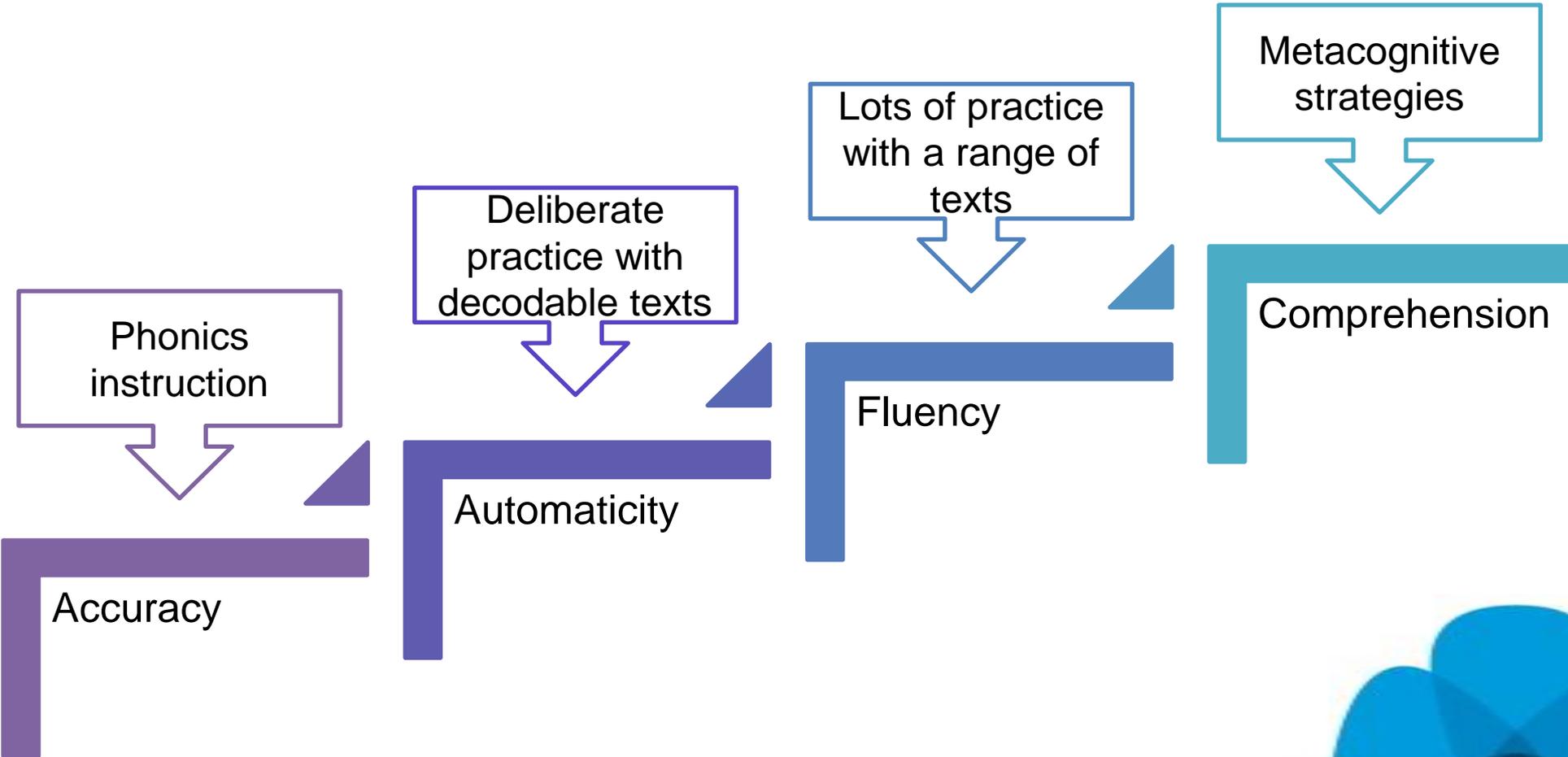
- Reading age data – any measure, ranked across the cohort
- Transfer data, including teacher assessment and recommendations
- By year group



