

Best practice in trust wide approaches to reading

Chris Ratcliffe

Head of Education, Scholastic UK

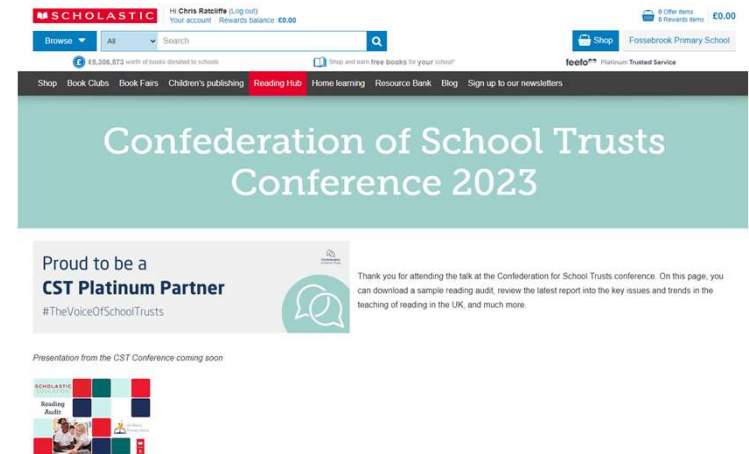


**CST Annual
Conference 23**
#Belonging



Agenda

- The case for reading for pleasure
- The Scholastic Reading Audit and the Trust Level Report
- The key issues and trends in the teaching of reading in the UK
- Scholastic CPD and The Daily Reading Lesson
- CST Reading Project





The case for reading for pleasure



**CST Annual
Conference 23**
#Belonging



#Belonging

“Books are sometimes **windows**, offering views of worlds that may be real or imagined, familiar or strange. These windows are also **sliding glass doors**, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author.

When lighting conditions are just right, however, a window can also be a **mirror**. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books.”

Source: Rudine Sims Bishop, The Ohio State University. "Mirrors, Windows, and Sliding Glass Doors" originally appeared in Perspectives: Choosing and Using Books for the Classroom. Vo. 6, no. 3. Summer 1990.



Reading for pleasure research

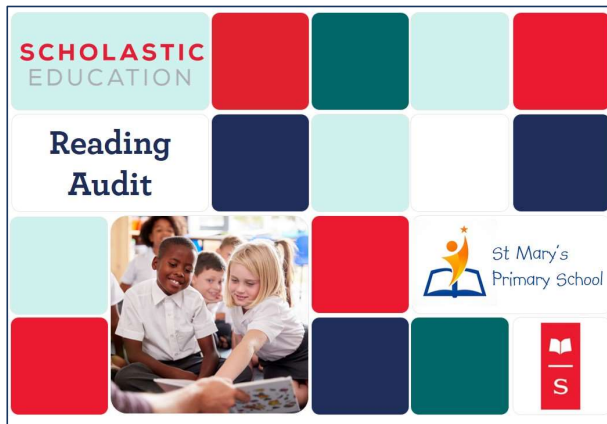


“Young people who choose to read regularly and widely give themselves built-in advantages. International evidence indicates that reading for pleasure has multiple positive consequences. It is associated with increased confidence in reading, greater engagement with learning, and better learning outcomes (Mullis et al., 2017; OECD, 2019).

In England, analysis of the Progress in International Reading Literacy Study (PIRLS), found that those 10-year-olds who reported enjoying reading the most, scored, on average, 45 points more than those who reported not liking reading (McGrane, et al. 2017).

Based on large-scale studies of teenage readers, the OECD (2021) also argue, that engagement in reading is not only strongly correlated with reading performance, but that it is ‘a mediator of gender or socio-economic status’. As such Reading for Pleasure is a social justice tool that can help to redress early difficulties or disadvantages and foster social mobility.”

Professor Teresa Cremin



The Scholastic Reading Audit



The Scholastic Reading Audit

- A comprehensive, free, audit designed to challenge and support you in the teaching and leading of reading in your school.
- Designed to be taken by primary school Headteachers, Literacy Coordinators or Reading Managers.
- Each school receives:
 - a 50-page pedagogic development report.
 - a Scholastic Reading Charter certificate backed by the IOE (should your school satisfy the requirements).
 - a copy of the Daily Reading Lesson.
- Edited by Rachel Clarke, an independent literacy consultant at Primary English and ex-literacy advisor.

Reading Audit coverage

Oracy



Phonics and Early Reading



Vocabulary



Fluency



Guided Reading



Repeated Reading



Reciprocal Reading



Shared Reading



Assessment



Interventions



Whole Class Reading



Independent Reading



Home readers & family engagement



Libraries

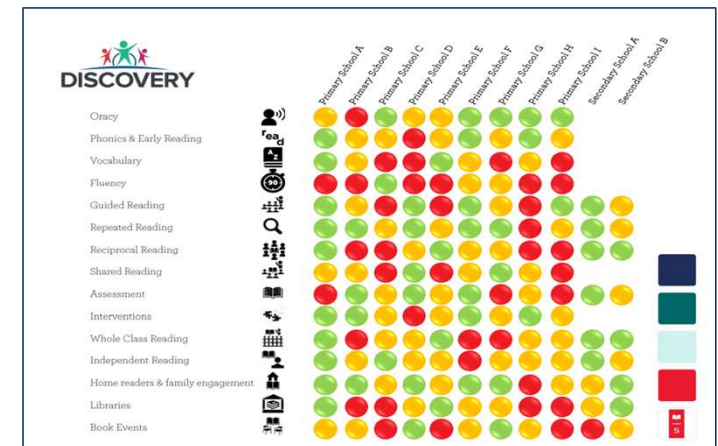


Book Events



The Reading Audit for Trusts

- As the Trust Director of Improvement you will receive an additional report that:
 - Gives you an overview over all schools across your school group.
 - A RAG-rated system highlighting the strengths and weaknesses of each school in your trust across each of 15 different areas of reading.



“There is nothing like the Scholastic Reading Audit out there – it is like gold dust. It allowed me to step outside of my school and Trust roles and be more strategic.”

Leigh Academies Trust



The key issues and trends in the teaching of reading in the UK



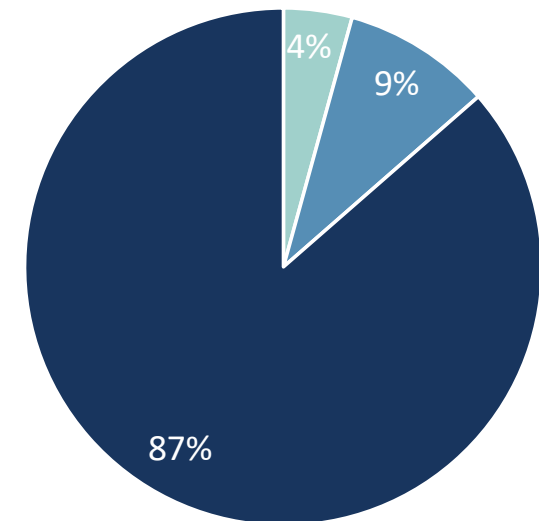
**CST Annual
Conference 23**
#Belonging



A whole school reading problem

- Of all respondents to the Scholastic Reading Audit:
 - 87% of Scholastic Reading Audit schools have reading in their school improvement plan.
 - Every single area of reading identifies a need for more CPD and training for teaching staff.
 - In most areas of reading, 'teacher judgement' is what schools use to make significant decisions about how reading is taught.

