

The Daily Reading Lesson

A high-impact,
low-workload
blueprint to teaching
reading to children
from ages 6 to 11

Rachel Clarke



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The Daily Reading Lesson

By Rachel Clarke

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About the author

Rachel Clarke is the Director of Primary English, an educational consultancy that supports schools across the UK. Rachel works with education professionals to improve all aspects of English teaching in the primary years. During her 25 years in primary education she has held the positions of SENCO, English Subject Leader and Deputy Head Teacher. Before establishing Primary English, Rachel worked as an English Consultant for Coventry Local Authority. Rachel has a Masters Degree in Education and was awarded a distinction for her research.



Rachel is a knowledgeable and motivational trainer who carefully facilitates the improved understanding, knowledge and skills of others. She specialises in creating bespoke support for schools based on the precise interpretation of their specific needs.

Rachel is an experienced writer and series editor. She is the author a number of educational books, writes for educational magazines and is the editor of the Scholastic Reading Audit.





Introduction

Scholastic launched the Scholastic Reading Audit over four years ago, a comprehensive tool designed to support primary school teachers and leaders in teaching children to read. Over the years, we have seen some truly brilliant examples of schools that teach reading effectively, consistently and passionately. Over 1000 schools have taken the audit and some trends have emerged that suggest additional support is needed in some schools to help focus more on how reading is taught to children ages 6 to 11, and the policies, training and resources we use to support this. We see a large majority of schools with reading on their school improvement plan, but few schools with a whole-school policy for teaching reading to address this challenge. To that end, we approached Rachel Clarke to create the Daily Reading Lesson to help provide a solution.

We are therefore delighted to welcome you to the Scholastic Daily Reading Lesson. Created by Rachel Clarke to help primary school leaders understand the issues surrounding the teaching of reading to children between the ages of 6 and 11. It provides you with a blueprint for successful, robust and evidence-based teaching that leads to higher outcomes, with the benefit of lower teacher workload. It presents a model that can be applied in every classroom, enabling every teacher to develop deeper knowledge of teaching children to read as well as giving the best teachers the freedom to thrive and adapt to the needs of their children.

I've always been a reader. One of my earliest memories is sitting with my dad as a pre-schooler as he taught me to read. As an older child, I was never without a book. So much so, that I'd read in bed by torchlight and earned myself the nickname of Bookworm at my gymnastics classes for reading my book between the different apparatus practises. Reading has shaped me; it's made me the person I am today and I am still never without a book.

As an educator, I want all children to love reading as much as I did as a child. Not simply because reading will allow them to experience the world around them but because I know (from research) that children who read for pleasure go on to achieve more highly than children who do not (OECD, 2002).

Reading for pleasure, then, is a vital part of a child's future success and it is something that we should work hard to achieve for all of our children. But just as my reading journey began with my dad teaching me to read, as teachers and school leaders we need to ensure that our pupils are taught how to read so that as well as having the will, they also have the essential skills to read. It is this emphasis on using pedagogical approaches to teach the skills of reading that is the driving force of the Daily Reading Lesson. It is my firm belief that if we can teach our children how to read, we can forge a future for them that is not only literate but also fulfilling and successful.

I have the immense privilege in my professional life of working with teachers and school leaders on all aspects of reading. It is through this work that I get to see the incredible achievements of children borne out as the fruits of their teachers' efforts. It also means that I've experienced a whole range of approaches to reading which ensure that children master the skills required to become successful readers. It is these experiences that have helped me craft the Daily Reading Lesson.



The Daily Reading Lesson sets out to help teachers and school leaders implement an approach to reading that uses the best research-informed and evidence-based reading strategies from around the world. While you can use your own resources, Scholastic has sourced and created high-impact teaching resources from around the world to support the Daily Reading Lesson. These are detailed in red throughout this document.

Ideally, the Daily Reading Lesson requires one teacher and one teaching assistant in order to get the most out of each lesson, but it is adaptable for schools that do not have the resources to support this. The approach helps teachers and leaders improve the reading performance of children between the ages of 6 and 11, with an aim of creating rounded readers who enjoy books and reading for pleasure.