Tiered reading screening system



Accuracy and automaticity

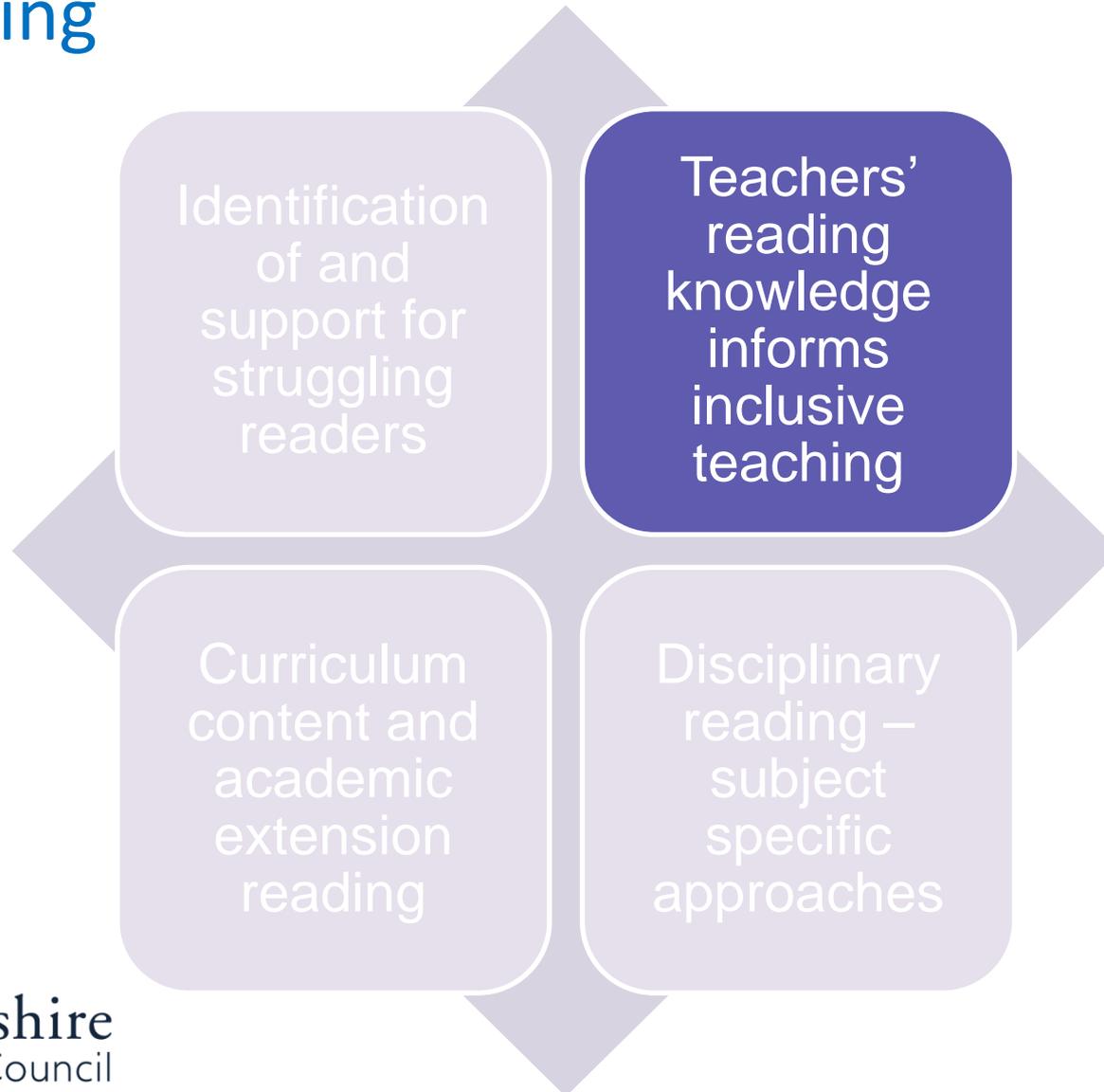


A clearly identified area of interest for Ofsted

- **evaluating reading support** – we will talk to the person responsible for the support for weaker readers to find out more about your approach. We are keen to hear **how you build staff expertise** and how you **check how well your approach is working**. This discussion may happen as part of other meetings, for example when speaking to the special educational needs coordinator or English leader. Further activities might include **lesson visits to see the support in action** and discussions with staff who deliver support and the pupils who receive it.