Is reading mentioned on your school's improvement plan?



■ I'm not sure ■ No ■ Yes

A whole school reading problem (ii)

- Looking at the data from the last six years:
 - 62% of Reading Audit schools use the same reading programme (and its derivatives).
 - Of those schools, only 44% were satisfied with it and it received the lowest ‘impact rating’ of all reading programmes mentioned by schools.
 - If we were to extrapolate this to all UK primary schools we would be able to suggest that of the 13,000 schools that use this programme, only 5,700 schools are satisfied with it, and only 7,400 schools see any impact from using it.
 - Put another way, 1.5 million children go to schools where their teachers can’t see any impact in using their core reading programme.



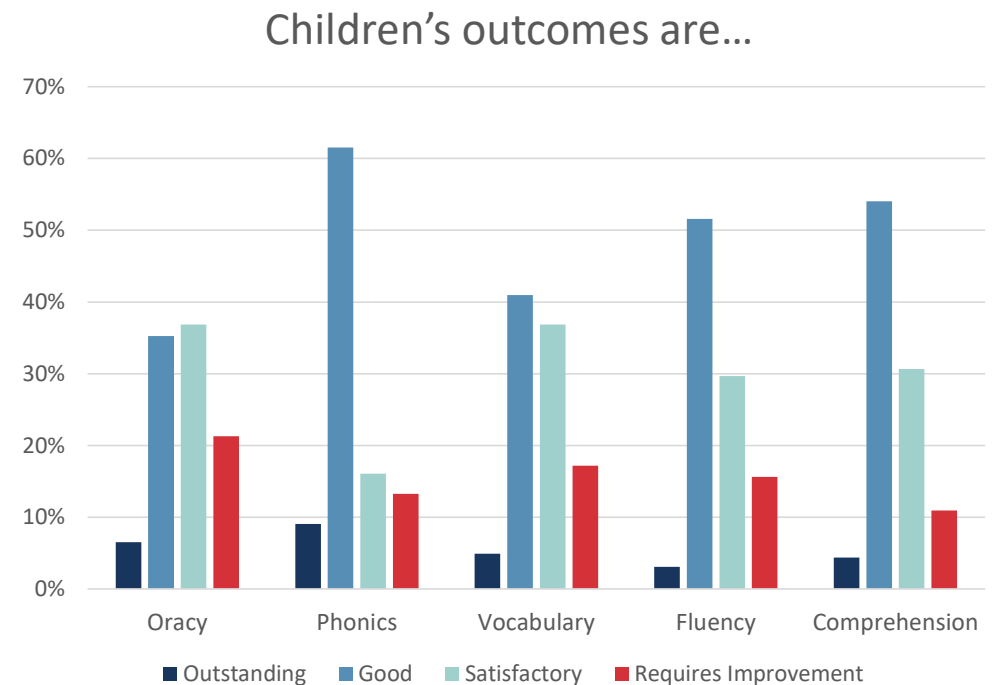


12 Key Findings



Outcomes

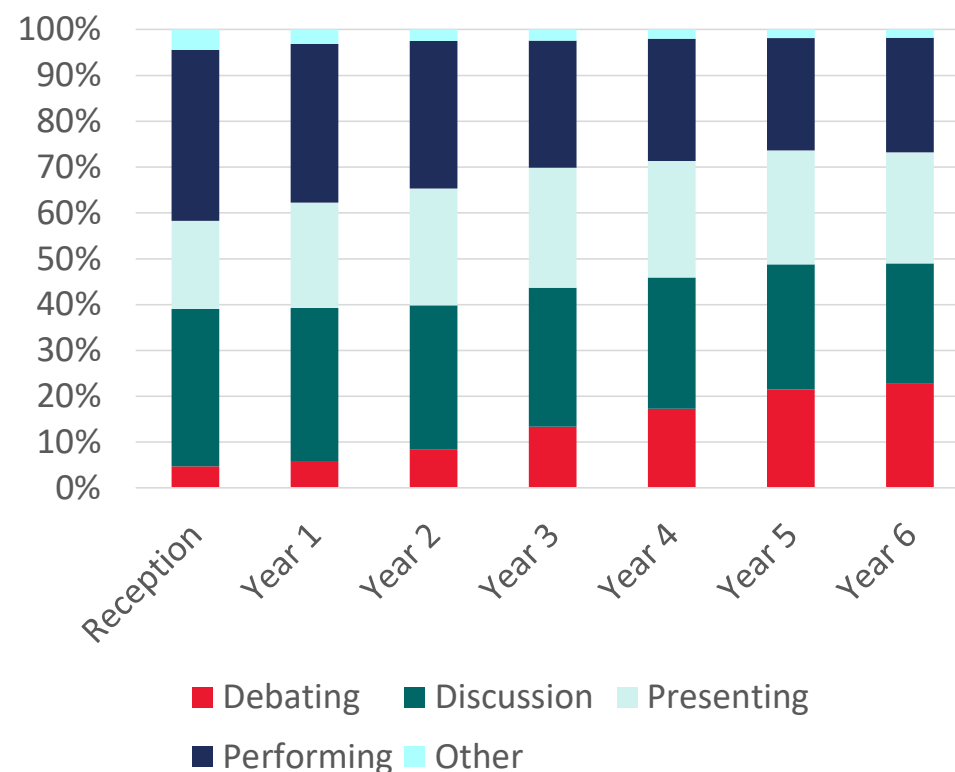
- Feedback from all respondents suggests that schools are experiencing a drop-in meeting the 'expected standard' in the phonics check and Key Stage SATs – outcomes and progress in reading are generally perceived to be Good, if not Satisfactory.