To get the most from the Daily Reading Lesson, it is important that children have completed their phonics programme and they are working beyond needing phonically decodable text; it is also important that they are able to work independently and in small groups with and without an adult. The Daily Reading Lesson follows this structure:



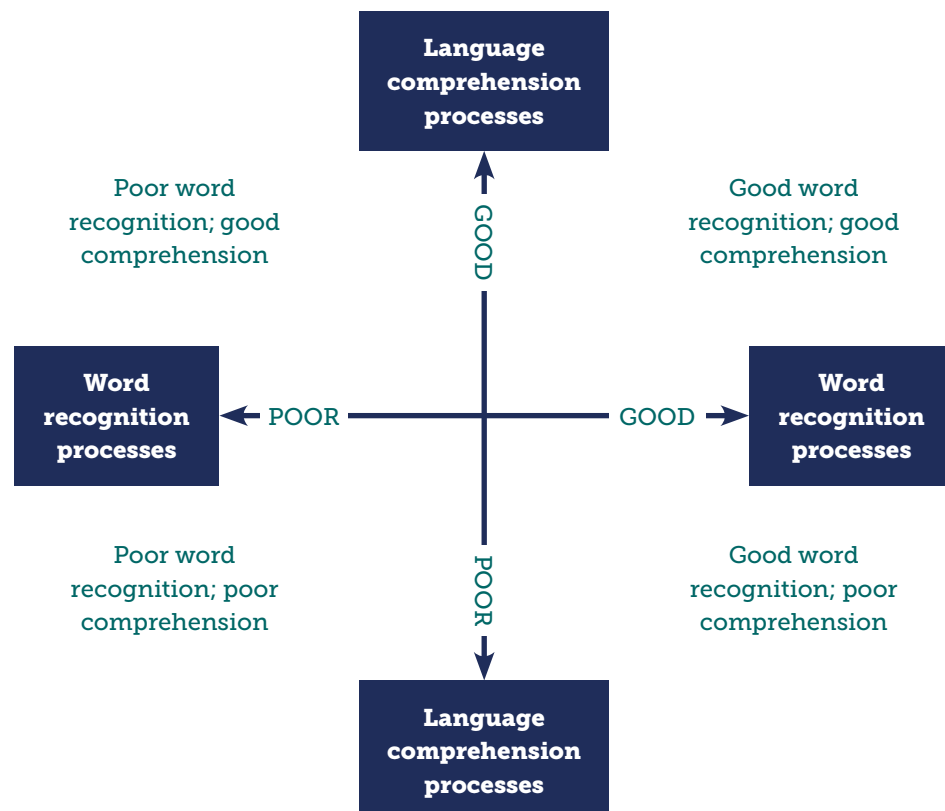
The Daily Reading Lesson recognises that no single approach to teaching reading delivers all desired outcomes. Instead, the approach we suggest here helps you meet the needs of your pupils by combining whole-class, teacher-led approaches with small-group tuition and independent work. In this way, the best features of all the approaches are combined for the best possible child outcomes.





What is reading?

In order to describe the elements of the Daily Reading Lesson, it is first worth spending time thinking about what is meant by reading. In 2006 the *Independent Review of the Teaching of Early Reading*, sometimes referred to as the 'Rose Review', became the underlying framework for teaching reading in England. This established The Simple View of Reading (Gough and Tunmer, 1986) as the primary model for representing the complexity of reading in a relatively simple way; that is, as consisting of two dimensions: word recognition and language comprehension. This distinction can still be felt in English schools where the national curriculum for reading is divided along the lines of word reading and comprehension.



The Simple View of Reading, Gough and Tunmer, 1986

The principles of the Simple View of Reading can be seen in Castles, Rastle and Nation's 2018 paper 'Ending the Reading Wars: Reading Acquisition from Novice to Expert' in which the authors are very clear that decoding and linguistic comprehension are both necessary, and neither is sufficient alone. A child who can decode print but cannot comprehend is not reading; likewise, regardless of the level of linguistic comprehension, reading cannot happen without decoding.

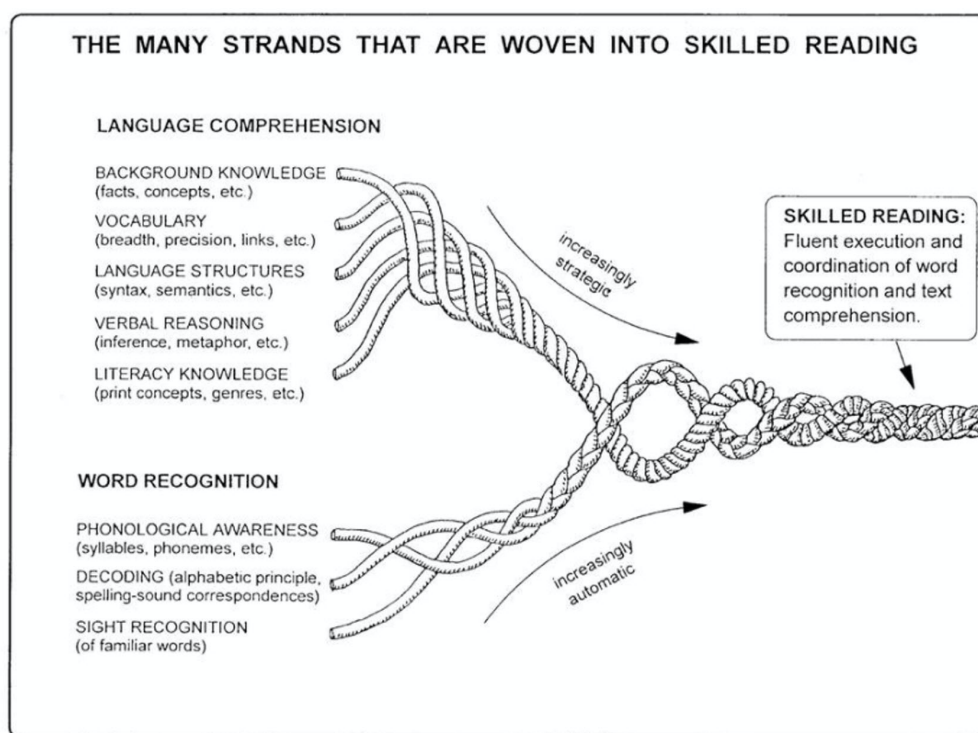
As its name suggests, the Simple View of Reading is a simplification of the complex process of reading. The broad headings of word recognition and language comprehension indicate the two dimensions required to be a reader but do not, alone, illustrate the many skills used by accomplished readers. The National Reading Panel (2000) identified 'the big five' pillars of reading as:



1. phonemic awareness
2. phonics
3. fluency
4. vocabulary
5. comprehension.

More recently you'll find references to a sixth pillar of reading, 'oracy', and Scholastic have added a seventh pillar: 'reading for pleasure'.

In recent years, Hollis Scarborough's Reading Rope (2001) has become a popular illustration used by educators to show how the dimensions of word recognition and language comprehension are constructed of several strands that, when combined, constitute what it is to be a reader.



Being a reader is one of the most important skills children can possess. This is acknowledged in the foreword to 'The Reading Framework: teaching the foundations of literacy' (DfE, 2021), which draws on research from PISA and OECD to show that children who read fluently, regardless of gender and socio-economic background, are more likely to experience academic achievement, well-being and success in life. Just like the National Reading Panel before it, the document emphasises the importance of phonics, oracy, comprehension and fluency, and, like us at Scholastic, emphasises the importance of pleasurable reading experiences such as story times.

This document shows you how to weave the pillars of reading, the strands of the reading rope and the aspirations of The Reading Framework into an effective approach to reading instruction that ensures children can decode, understand and enjoy the texts they read.





What is the Daily Reading Lesson?

The Daily Reading Lesson is a high-impact, low-workload reading model that ensures every child becomes a reader. The approach uses popular reading strategies from around the world, each of them grounded in research and selected for their ability to deliver high-quality lessons with minimal preparation.

The strategies found in the Daily Reading Lesson (shared reading, guided reading, repeated reading and reciprocal reading) are used in a reading rotation to ensure that children learn from their teacher, with their teacher or TA, and as part of a group working independently of adults. They develop a range of reading skills so that they learn to decode, extend their vocabularies, comprehend what they read and develop their oracy and fluency skills; all while enjoying what they read.

The Daily Reading Lesson recognises that no single approach to teaching reading delivers all desired outcomes. Instead, the lesson helps you to meet the needs of your pupils by combining whole-class teacher-led methods with small-group tuition and independent work. In this way, the best features of all the approaches are combined for the greatest possible child outcomes. The grid below shows the structure of the lesson along with the suggested support required for each grouping.

Start of the lesson	Whole-class literacy An engaging, rich text used with the whole class to teach key literacy skills. May include shared reading. Teacher led.				
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 lesson	Targeted approaches for challenge, support and practice Support and extension activities including tuition and in-class support. Opportunities to work independently to deepen understanding of texts and to read books of their choosing for pleasure.				

(A handout of the above can be found in Appendix 1. Appendix 2 shows how Scholastic's resources can support this model.)



Grouping

In the middle of the lesson, children will work in small groups. These groups should be based on their reading level and needs. Assessment (both formative and summative) should be conducted regularly (see Assessment, on page 18) to inform these groupings. They should be fluid – recognising when groupings need to change to suit the needs of the children. This, along with the selection of appropriate texts for each task, is the fundamental aspect for making this lesson a success.



Whole-class literacy and shared reading

What is whole-class literacy?

Teachers are the experts in every classroom and having teachers lead literacy lessons is vital. This is why a whole-class literacy session led by a teacher is a vital part of the Daily Reading Lesson. This is where children learn the essential vocabulary, spelling, grammar, punctuation and composition skills to become writers but also the key skills for reading that will be followed up, built upon and expanded through other aspects of the Daily Reading Lesson.