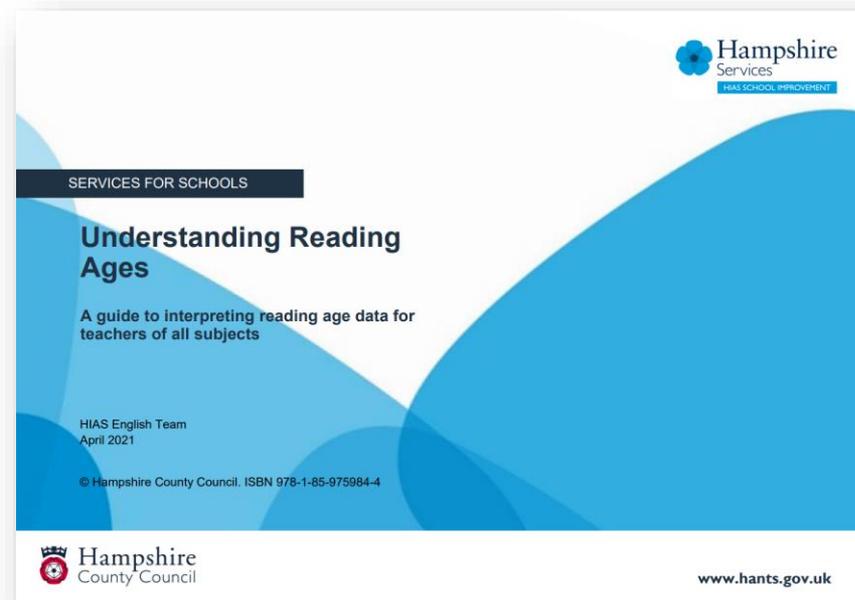


A whole-school approach to reading



Developing understanding of reading ages

- Understanding Reading Ages: Implications for Teaching Across the Curriculum –
12 September
1.30pm – 4.00pm
- Understanding Reading Ages 2: Practical Adaptive Teaching for all Subjects –
15 September
1.30pm – 4.00pm



Reading age profiles

Reading age: 17+

A student with a reading age of 17+ will have a high level of comprehension, although not necessarily quickly and fluently, rapidly and automatically, even those that are not.

It is likely that, as a particular student, they will have been helped to develop their vocabulary along with effective use of context.

Their comprehension will be high and they will be able to read text and recognising how it is written.

They will be confident to read and will be able to read rather than glossing over details. They will always make sense and the text will be interesting. They will read broadsheet newspapers such as the *Scientist*, *National Geograph* and *The Economist*.

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Reading age: 8-9

Students of secondary age with a reading age of 8-9 may have gaps in their phonic knowledge and knowledge of how words are formed that have held them back in reading, so they may struggle to decode some words. This forces the student to focus on sounding out unfamiliar words in order to read them. Where the decoding process is not totally automatic, extra demand is placed on the student's working memory and they have to concentrate to decode the text, which may mean that they struggle to understand the gist of the text.

Students may have relatively narrow vocabulary knowledge that makes it even more difficult to read the text: decoding unfamiliar words is more difficult than decoding known words. In order to help these students to comprehend material read in class, it can be helpful to support their vocabulary knowledge by pre-teaching any vocabulary that is likely to be unfamiliar to the student as well as drawing attention to key words in the text. Pre-reading activities where pupils explore the meanings of key words, link to their prior learning about the topic and make predictions of what the text will say based on these cues can help students to orientate themselves and make sense of the text when they read it.

Students may have much stronger comprehension when they listen to the text read aloud and may use this to mask the difficulties they experience when they are asked to read independently, contributing enthusiastically to class discussion and engaging with content. However, if their difficulties with reading have led to experiences of frustration and have had an impact on their self-esteem, students may react against reading demands with poor behaviour.

This does not mean that these students cannot read or that they should not be asked to read, although in many cases they may prefer not to read aloud in class. The regular requirement to read in lessons across the curriculum, with sensible scaffolding to support their understanding, creates the opportunities they need to practise reading and to develop their strategies and skills. The more short, purposeful reading opportunities the students have, the better.