Oracy and vocabulary

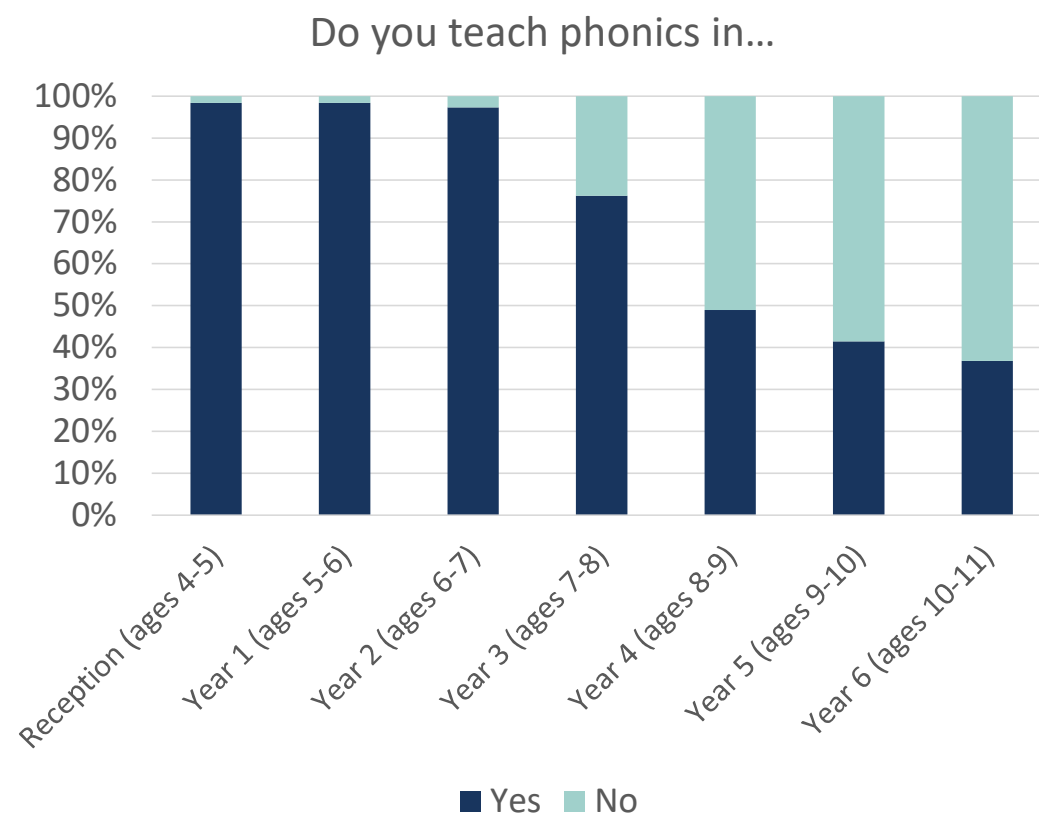
- Three quarters of schools (75%) undertake direct vocabulary instruction in their school, mainly as part of daily reading lesson and topic work; however, two in five (40%) responding schools do not include oracy in their reading policies, and a further 25% do not teach oracy in their school.

Which aspects of oracy do you teach in your school?



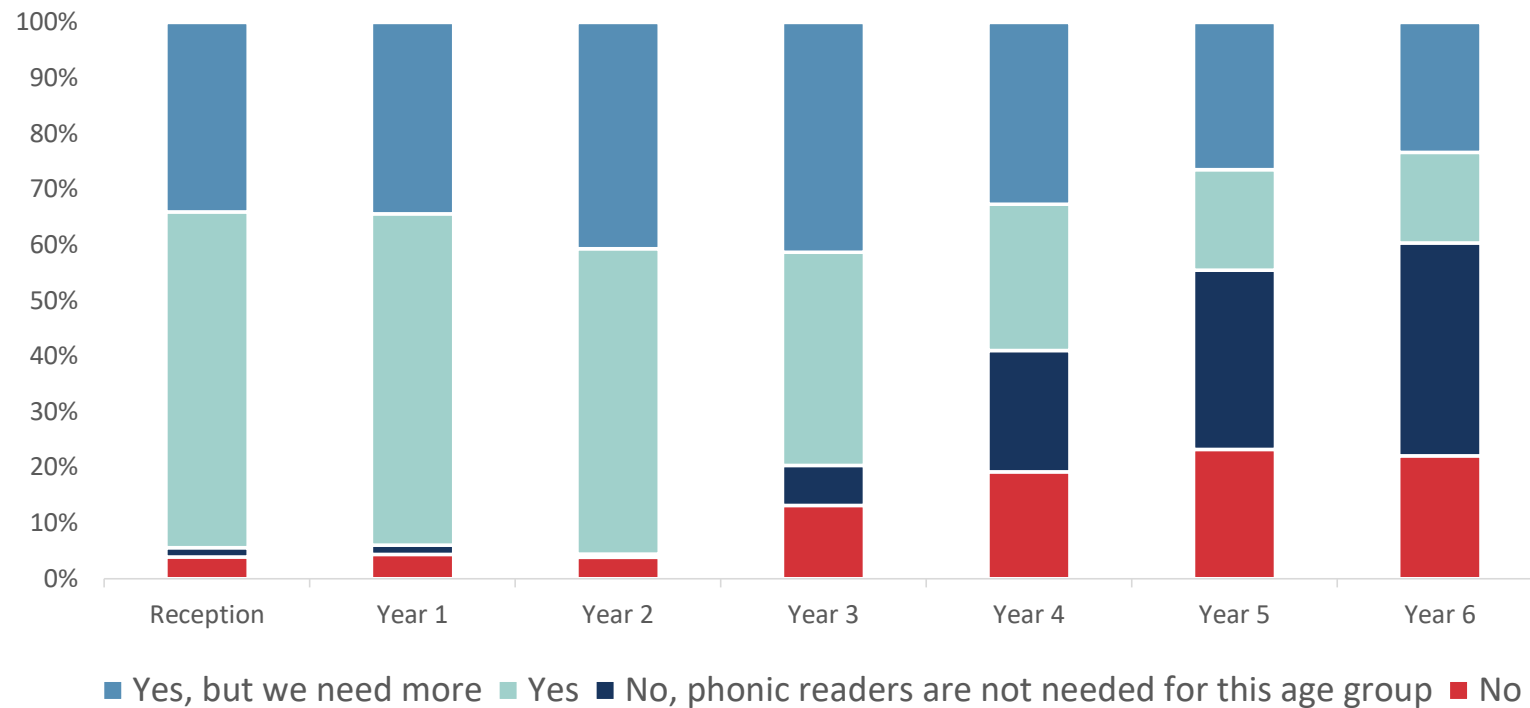
Phonics

- 84% of schools follow a systematic synthetic model of teaching phonics or predominantly do with other methods, and a comparatively high proportion of teachers still use phonics in Years 3-6.



