

CELT

Reading Review & Evaluation

Summary Guidance

LEARNING TOGETHER
CORNWALL EDUCATION LEARNING TRUST



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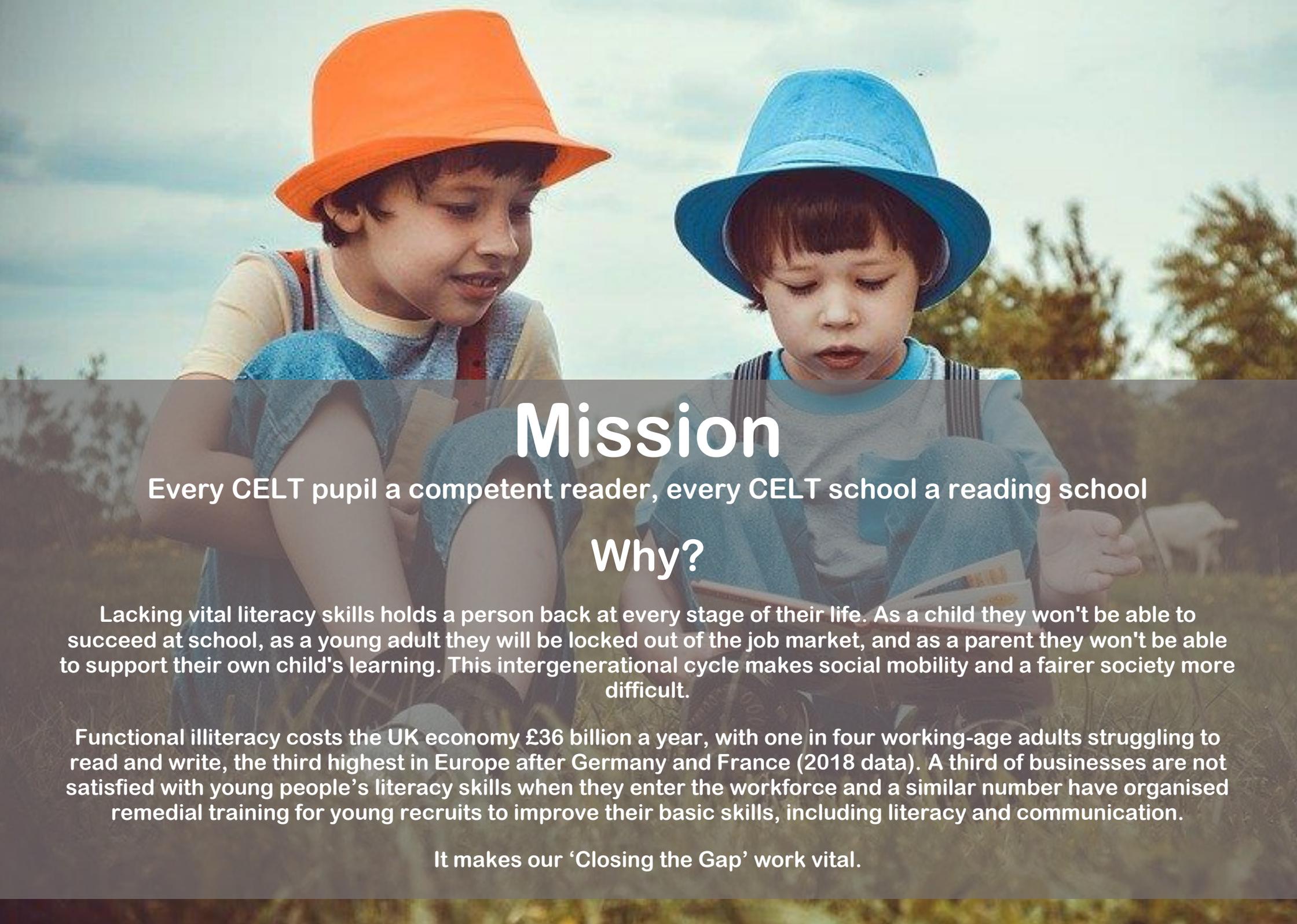
This *Reading Review & Evaluation: Summary Guidance* has been developed as part of CELT's school improvement strategy - *Closing the Gap: Excellence through Equity*.

Our goal is to create a sustainable, evidence-based approach to developing powerful learning and teaching that improves outcomes for all pupils – in particular, those who are disadvantaged. We aim to secure an enduring and productive professional learning culture, providing guidance and support for all teachers at all stages, so that teachers across CELT can work together to develop excellence in classroom practice.