Led by: Teacher

Group: Whole class, mixed ability

The teacher chooses a rich, engaging text that children may not otherwise be able to read themselves. The emphasis is on the text being high quality while still enabling the teacher to teach key literacy skills. When possible, the text should be one that supports the wider curriculum.

Before the lesson, the teacher identifies the key learning points and designs learning activities and questions that support these. The skills that children learn in the whole-class literacy session can then be reinforced or extended in the other parts of the Daily Reading Lesson.

Shared reading should be incorporated into these whole-class literacy sessions. Shared reading helps to develop the reading skills which are needed to comprehend a text. The teacher should model the thought process that a reader goes through when approaching a text. This could include strategies for unknown words, fluency and expression, recognising punctuation, word choices and so forth.

It is important to read *to* children, *with* children and then enable reading *by* children in these sessions. This careful scaffolding builds reading confidence and also helps to foster fluency and expression. Reading in different ways enables teachers to use a range of fluency techniques such as choral reading, paired reading and independent reading. Learning is active and engaging so that children respond to the text using oracy skills such as discussion and participation in role play; through creative responses such as producing fact files about characters; and through written responses such as answers to questions, writing diaries in role and writing their own stories based on what they have read.

Shared reading creates a community of readers who possess shared knowledge of texts, and the experiences and memories they have created based on those texts. It is a teaching approach that fosters collaboration by learning with and from each other, and that promotes reading as a pleasurable activity.



What is the Daily Reading Lesson?

‘Shared reading is a part of a balanced early literacy framework. The shared reading experience offers a way teachers can use engaging texts and authentic literacy experiences to help children develop the strategies necessary for effective, independent reading.’

Button and Johnson, 1997

How Scholastic can help with whole-class reading

Choosing a class text is an essential part of the Daily Reading Lesson. *Read & Respond* is a real-book reading programme for the classroom to ensure that children are accessing rich and engaging texts, both classic and modern. The accompanying teacher’s guides provide activities with a strong focus on all of the ‘big five’ including fluency, vocabulary and oracy, as well as concentration on grammar, punctuation and spelling, and writing. It allows the teacher to select from a bank of activities to meet the needs of their class and focus on specific areas focused around one text.



Guided reading

What is guided reading?

Guided reading is a small-group approach to reading instruction that emerged in New Zealand and Australia in the 1980s. The approach relies on teachers selecting appropriate books for groups of children based on their knowledge of those children as readers, rather than progressing through a rigid sequence of books. In guided reading, children are encouraged to read the text to themselves. This should be quietly (or in their heads if they are older children) rather than a round-robin. Guided reading is informed by assessment. This means that groups are fluid, shaped by children’s needs and not set for long periods of time.

Led by: Teacher
Group: Small groups of six, similar level

Guided reading lessons begin with an introduction from the teacher to help children activate their prior knowledge, to think critically and to comprehend deeply. Word meanings, phonics checks and high-frequency words are all covered as part of the introduction, which means that children are able to read and understand the text as they read. In each guided reading session, teachers teach for: word solving, searching for and using information, self-monitoring and correcting, summarising information, maintaining fluency, adjusting for purpose and genre, predicting, making connections (personal, to other texts, and links to their world knowledge), synthesising, inferring, analysing and critiquing (Pinnell and Fountas, 2008).

Oracy is an important aspect of learning in guided reading. Discussion about the text is included in every session, whether this be between pairs of children, the group of children or the children and the teacher. Because the group is determined by assessment, the teacher can provide explicit, targeted instruction directed at the reading strategies needed by the children.



What is the Daily Reading Lesson?

A typical guided reading lesson structure

Before reading	Book introduction	<p>The teacher shares the learning objective.</p> <p>Links are made to the children's prior experience, whether that be other texts, their general knowledge or personal experiences.</p> <p>The teacher establishes the text type and children are encouraged to share their expectations for how the book will fit into their existing knowledge of similar texts.</p>
	Strategy check	<p>Teachers introduce and explore key vocabulary.</p> <p>Children are reminded about reading strategies they may need to use when reading the book.</p>
During reading	Independent reading	<p>The teacher asks children to read. The teacher may tell the children what they will be asked about when they have finished reading to help them read with focus.</p> <p>All children in the group read independently. The teacher 'listens in' to different children, asking them questions and eliciting their opinions about what they read.</p>
After reading	Return to the text	<p>The teacher works with the group. Uses questioning to help the children return to key parts of the text for further analysis. Encourages discussion between the children informed by the learning objective for the lesson.</p>
	Independent activity	<p>Children undertake tasks based on the text. These are linked to the learning objective and aim to reinforce or extend learning, or elicit personal responses and evaluations.</p>

Adapted from UCL Institute of Education, Bodman, S and Franklin, G (2021) *Which Book and Why* pages 24-26

When guided reading is used as part of the Daily Reading Lesson structure (where repeated reading and reciprocal reading take place alongside guided reading), teachers can be confident that all children in the class are engaged in high-quality reading tuition and not just the group receiving their support. Experienced teachers will adapt the guided reading structure; for example by asking the children to read the text prior to the lesson so that they can hold a group discussion, or by setting up drama activities in response to what has been read instead of answering questions. However, whether teachers be experienced or newly qualified, by using well-researched resources designed to deliver the benefits of each approach, teachers avoid burdensome planning, freeing up their time.