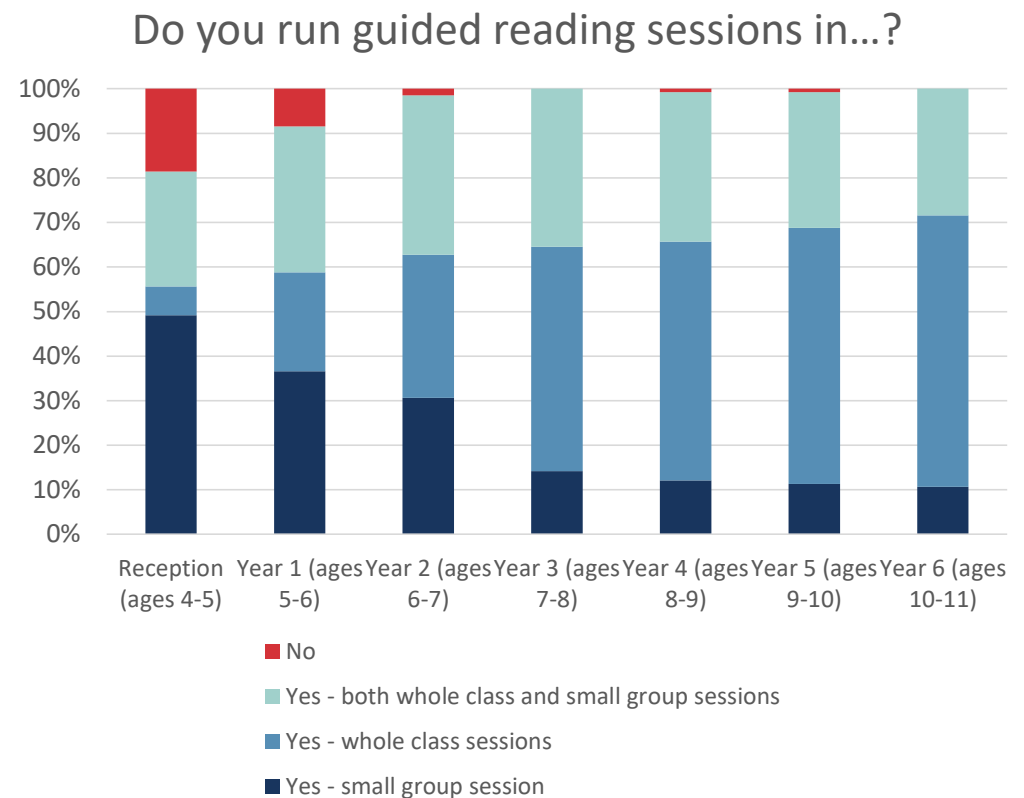
Phonics (ii)

Do you have a range of age-appropriate phonic readers for children in ... ?



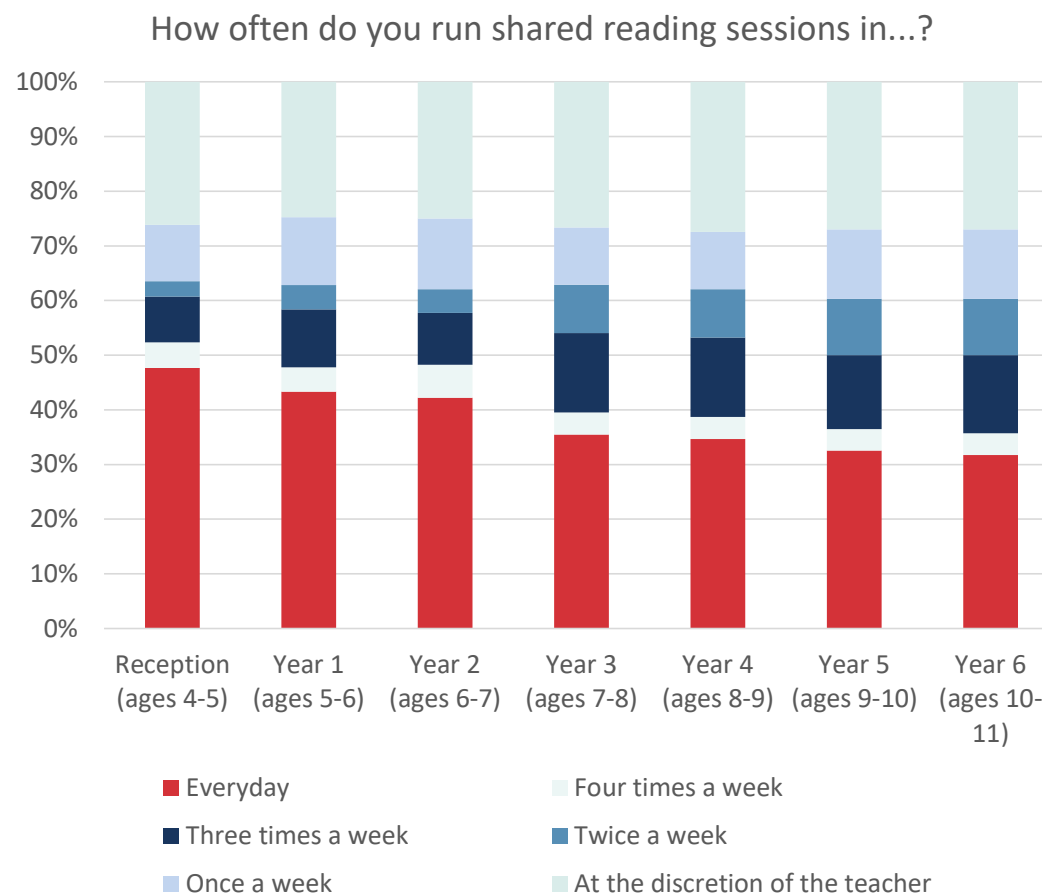
Comprehension: guided reading

- 81% of respondents undertake guided reading at their school, and more regularly with 'every day' and 'four times a week' the most common frequencies.
- However, 23% do not know if their current guided reading resources are having an impact on learning.



Other comprehension strategies

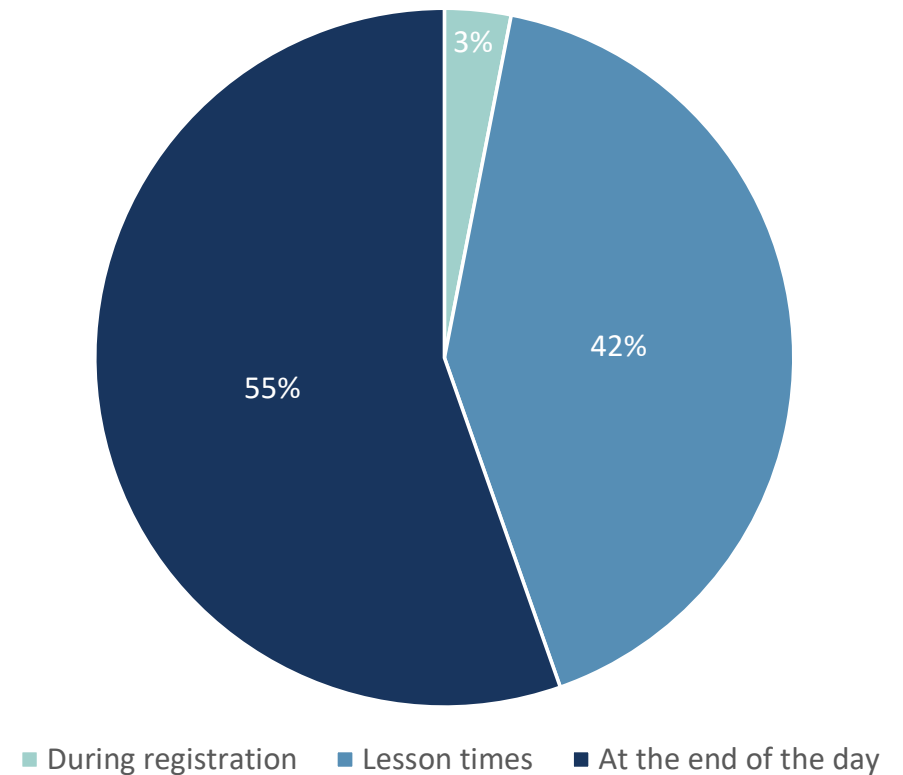
- Four in five schools teach shared reading (82%) and fluency (81%), and 69% deliver close (or repeated) reading.
- However, 80% do not use a reciprocal reading method of teaching reading.