If a student has a reading age of 9 or below in secondary school, he or she is more than two years behind their chronological age in reading and must be supported to develop their reading and to catch up with their peers. **These students will need intervention over and above support in their usual lessons.** Intervention needs to be precisely targeted based on an assessment of the student's individual needs, which may well include addressing identified phonics gaps as well as reading fluency or issues with vocabulary knowledge. Be wary of grouping students for intervention by reading age alone as different members of any such group might well have very different needs and therefore make less rapid progress if the focus is not right for all group members.

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Understanding reading ages: a guide to interpreting reading age data for teachers of all subjects

Suggested strategies pages

Discuss prior knowledge that is relevant to the text before reading. Prime memory of prior learning and experiences. Show images, clips, key words, diagrams etc in order to support comprehension.

Support vocabulary understanding by anticipating vocabulary that may be tricky. Supply vocabulary in phrases and explain meanings of words clearly. Consider using

Read texts aloud in lessons, reading animatedly and emphasising key words in each sentence. Pause appropriately for emphasis and ensure

Plan in points during reading to pause and check for understanding. Summarise sections of text and ask students to summarise in their own words. Create regular opportunities to practise these strategies.

Remind the student of relevant prior knowledge before reading a text, using pictures, film, quiz questions etc.

Read texts aloud in class with animation, at an appropriate pace, emphasising key words and using gesture to underline meaning. Allow student to listen. If possible, read the extract twice or support the student to read the text after the read-aloud.

Where possible and appropriate, provide alternative texts about the topic for the student to read independently at a level they can access (for example, a section from a relevant library book aimed at younger children, or an adapted version of the worksheet).

Use a range of questions to encourage inference and deduction, including true-or-false questions, multiple choice questions and tasks such as tables to complete. Consider using examples of correct answers to scaffold.

Focus the majority of questions on retrieval and recall of the main points.

Clarify the meanings of words. Make yourself familiar with the types of words that are unknown to the student by asking them to black out unknown vocabulary on an extract that they either read or is read to them.

Discuss sequence of events or information in a text. Use sequencing activities and sorting activities.

Understanding reading ages: a guide to interpreting reading ages

Encourage the student to use their phonic knowledge to decode words. Normalise the sounding out of new words in the classroom by using this as an element of a strategy for clarifying new vocabulary for the whole class.

Draw attention to prefixes and suffixes that are already known as part of clarifying vocabulary. Support students to learn the meanings of further prefixes and suffixes they encounter.

Do not require the student to read aloud in class, but do, where possible, create opportunities for the student to read a short section of the text aloud quietly, one-to-one, to the teacher or TA.

Understanding reading ages: a guide to interpreting reading age data for teachers of all subjects