Achieving excellence is not about ensuring that all children receive the same thing: it is about ensuring that every child gets what he or she needs to develop their full potential and succeed in life.

A Rising Tide Lifts All Boats



A photograph of two young children sitting in a grassy field. The child on the left is wearing an orange hat and a blue vest over a white shirt. The child on the right is wearing a blue hat and a blue vest over a white shirt. They are both looking down at an open book held by the child on the right. The background shows a blurred landscape with trees and a white cow in the distance under a cloudy sky.

Mission

Every CELT pupil a competent reader, every CELT school a reading school

Why?

Lacking vital literacy skills holds a person back at every stage of their life. As a child they won't be able to succeed at school, as a young adult they will be locked out of the job market, and as a parent they won't be able to support their own child's learning. This intergenerational cycle makes social mobility and a fairer society more difficult.

Functional illiteracy costs the UK economy £36 billion a year, with one in four working-age adults struggling to read and write, the third highest in Europe after Germany and France (2018 data). A third of businesses are not satisfied with young people's literacy skills when they enter the workforce and a similar number have organised remedial training for young recruits to improve their basic skills, including literacy and communication.

It makes our 'Closing the Gap' work vital.

Introduction and Overview

This summary guidance document identifies how we will achieve our programme mission - *Every CELT pupil a competent reader, every CELT school a reading school*:

- Placing reading and books at the centre of the curriculum.
- Recognising that being able to read well is a key life skill for children, whatever their background.
- Believing that every child can learn to read with the right teaching and support.
- Acknowledging that not all children will have had the opportunity to develop a love of reading at home, so this has to be taught and encouraged at school – just like any other area of the curriculum.
- Building time for all children to read. independently, read aloud and be read to during the school day.
- Developing a coherent whole-school strategy for promoting reading for pleasure.
- Spending money and time to support reading, including buying books and developing the school environment to support reading.
- Believing that every teacher should be an advocate for reading.
- Devoting time to training staff so they are equipped to support children’s enjoyment of reading.

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A WORD
AFTER A WORD
AFTER A WORD
IS POWER.

Margaret Atwood

CELT's Rights of the Reader Charter

Readers have the right to:

- Read any book they want
- Read in peace
- Stop reading a book
- Share books with others
- Get help with their reading
- Feel emotional when reading
- Read anywhere
- Read at any speed
- Have their own opinion of an author/book
- Recommend books
- Read the same book as others
- Read anything not just books
- Try many different authors
- Be read aloud to
- Access a wealth of books
- Read for pleasure
- Read to learn or gain knowledge
- Escape somewhere new
- Re-read a book
- Read at a time and in a place that best suits them
- Enjoy a picture book at any age



Effective Reading Instruction

Effective reading instruction develops skills and understanding in decoding, text use, and text analysis within an overall focus of meaning making

A robust reading instruction pedagogy encompasses literacy focus: phonics, vocabulary, and comprehension and clear teaching practices: shared reading, whole class reading / guided reading



Cornwall Education Learning Trust *Read, Write, Inc.* Protocol

Cornwall Education Learning Trust's mission is to ensure every child is a fluent reader by the end of Key Stage 1, therefore early reading is our priority. We know the sooner children learn to read, the greater their success at school. Our schools are committed to following *Read, Write, Inc.* Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

To ensure rapid progress schools are encouraged to:

- ensure that all staff delivering RWI are fully trained. In primary schools it is recommended that all staff receive the RWI Phonics training even if they are not delivering it. It is also advised that secondary schools ensure a number of staff have received training.
- implement the programme in its entirety, not just to teach phonics.
- fully resource the programme ensuring that group spaces are well set up and will ensure that home reading books are matched to each child's RWI group.
- appoint a Reading Leader and ensure that they have designated time to monitor practice, hold a weekly master class to improve RWI delivery and oversee assessments and groupings.
- use the common language recommended consistently every session and ideally throughout daily practice.
- ensure that Development Days with RWI Regional Consultants take place every term and ensure that the Reading Leader actions suggested next steps.
- ensure Senior Leaders collaborate with the Reading Leader every half term to support with data analysis and strategic future planning for rapid progress.
- ensure that children at risk of falling behind receive 10 minute daily one to one sessions to ensure that children 'keep up not catch up'.
- Distribute RWI parent guides in hard copy and via the school website. Invite parents to parent sessions.