Whole class reading

- 88% of schools undertake whole class reading and the majority of Reception, Year 1 and Year 2 class teachers read out loud to their class every day.
- For those who don't, half say this is because they do not have enough book stock, and half because they do not have enough time to do it.

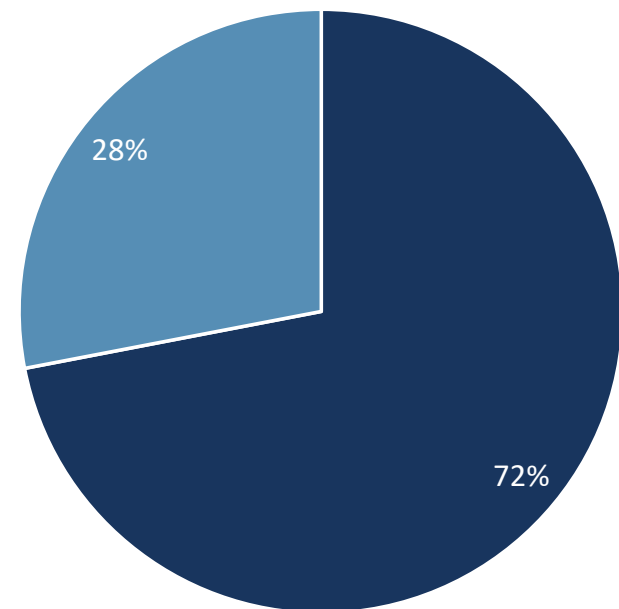
When do your teachers read out loud to their class?



Reading for pleasure

- Whilst 93% schools encourage reading for pleasure in school every day, 20% do not have timetabled sessions.
- Resourcing remains a challenge with 47% reporting they do not have enough eBooks available that pupils can read independently and 28% say they do not have a good selection of reading books in the classroom.

Do you have a wide selection of reading books in your classrooms?

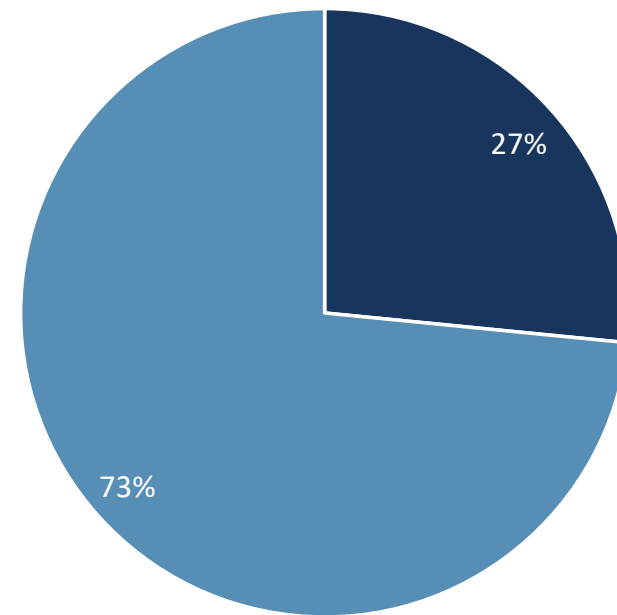


■ Yes ■ No

Home / school links

- Almost all schools (98%) encourage children to read at home with their parents/carers, but approaches to reaching disengaged, disadvantaged or hard-to-reach adults are not being utilised.
- For example, 89% do not run adult literacy classes for parents/carers who need additional support, and 67% do not have a drop-in group where they can ask questions, meet with other parents/carers and discuss issues with the school.

Do you have needs assessments and policies for disengaged, disadvantaged or hard to reach parents?

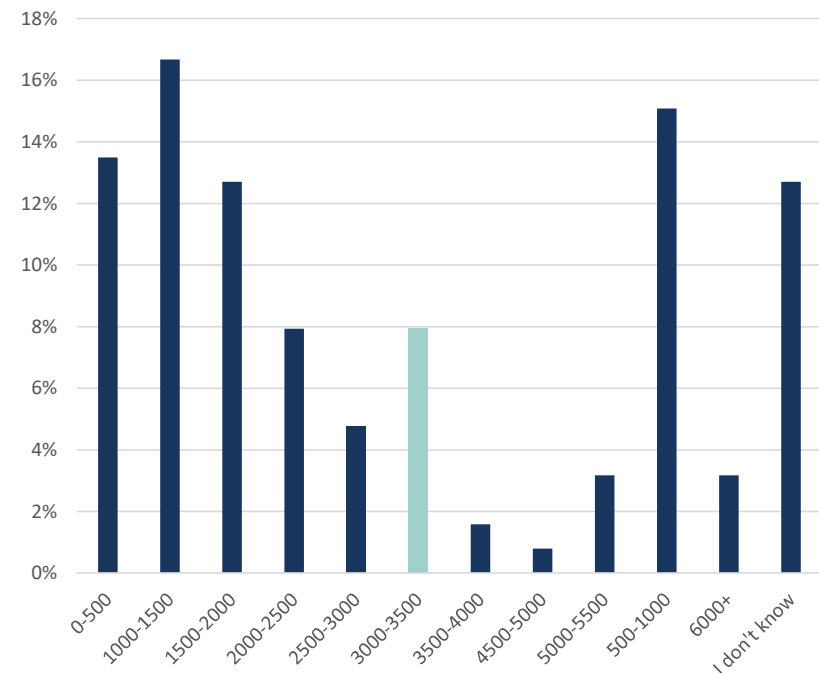


■ Yes ■ No

Libraries

- 88% of respondents have a school library and on average schools have approximately 1,000-1,500 books on site.
- However, given the CILIP benchmark of 10-13 books per pupil, the average primary school library should have 2,500-3,000 titles suggesting that schools are significantly understocked.

Approximately how many books are there in your library?