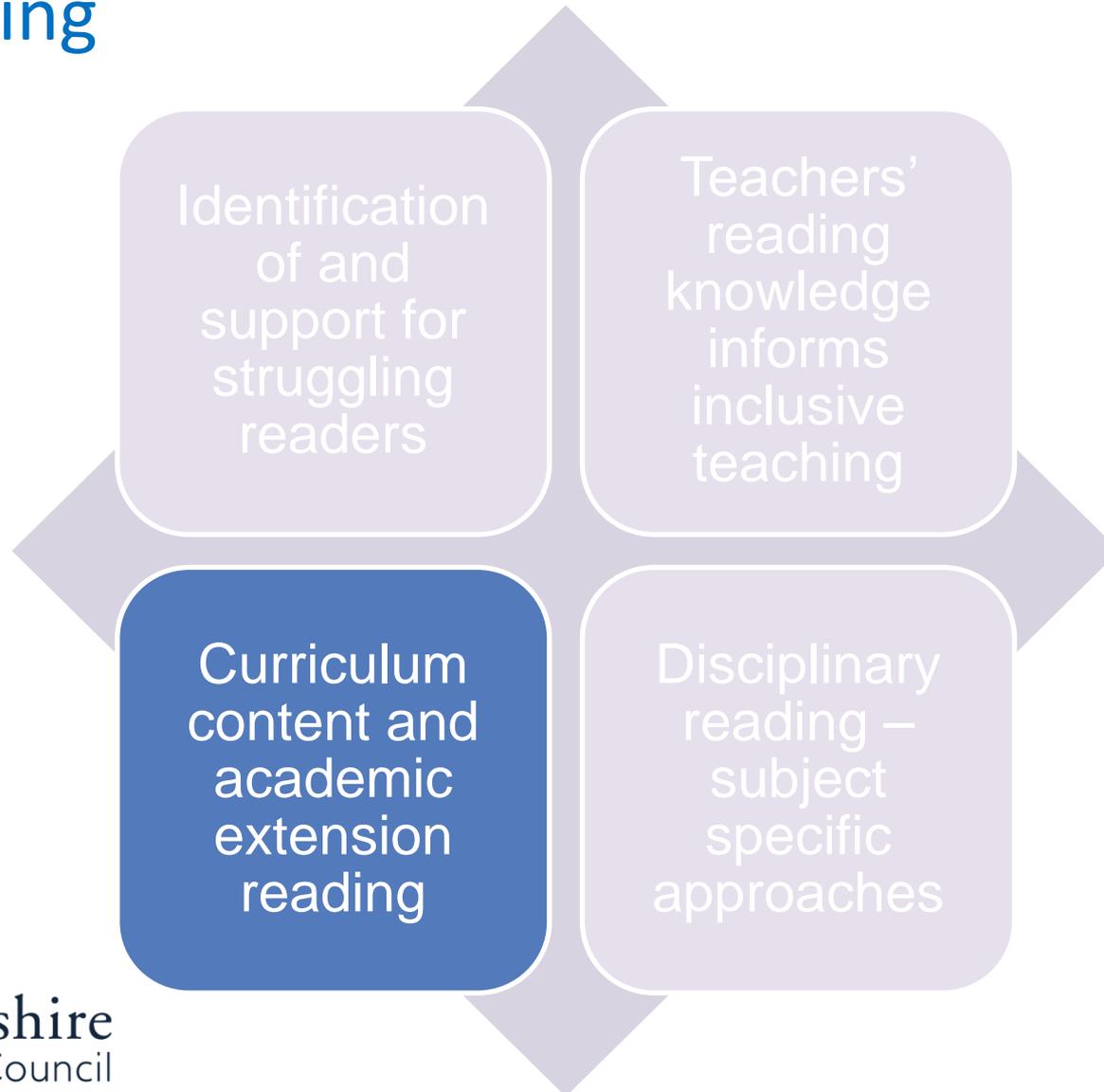
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A clearly identified area of interest for Ofsted

- **subject deep dives** – in all subject deep dives, we will be alert to **pupils' reading and the impact it has on them being able to access the subject curriculum.** We may well follow this up in our discussions with staff and pupils.