In order to make every CELT pupil a competent reader:

- Books are placed at the centre of the English curriculum (novel study/whole class reading)
- Teaching of reading takes place across the curriculum
- We encompass a range of teaching practices that provide varying levels of support at different points of need including modelled reading, shared reading, guided reading and independent reading
- Guided reading/whole class reading sessions provide opportunity for collaborative learning
- Intentionality is important: the intent to read and understand. We provide texts that provoke genuine interest and a desire to know. Careful choice of complex texts avoids treating reading comprehension as if it happened spontaneously as an automatic result of reading the words.
- Use a range of genres, modes of text, and feature models of rich authentic texts with equality in representation of authors and central characters - text choice crucial to ensure appropriate challenge is inherent throughout the text. Select activities and texts that provide an effective, but not overwhelming, challenge. (EEF, 2018)
- Provide explicit instruction in comprehension with high quality modelling when demonstrating how to answer written comprehension questions.
- Prior to sessions, differentiated questions are prepared to ensure *all* pupils are challenged.
- There is an appreciation that reading comprehension requires multiple skills such as: scanning the text; giving written responses, inferring meaning from context; summarising or identifying key points; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves - all of which must be taught explicitly and consistently (EEF 2018)
- We recognise the importance of dialogic teaching approach in comprehension sessions: the use of quality talk to help de-construct questions, verbalising + refining answers through talk.
- Use of VIPERS to enable pupils to identify different types of reading comprehension questions (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise).
- Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding the words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. Must identify what techniques will be used to identify pupils' needs.
- Explicitly teach metacognition strategies. For example, planning, evaluation and review, effective partner and group talk. As well as developing children's Knowledge of task, knowledge of strategies, knowledge of self.

Effective reading instruction develops skills and understanding in decoding, text use, and text analysis within an overall focus of meaning making

A robust reading instruction pedagogy encompasses literacy focus: phonics, vocabulary, and comprehension and clear teaching practices: shared reading, whole class reading / guided reading

Secondary school priorities:

- Place reading and books at the heart of the curriculum
- Recognise that being able to read well is a key-life skill for children, regardless of their starting point
- 'Love' of reading needs to be taught and encouraged at secondary school, just like other areas of the curriculum
- Provide time for children to be read to and to read independently
- Invest in both time, texts and developing the school environment to support reading
- Believe that every teacher should be an advocate for reading
- Devote time to training staff so they are equipped to support children's ability to read fluently and their enjoyment of reading. All secondary schools should have a lead teacher able to teach using Fresh Start and with an understanding of Phonics and Read, Write, Inc.
- Designate a Literacy Lead. Ensure that time is allocated termly to for Literacy Leads to meet collaborate with colleagues across the Trust.
- Involve parents to ensure the culture of reading extends into the home

Provision beyond the English curriculum – entitlement to good texts:

- Ensure that texts selected to support reading beyond the curriculum, are well chosen. Good texts provide opportunities for word building, oracy and cultural capital.
- Use fiction and non-fiction texts - use platforms such as The Day www.theday.co.uk to provide suitable topical non-fiction
- With novels, students need access to a hard copy of the text for optimum results.
- Collaborate and share texts across the secondary trust.
- Literacy contacts at secondary level are:
- Emma Owen - Poltair owen@poltair.cornwall.sch.uk / Ellie Smith - Brannel School esmith@brannel.com / Jenni Oddy - Penrice joddy@penrice.org.uk / Ciera Harvey - Newquay Tretherras ceh@tretherras.net

Promotion of reading at secondary school:

- All teachers are teachers of reading. If using a tutor time reading programme, use models of best practice where teachers at all levels participate in reading. Use Leadership teachers to raise the profile of reading (Penrice model).
- Use older students as reading buddies to mentor younger students (Tretherras model)
- Communicate with parents about reading. Share reading lists and celebrate reading across your school.
- Raise the profile of books through national competitions / events . author visits / interviews etc... <https://literacytrust.org.uk>
- Create short teacher and student videos with commentary showing different ways in which we can engage in reading for pleasure in school, and share them with parents via the school website.
- Invite parents in to explain what the teaching of reading involves and what you expect from them.
- The reading environment of a school should appeal to students of all ages and abilities, and to both boys and girls. Ensure that the library and book areas are welcoming, working spaces, where students visit, read, choose and talk about books. In order to use all the time that is available to promote reading, reading areas, including the library, should be accessible before school, during break times, and after school.