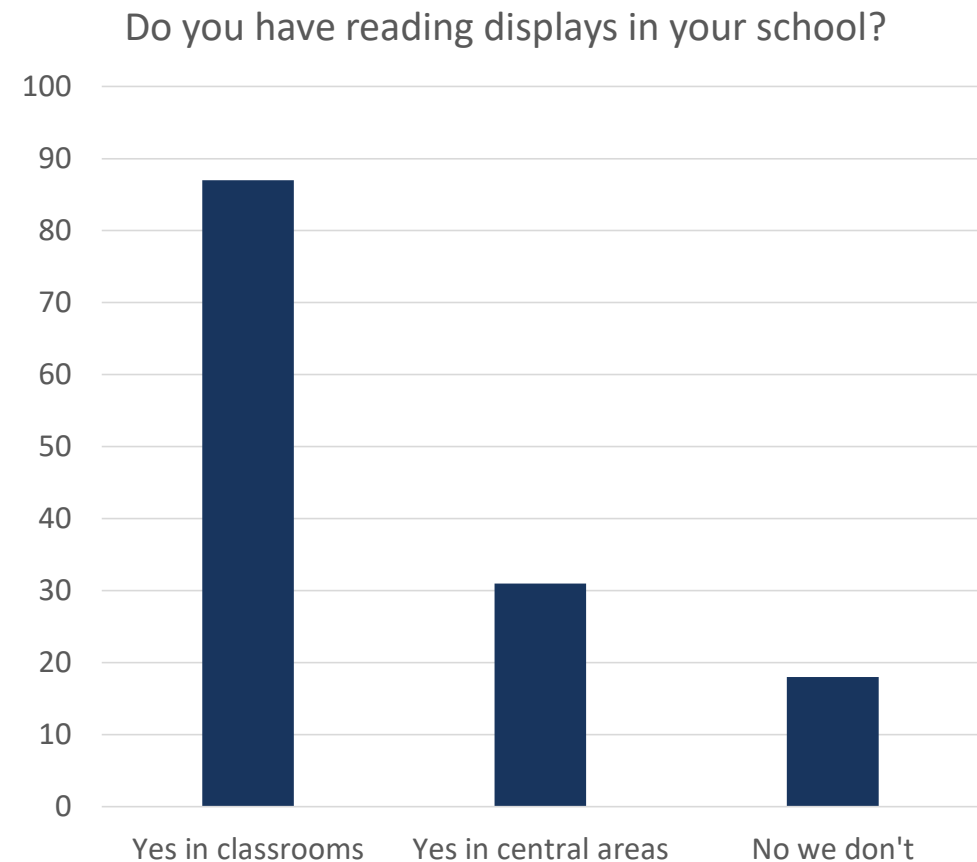
Libraries (ii)

- The majority of schools only replace 0-2.5% of their book stock annually – and 37% have books older than 20 years. Additionally, most schools do not have a librarian, and never take their children to the local library.



Book events

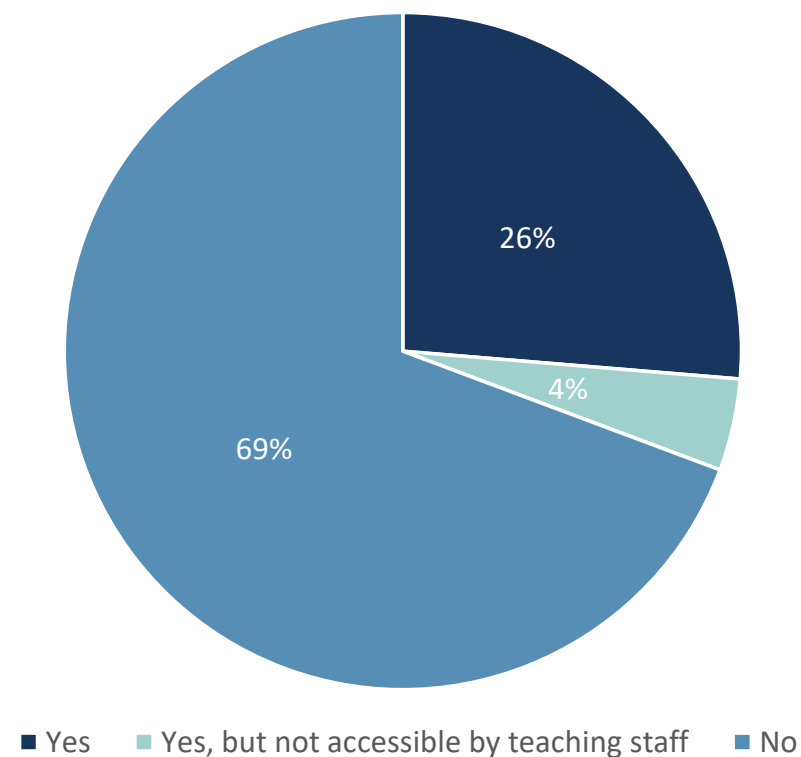
- 95% say reading is regularly rewarded and celebrated in their school.
- All schools now put on a World Book Day event, but two thirds of schools do not run Book Clubs, 15% do not organise Book Fairs and 13% do not have reading displays.
- 35% of schools do not have visits from children's book authors and poets at any time.



CPD and training

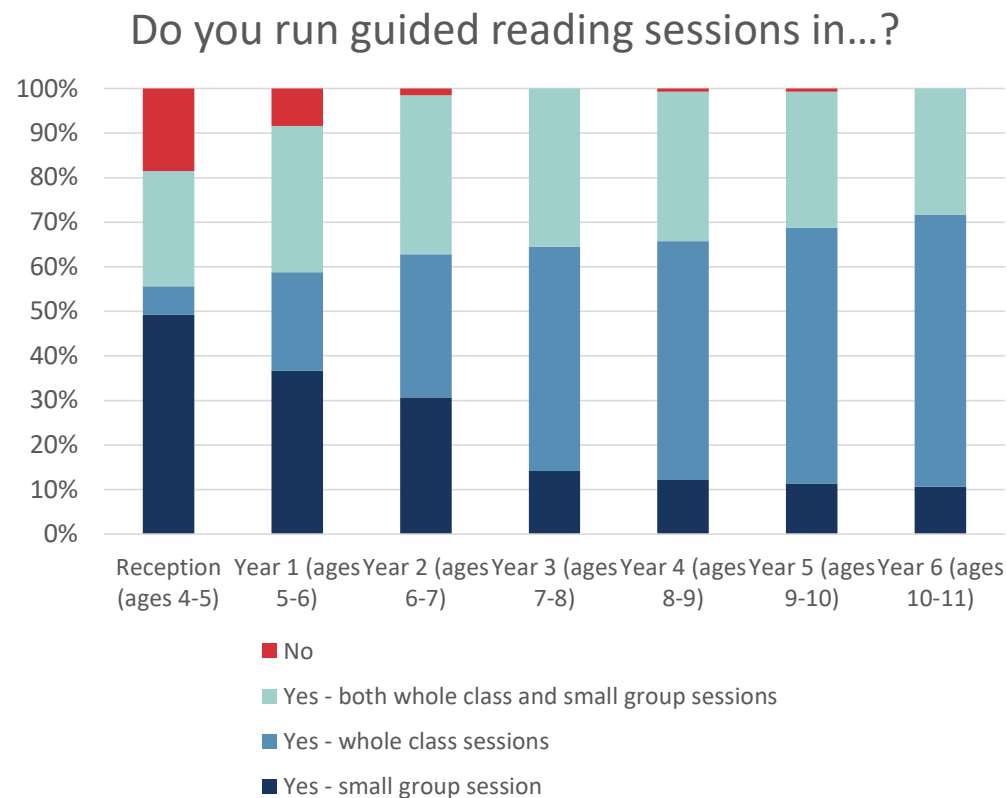
- In terms of standards and CPD, every single area of reading identifies a need for more support for teaching staff. The biggest training needs appear to be in oracy (81%), reciprocal reading (69%), vocabulary (64%), and close reading (63%)