In a study undertaken by Biancarosa, Bryk and Dexter (2010), teachers had professional development and coaching over a number of years to implement all elements of the guided reading framework. When they collected the data, based on 8500 children and 240 teachers, they found the average rate of child learning increased by 16% over the course of the first implementation year, 28% in the second year, and 32% in the third year – very substantial increases.



How Scholastic can help with guided reading

The teacher needs to ensure that appropriate texts are chosen for each group of children. Using a robust reading programme will enable teachers to feel confident in their selections.

Teachers should also consider the learning that will take place in the other group activities throughout the week and ensure that skills learned in guided reading are practised and enhanced in the other group work activities.

Scholastic have resources that include *Read & Respond* (includes detailed teaching notes and resources, including independent activities), *PM* (a finely levelled fiction and non-fiction reading programme) and *Fast Forward* (includes hi-lo levelled books to support readers) which can help you meet your guided reading needs. Hattie's effect size for small group tuition is 0.47 (see page 21).



Reciprocal reading

What is reciprocal reading?

Reciprocal reading is a small-group reading strategy where children take turns to become the 'teacher'. As a method, it explicitly teaches strategies for predicting, clarifying, questioning and summarising. In reciprocal reading sessions children ask questions of the text, and through discussion with their peers, explore the answers to these questions. It is a powerful learning experience as, in order to answer their questions, children engage more deeply with the text and use higher-level thinking skills than they would if working independently to answer traditional comprehension questions. Oracy skills are central to reciprocal reading. Children must speak with clarity, listen carefully and learn to explore ideas through discussion.

When introducing reciprocal reading, the teacher will need to model the strategy to children. Depending on the age and experience of the children, they will be able to withdraw from this role so that children come to lead the group independently. This makes reciprocal reading a particularly valuable reading approach to include in the Daily Reading Lesson as it frees up the teacher to lead guided reading while groups of children undertake reciprocal reading independently.

Reciprocal reading has been shown to increase both reading and listening comprehension, and has demonstrated that learners transfer their learning into other contexts.

Led by: Child
Group: Small group of six, similar level

A Fischer Family Trust trial in Middlesbrough, with two sessions of reciprocal reading per week over one term, showed an average gain of 13 months for reading accuracy, 16 months in reading comprehension. (The control group gained 3 months in reading accuracy and 1 month for reading comprehension.)

John Hattie's research gives reciprocal teaching an effect size of 0.74, one of the highest effects in the 'teaching' domain (see page 21).



How Scholastic can help with reciprocal reading

Connectors is a series of levelled books which are designed to be used for reciprocal reading. Each child chooses a coloured face and is the leader for the page where their colour appears. The prompts on the page help them to focus on the comprehension strategies: predicting, clarifying, asking questions and summarising.

Upon starting to use *Connectors*, the teacher will need to spend time with the groups or class explaining the process and the different strategies. It is advised to spend two sessions with each group, one guiding the process and one observing, before allowing the children to work independently. Consideration will be needed regarding the planning and structure of the Daily Reading Lesson while the different tasks are explained and set up for the groups. Hattie's effect size for reciprocal teaching is 0.74 (see page 21).

Repeated (close) reading

What is repeated (close) reading?

Repeated reading (sometimes called close reading) involves reading and re-reading a text to gain a deeper understanding. It is a strategy that teaches children to engage at a critical level by asking themselves questions that they will solve as they read. This will allow them to gain a fuller understanding of texts and read with a purpose. The aim is that the skills learned in repeated reading sessions will enable them to read and understand complex texts independently.

Led by: TA/Independent
Group: Small group of six,
similar level

Repeated reading begins with the TA introducing the text and letting the children know the purpose of their reading. There are then four stages that children follow:

- **Prepare and read:** skim reading to get the key concepts and details.
- **Read closely:** a closer look, to understand the structure, patterns and vocabulary used. Ensure children are reading with a pencil in their hand to note down thoughts and concepts as they arise.
- **Discuss:** the third, and last read where children discuss the text with a partner or a small group. They question each other about the text, ensuring they ask questions that will drive each other back to the text to find the answer.
- **Write:** and finally, this is where children write about the passage of text they have read. This consolidates the learning, and ensures that the content is well understood.