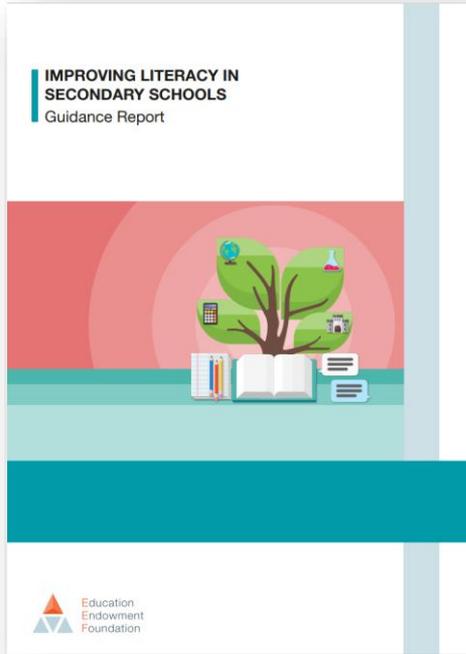


A whole-school approach to reading



Improving Literacy in Secondary Schools

EEF



1

Prioritise 'disciplinary literacy' across the curriculum



2

Provide targeted vocabulary instruction in every subject



3

Develop students' ability to read complex academic texts



4

Break down complex writing tasks



5

Combine writing instruction with reading in every subject



6

Provide opportunities for structured talk

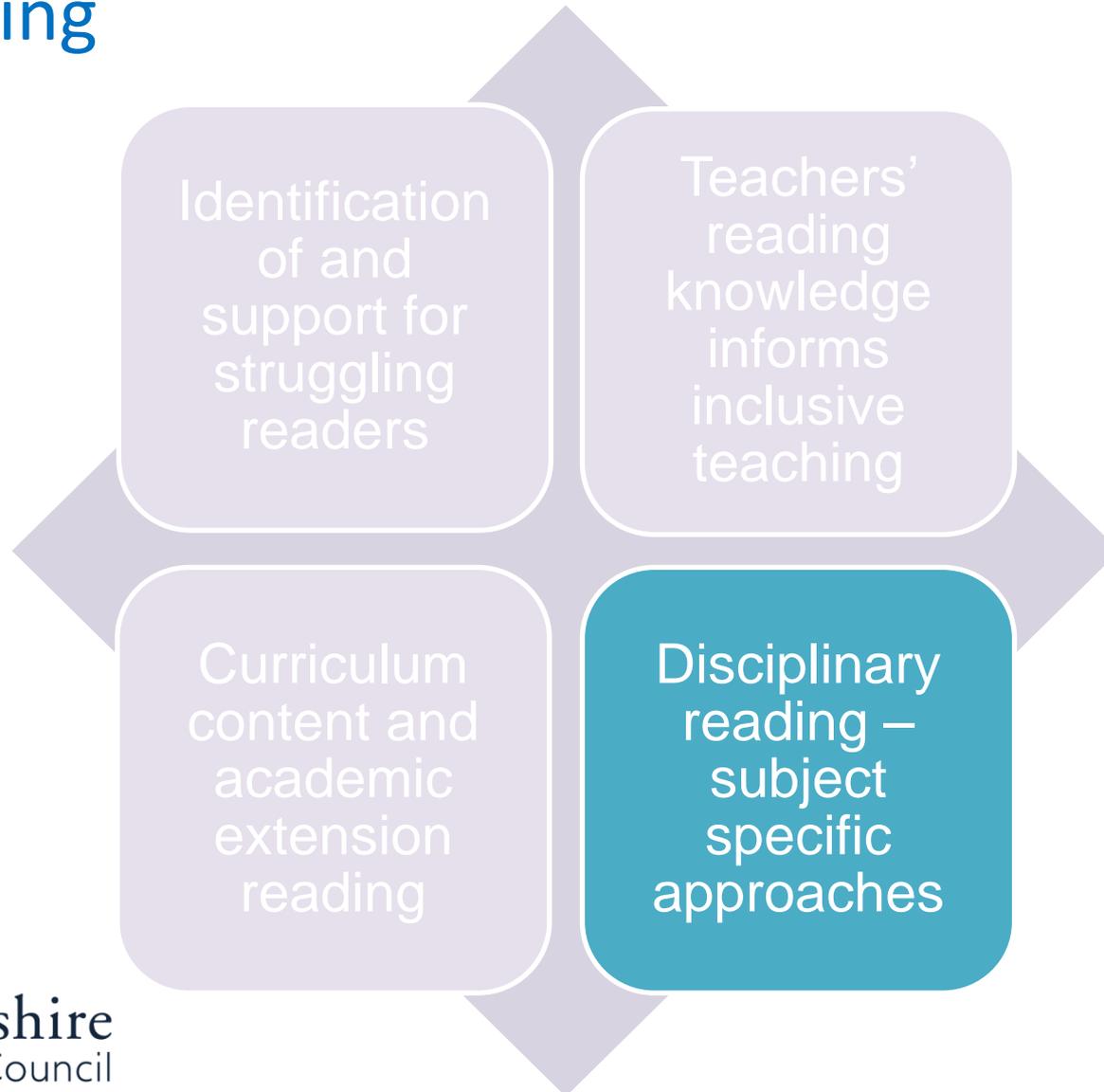


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Provide high quality literacy interventions for struggling students



A whole-school approach to reading



What do we need to *know* and *do*?

SLT

Senior leaders of reading

Teachers and LSAs delivering intervention

Subject leaders

Teachers

How HIAS can support your school