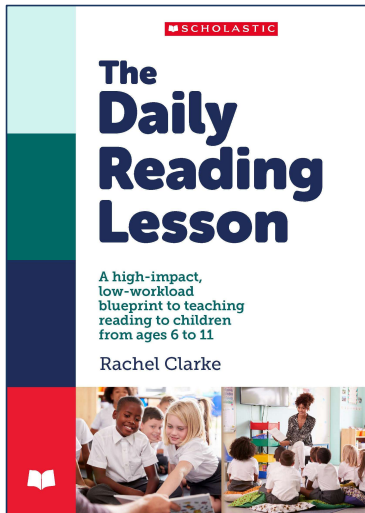
Do you have a collection of CPD books that can be accessed by teaching staff?



A quick word about year 2...

- According to our Audit results, teachers in year two:
 - Teach oracy, vocabulary, fluency, repeated reading, and shared reading, more than any other year group.
 - Use more evidence-based practice and resources such as benchmark kits and small group guided reading. They also use assessment resources most effectively.



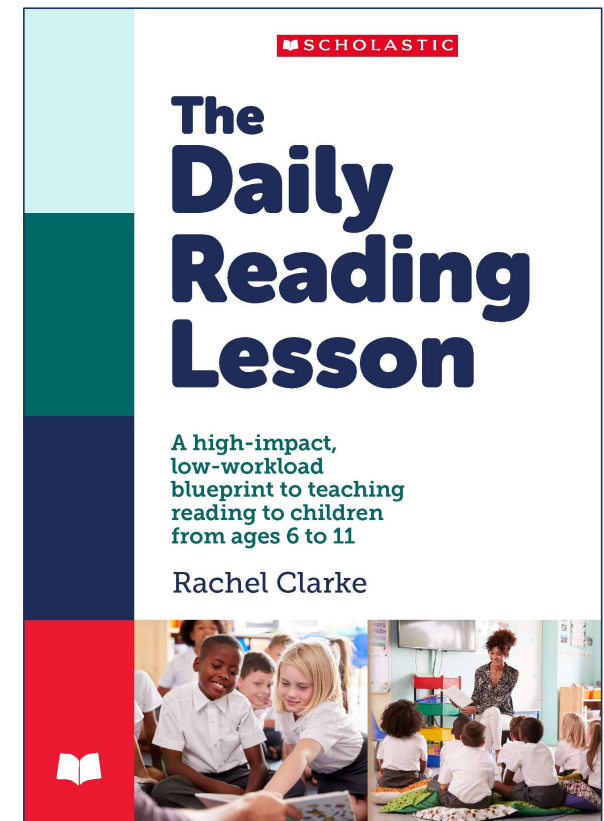


The Daily Reading Lesson

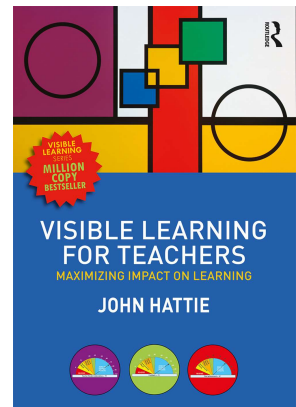
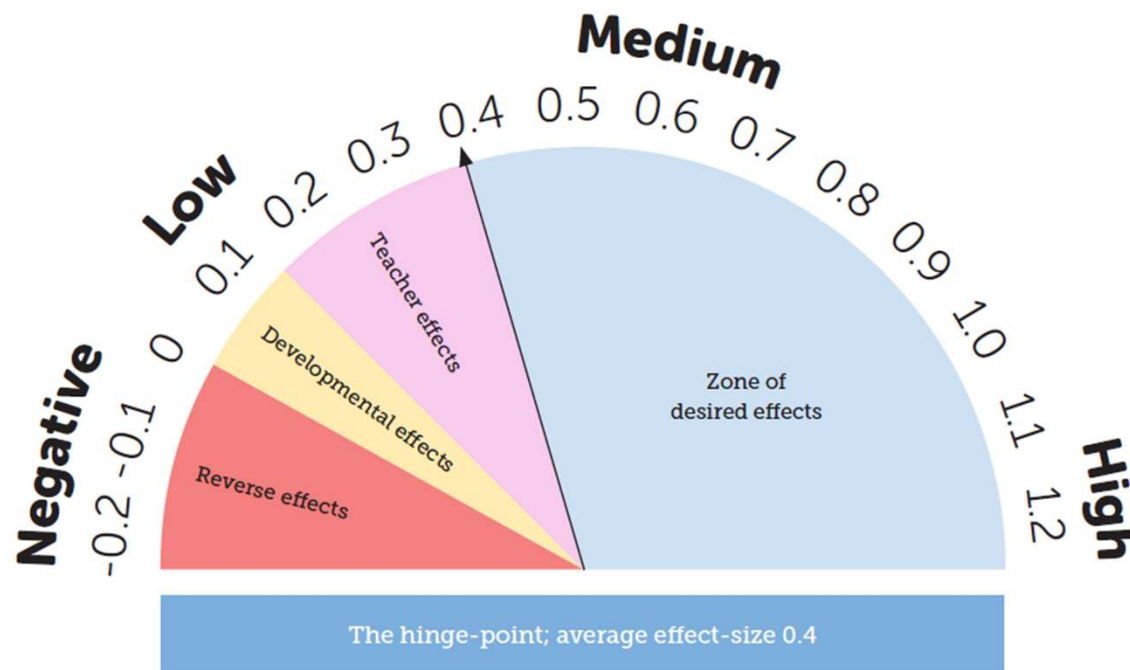


The Daily Reading Lesson

A blueprint for successful, robust and evidence-based teaching that leads to higher outcomes, with the benefit of lower teacher workload.






























































Effect sizes



The measures that Hattie uses are called effect sizes. These range from -0.2 to 1.2 with an average effect size of 0.4 . Hattie states that an effect size of 0.2 can be judged a small effect, 0.4 a medium effect and 0.6 a large effect on pupil outcomes. He terms 0.4 the hinge point or the effect size at which an initiative has a greater than average influence on achievement.