A significant body of research links the close reading of complex text – whether the student is a struggling reader or advanced – to significant gains in reading proficiency.

**The Partnership for Assessment of Readiness
for College and Careers, 2011, page 7**



How Scholastic can help with repeated (close) reading

Two repeated (close) reading sessions are included a week for each group. It is suggested that one is led by a TA; the second is intended to be an independent writing activity.

Short Reads is a series of fiction and non-fiction reading cards. The cards come in sets of six, which makes them ideal for small-group work, and there is a detailed teacher's guide of lesson preparation to support the TA-led sessions.

The TA-led session will include establishing the context, reading the card (multiple times), reading closely to explore different aspects of the text and discussing questions to clarify understanding. A follow-up writing activity will then take place in the independent session using this work. Hattie's effect size for this programme is 0.75 (see page 21).



Targeted approaches for challenge, support and practice

Regular assessment helps teachers to judge which children need further challenge, support or practice in different areas (see Assessment, on page 18).

In the Daily Reading Lesson, targeted activities are offered as a further layer of tuition after small-group reading. Challenge, support and practice take place in the classroom and are designed to meet specific goals in a short timescale. The activities ensure that all children feel included in the literacy life of the classroom and no-one misses out on shared reading experiences.

You may also find that this time is ideal for reinforcing other English skills, so resources such as *Scholastic English Skills*, which includes grammar and punctuation, handwriting, spelling and vocabulary, as well as comprehension resources, are ideal for all groups.

Striving readers

Striving readers may need additional support in areas such as decoding, fluency and comprehension. This session at the end of the Daily Reading Lesson gives them the opportunity to practise these areas with a trained adult in focused sessions. To this end, Scholastic has published *Catch Up Your Code*, a catch-up phonics programme for children aged 7 to 14; *The Megabook of Fluency* for targeted fluency work; and *Fast Forward*, a hi-lo reading programme for children who need additional help in comprehension strategies. Scholastic also publishes *Catch-up* workbooks for ages 10–11 to help children achieve their potential in the national tests.

Working at the expected level

Children working at the expected level can spend this time independently reading, using practice books to develop literacy skills or finishing off writing projects that were started during repeated (close) reading or *Read & Respond* sessions.

Thriving readers

Children working at greater depth need to be challenged and to be given the opportunity to stretch themselves. You could consider giving these children time to pursue a topic of their choosing in depth, with a view to presenting their information in traditional and



non-traditional ways (such as writing a book, presenting to their class/school etc). In addition, resources such as *Fast Finishers* will help challenge children without taking them into next year's work. *Close Reading* resources give short-burst activities designed to develop higher-order thinking skills which reinforce the repeated reading activities taken in the small group work. Scholastic also publishes *Challenge* workbooks for ages 10–11 to help children achieve greater depth in their national tests.

Assessment

Assessment is a vital strand of the Daily Reading Lesson. Through assessment teachers know, before planning, where children have learning needs and so can choose the approaches and resources that best meet them. Using assessment formatively in this way ensures teaching is focused on what will make the most difference, making it an efficient and highly effective process. Combining formative assessment with summative tests also helps teachers to know when children have closed learning gaps and met key targets.

It is important that children use the right book at the right time in each reading strategy, and therefore it is as important for teachers to know the levels at which children are reading as well as where learning gaps exist so that children make progress. Furthermore, using resources designed to teach the range of reading skills increases the effectiveness of reading teaching.

Feedback and assessment has a huge part to play in student achievement. The Education Endowment Foundation lists feedback as the joint highest impact of all strategies and Dylan William (2006) says 'if you're serious about raising student achievement you have to improve teachers' use of assessment for learning'. Race et al. (2005) in *500 Tips on Assessment*, say: 'Nothing we do to, or for, our students is more important than our assessment of their work and the feedback we give them on it. The results of our assessment influence our students for the rest of their lives...'

How Scholastic can help with assessing reading level

As explained throughout this document, it is important that teachers are aware of the reading level of each child in their class. There are a number of ways to ascertain this level. The most robust way would be through use of the *PM Literacy Assessment Kit* which equips teachers with accurate and robust assessment tools to identify children's instructional or independent reading levels. The resource offers a complete literacy assessment, allowing teachers to conduct reading records to effectively capture students' progress in reading fluency, retelling abilities and comprehension within and beyond the text.

Which Book and Why explains how you can use Book Bands for guided reading. It helps



What is the Daily Reading Lesson?

teachers to choose the right book at the right time for young children learning to read, based on focused assessments.

The following table outlines the reading accuracy percentages indicating text level. For further information see the *PM Literacy Assessment Kit*.