Reading strategies for non-English specialists:

- Prior to reading aloud, select key words from the text. Deconstruct these words together. Sound them out, choral repetition - look at spellings, give student friendly definitions, state word class, discuss etymology, synonyms, antonyms etc.
- Use the Freyer model to introduce key vocabulary.
- Successful approaches for active reading include Reciprocal Reading / Vipers cave / High five reading
- When reading aloud, ensure that teachers have pre-read the text. When the teacher reads aloud, it makes literary language accessible and also provides a model of expressive reading.
- Use designated leads to provide supplementary resources - e.g plot summaries / vocabulary lists / recordings of readings etc.
- Listening to longer or more complex texts than students would be able to read alone increases student's knowledge and understanding and, along with the rich vocabulary they encounter, develops their reading comprehension.

Reading for
pleasure is the
entitlement of
every child



Reading for Pleasure

Reading for Pleasure is the entitlement of every child and must be explicitly planned for, it is not a bolt on.

A robust Reading for Pleasure pedagogy encompasses four key areas of practice:

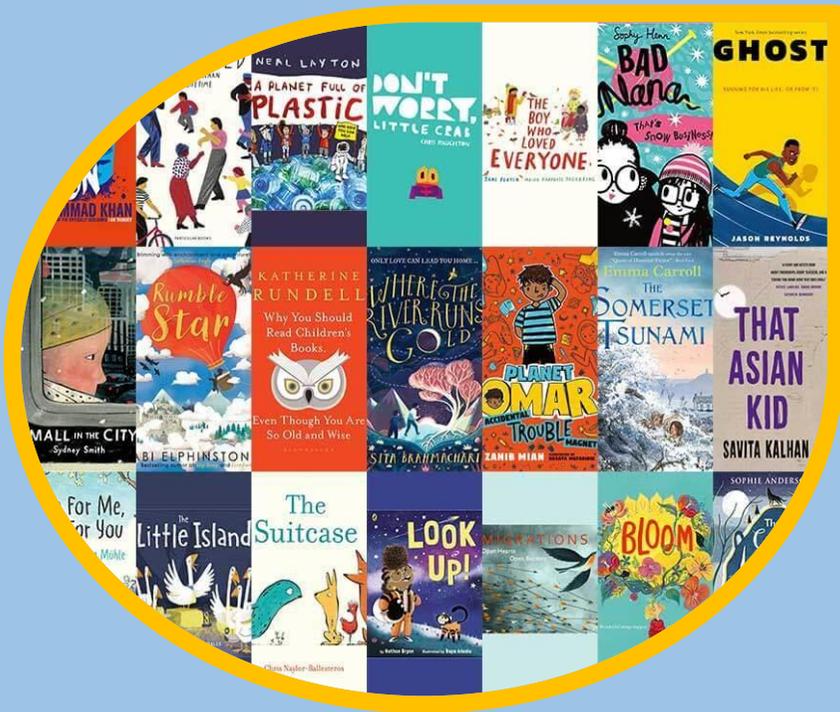
Reading Aloud	Informal book talk	Independent reading time	Social reading environments
<p>Research:</p> <ul style="list-style-type: none"> • Reading aloud is a key pedagogic and professional practice that supports young readers, offers an externalised model of expressive reading, and enables them to access texts beyond their current reading ‘ability’. • There is considerable evidence that reading aloud to children enables them to process challenging content, text features and vocabulary - even in subjects not normally associated with reading aloud, such as science and technology (Heisley and Kukan 2010). Furthermore, reading to 4-5 year olds more frequently has been shown to lead to higher reading, maths and cognitive skills at age 8-9 (Kalb and van Ours, 2013). 	<p>Research:</p> <ul style="list-style-type: none"> • A key impact of the classroom talk about texts was the shared understanding amongst children, between teachers and children, and amongst teachers, that reading is intrinsically worthy of discussion. • Book talk involves close conversations, reader to reader (both teachers/ children and children/ children) about specific texts, characters and scenarios, named authors or poets <i>and</i> about themselves as readers, their preferences and practices. 	<p>Research:</p> <ul style="list-style-type: none"> • Teachers should perceive independent reading as an active opportunity for learning and teaching, rather than a passive ‘settling’ or ‘holding’ strategy. There is evidence that children who were previously reluctant or disaffected readers, became drawn in, increasingly motivated and keen to read and talk about texts • Teachers reported renewed understanding of the value of independent reading as a planned pedagogic routine rather than something children could do when all other work was completed.(OECD 2002) 	<p>Research:</p> <ul style="list-style-type: none"> • Physically engaging reading environments that tempt and entice children to read, borrow books, get to know new authors, and talk about texts. • “a relaxed ethos, and the space and support for choice and conversation about texts was also seen to be crucial” (Cremin and Swann, 2016)
<p>Strategies:</p> <ul style="list-style-type: none"> • Read aloud daily • Know the books you are reading aloud • Invite children to engage with the text • Poetry and picture fiction often only take a few minutes and can be revisited • Give the children a choice/vote in the text read • Read at different times throughout the day • Introduce new/prize-winning authors • Invite a variety of readers to read aloud (children, support staff, parents, adults in the community) • Invite authors/poets/illustrators to share their work • Read in addition to English lessons 	<p>Strategies:</p> <ul style="list-style-type: none"> • Seize opportunities (e.g. coming in from the playground or before school) • Be spontaneous, informal and responsive • Trigger book conversations at the end of independent reading time or after reading aloud time. • Read aloud short openings that tempt children to borrow a book. • Make reciprocal recommendations • Add post-it note reviews inside books • Set up a reading buddies system • Nurture reading conversations on the playground • Establish a reading group 	<p>Strategies:</p> <ul style="list-style-type: none"> • Set a regular time aside in the curriculum for choice-led reading • Offer a choice of reading material, onscreen and print • Ensure time to talk is built in • Make use of a variety of places and spaces • Model engagement by reading and talking • Provide opportunities during play and lunch breaks • Quiet reading 	<p>Strategies:</p> <ul style="list-style-type: none"> • Classrooms look and feel like they are a space where reading for pleasure is valued • Create reading displays • Prompt book chats after independent reading time • Make time for recommendations • Collate an anthology of children’s book reviews • Regularly update reading materials that engage children • Arrange visits to the local library • Invite authors to school