The Education Endowment Foundation



Toolkit Strands 	Cost 	Evidence 	Impact 
Metacognition and self-regulation Very high impact for very low cost based on extensive evidence	    	    	
Reading comprehension strategies Very high impact for very low cost based on extensive evidence	    	    	
Oral language interventions Very high impact for very low cost based on extensive evidence	    	    	
Feedback Very high impact for very low cost based on extensive evidence	    	    	
Mastery learning High impact for very low cost based on limited evidence	    	    	



The Daily Reading Lesson – model for Years 2-6



**CST Annual
Conference 23**
#Belonging

Whole-class literacy

Rich, challenging text

Enables coverage of a range
of literacy skills, including
vocabulary, grammar and
whole-text knowledge

Teacher led with shared
reading at its core

Guided reading

Teacher-led
small-group
tuition to support
and extend

Repeated (close) reading

Teacher/TA- and
child-led group
reading to promote
close analysis of texts

Reciprocal reading

Child-led group
reading to
encourage deeper
understanding
of texts

Targeted approaches for challenge, support and practice

Support and extension activities, independent work
and reading for pleasure

The Daily Reading Lesson – in practice

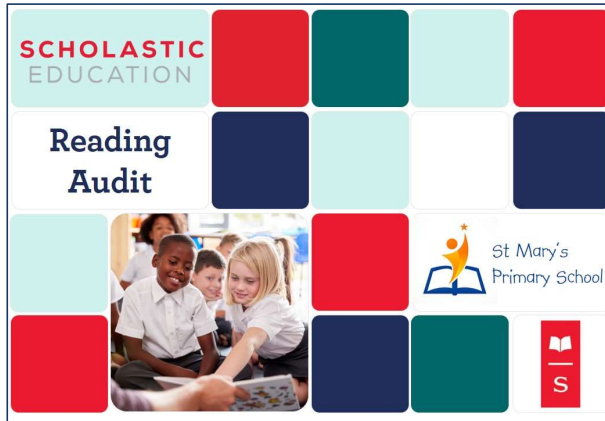


**CST Annual
Conference 23**
#Belonging

Start of the lesson	Whole-class An engaging rich text used with the whole class to teach key literacy skills. May include shared reading.				
Middle of lesson	Group A	Group B	Group C	Group D	Group E
Monday	Guided reading (Teacher led)	Repeated (close) reading (independent)	Repeated (close) reading (TA led)	Reciprocal reading (independent group)	Reciprocal reading (independent group)
Tuesday	Reciprocal reading (independent group)	Guided reading (Teacher led)	Repeated (close) reading (independent)	Repeated (close) reading (TA led)	Reciprocal reading (independent group)
Wednesday	Reciprocal reading (independent group)	Reciprocal reading (independent group)	Guided reading (Teacher led)	Repeated (close) reading (independent)	Repeated (close) reading (TA led)
Thursday	Repeated (close) reading (TA led)	Reciprocal reading (independent group)	Reciprocal reading (independent group)	Guided reading (Teacher led)	Repeated (close) reading (independent)
Friday	Repeated (close) reading (independent)	Repeated (close) reading (TA led)	Reciprocal reading (independent group)	Reciprocal reading (independent group)	Guided reading (Teacher led)
End of	Targeted Support and extend children's literacy skills by choosing suitable tuition and support in the classroom.				

The Daily Reading Lesson – impact

Strategy	Daily Reading Lesson Link	Hattie Effect Size December 2017 (months)	EEF Impact
Comprehensive reading programmes	Whole class literacy lesson	0.54	6
Comprehension programmes		0.47	
Vocabulary programmes		0.63	
Spelling programmes		0.58	
Oracy			
Phonics		0.7	
Small group tuition	Reciprocal reading & Close/Repeated reading	0.47	4
Reciprocal teaching		0.74	
Feedback		0.7	
Meta-cognitive strategies		0.6	
Peer tutoring		0.53	
Collaborative learning		0.34	
Repeated reading	Assessment & Intervention	0.75	4
Exposure to reading		0.43	
Digital technology		0.29	
Testing		1.07	
Frequent testing		0.33	
Effects of testing		0.59	



CST Reading Project

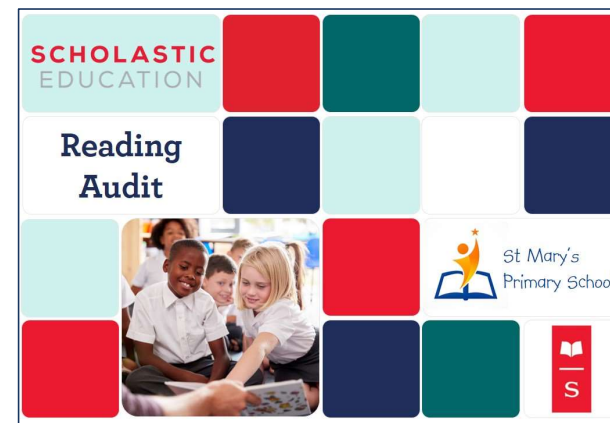
 **CST Annual
Conference 23**
#Belonging



CST Reading Project

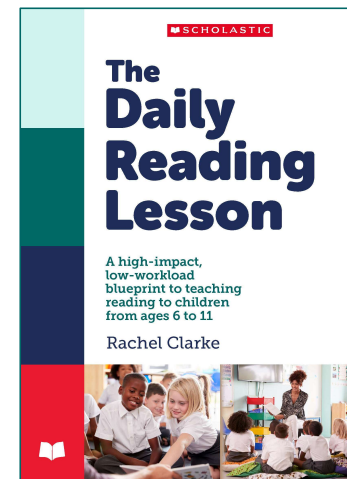
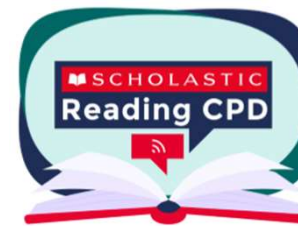
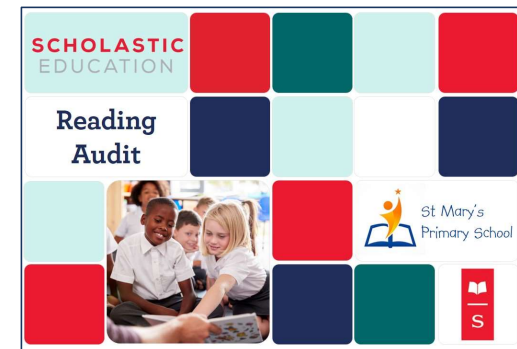
Do schools that work together in trusts have a more coherent, better researched and evidence-based reading policy with stronger outcomes than schools that are not part of trusts?

Starting today, and over the next two years, we'll be collecting data from our Trust Reading Audit reports, to see whether this is the case.



Take part!

1. Sign up to take the Reading Audit (contact Chris at cratcliffe@scholastic.co.uk).
2. Enrol your staff on our free reading CPD sessions.
3. Read the Daily Reading Lesson and discuss it with your SLT.
4. Talk to me to help you implement the Daily Reading Lesson in your school, or across your trust.
5. Strategically consider the approach to resourcing the Daily Reading Lesson – consider implementation over one, two or three years.



Questions?



**CST Annual
Conference 23**
#Belonging