Challenging level text	Instructional level	Independent level
The child reads with less than 90% accuracy	The child reads with 90 – 94% accuracy making the texts moderately challenging	The child reads with above 95% accuracy

For more general literary assessment, there are also *Termly Assessment Tests* designed to track progress throughout a year at the start of each term to help to inform planning and *10-Minute Tests* for a bite-sized assessment check.

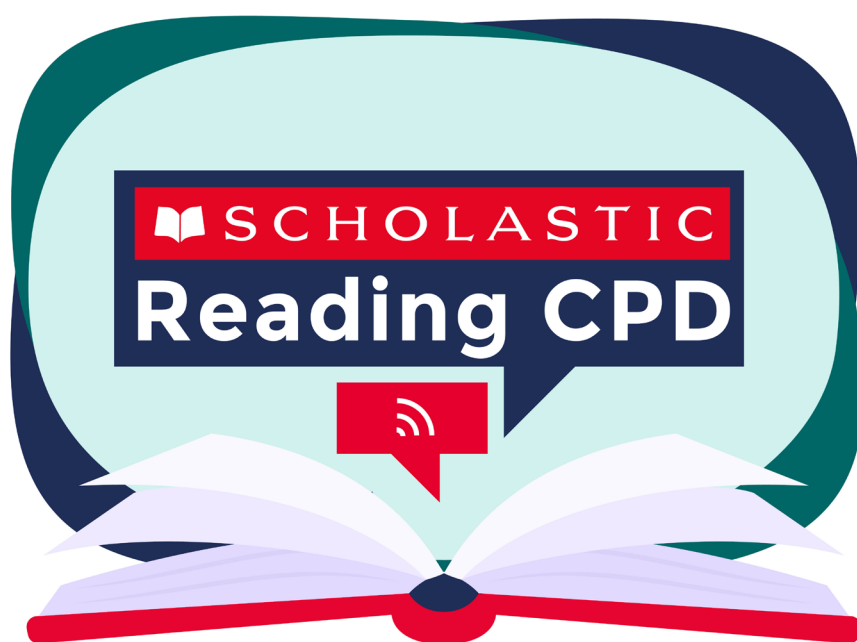




Professional development

Implementing any new approach in school requires time, training and reflection. When introducing the Daily Reading Lesson, you will want to hold staff training sessions to ensure that all members of staff feel confident using the different approaches. In addition to staff training sessions, there are other activities you can undertake to ensure that all members of staff are as well informed about reading as possible. These include:

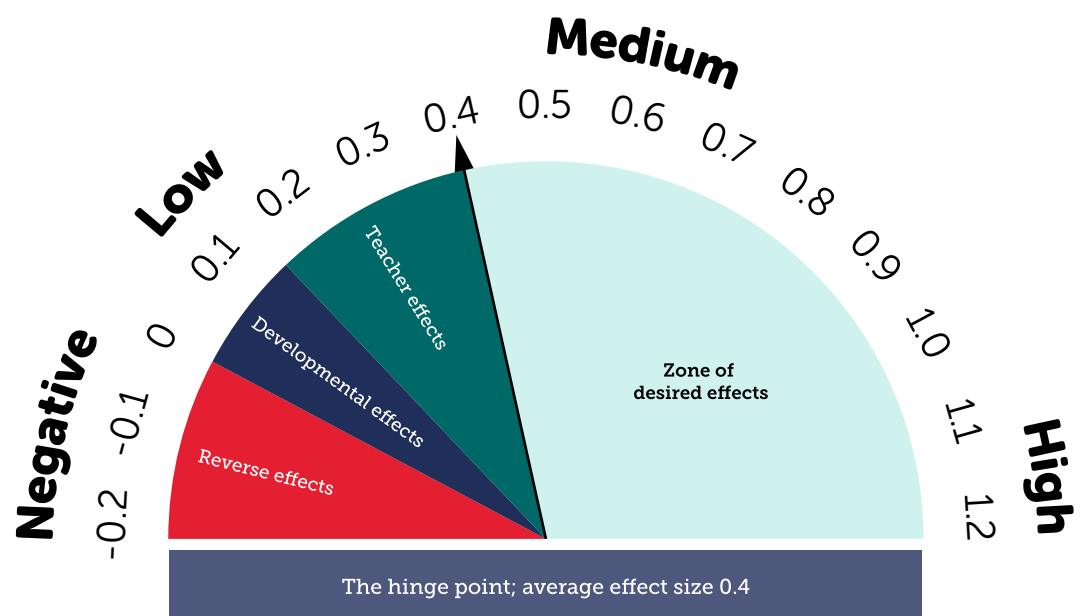
- Using the teacher's notes and handbooks that accompany each Scholastic programme to ensure that all teachers implement the approach correctly.
- Asking teachers to read this booklet to appreciate, for example, which approaches work best for whole-class and group teaching.
- Completing the Scholastic Reading Audit to assess the quality of your reading teaching and how well you provide a reading for pleasure environment in your school. For more information: www.scholastic.co.uk/reading-hub/reading-audit
- Attending the Scholastic Reading CPD webinars. These are hosted by a team of literacy experts to ensure that teachers are as up to date as possible on all aspects of reading. For more information: www.scholastic.co.uk/reading-hub/cpd-advice-research
- Observing each other deliver reading lessons to learn what works well.
- Creating a staff CPD library that includes books about reading. A selection of titles can be found on: shop.scholastic.co.uk/series/1897