CELT - a reading Trust, every CELT school a reading school

Success depends upon teacher’s knowledge of children’s literature and of their readers

To support this the OU/UKLA Teacher’s Reading Group to continue to provide free evidence-based CPD across the Trust

Mission: CELT 100



Our Reading Review and Evaluation across CELT schools has clearly shown that learning discrete reading skills is vital. Recent research has also shown that developing positive attitudes towards reading plays a key role in development. Reading for pleasure has a positive impact on children's attainment: children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing.

As a Trust we also want to promote the advantages of reading for pleasure that go beyond academic achievement: empathy, emotional maturity, a better understanding of other cultures, better general knowledge and a greater insight into human nature.

To help achieve this we have collated a list of 100 books that we would like students to read before they leave school. Starting in year 2 and progressing to year 11, there are 10 recommended books per year group. These books are a combination of classics and more contemporary titles, that we hope will appeal to many. We have also tried to include titles of books that may be covered as part of our curriculums so that all students can say that they have read some of the books during their time in our educational settings.

Trust certificates will be awarded to students who read the ten books per year, and at the end of each key stage we will celebrate and reward those students who have completed the reading milestones.

An infographic / poster of the books will be issued for schools to display on websites and in schools.

Further Reading and Useful Resources

July 2021 DFE Reading Framework

[The reading framework - teaching the foundations of literacy \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The National Literacy Trust

[National Literacy Trust](https://www.national-literacy-trust.org/)

Building Reading communities

https://researchrichpedagogies.org/downloads/Reading_Communities_TCremin_2019.pdf

OU Reading for Pleasure

<https://ourfp.org/>

The Reading Agency

<https://www.readingagency.org.uk/>

Accelerated Reader Bookfinder

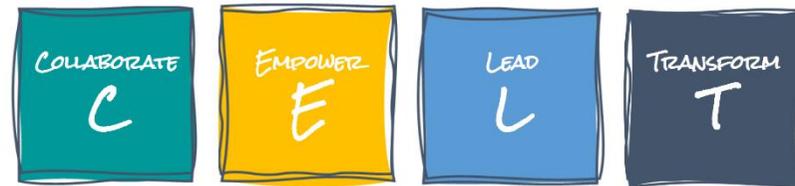
<https://www.arbookfind.co.uk/>

UK Literacy Association

<https://ukla.org/>

The Book Trust

<https://www.booktrust.org.uk/>



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