Research and impact

At Scholastic, we have a range of research-based resources designed to support each strategy found in the Daily Reading Lesson, which means that, unlike other models, the Daily Reading Lesson removes the need for extensive planning and is easy to administer. Furthermore, the impact of each resource on children's learning is supported by data from Hattie's effect size analysis and impact measures recorded by the Education Endowment Foundation (EEF), giving teachers the reassurance that not only is their Daily Reading Lesson easy to administer, but that it is highly effective also.



John Hattie is an education researcher who has measured the effect of educational actions on children's achievement. His research findings cover the impact of actions from the use of TAs to class size to the impact of specific teaching approaches such as small-group tuition. Hattie's insights mean that teachers can select teaching approaches and strategies based on how they will maximise their children's achievements.

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 impact of different teaching approaches

Strategy	Resource	Link to the Daily Reading Lesson	Hattie effect size December 2017	EEF impact (months)
			Hinge point 0.4	
Comprehensive reading programmes			0.54	
Comprehension programmes			0.47	+6
Vocabulary programmes	Read & Respond	Whole-class literacy lesson	0.63	
Spelling programmes			0.58	
Oracy				+5
Phonics			0.7	+4
Small-group tuition			0.47	+4
Reciprocal teaching			Connectors	Reciprocal reading
Feedback	0.7	+8		
Meta-cognitive strategies	0.6	+7		
Peer tutoring	0.53	+5		
Collaborative learning	0.34	+5		
Repeated reading	Short Reads	Repeated (close) reading		
Testing	Termly Assessment Tests		1.07	
Frequent testing	10-Minute Tests		0.33	
Effects of testing			0.59	

Effect sizes taken from <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/> and from 'Visible Learning for Teachers', Hattie, 2012. And from the Education Endowment Foundation Teaching and Learning Toolkit <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>.





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Appendix 1































Appendix 1: The Daily Reading Lesson Overview

Start of the lesson	Whole-class literacy An engaging, rich text used with the whole class to teach key literacy skills. May include shared reading. Teacher led.				
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 lesson	Targeted approaches for challenge, support and practice Support and extension activities including tuition and in-class support.. Opportunities to work independently to deepen understanding of texts and to read books of their choosing for pleasure.				





















Appendix 2

Appendix 2: The Daily Reading Lesson Resources

Start of the lesson	Whole-class literacy An engaging, rich text used with the whole class to teach key literacy skills. May include shared reading. Teacher led.				
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)  



Appendix 2

End of lesson	Targeted programmes for challenge, support and practice Support and extend children's literacy skills by choosing suitable tuition and support in the classroom.		
	<p>Striving readers:</p>    	<p>Working at expected level:</p>  	<p>Thriving readers:</p>    
Assessment	  		
Supporting teachers	<p>Resources to support subject knowledge and understanding</p>     		



Appendix 2

	Shared reading	Guided reading	Repeated (close) reading	Reciprocal reading
Teaching focus	Introducing and practising <ul style="list-style-type: none"> Enables curriculum coverage at word, sentence and text levels Facilitates fluency teaching Introduces strategies, objectives and content that can be followed up in guided, repeated or reciprocal reading sessions 	Reinforcing and extending <ul style="list-style-type: none"> Enables repetition and reinforcement of objectives or content already taught in shared reading Creates space to extend the most confident readers beyond the pitch of the shared reading lesson and support striving readers with additional input 	Introducing, reinforcing, practising, extending, deepening <ul style="list-style-type: none"> Enables deeper understanding of a text by reading, re-reading, discussing and writing 	Deepening understanding <ul style="list-style-type: none"> Explicitly teaches the skills of predicting, clarifying, questioning and summarising With some programmes, other comprehension skills such as making and forming opinions, making connections, inference and visualisation are also taught
Children grouping	Whole class <ul style="list-style-type: none"> Mixed ability 	Small group <ul style="list-style-type: none"> Usually around six children with similar needs and at a similar level of reading 	Small group <ul style="list-style-type: none"> Usually around six children with similar needs and at a similar level of reading 	Small group <ul style="list-style-type: none"> Usually around six children with similar needs and at a similar level of reading
Teacher's, TA's and child's role	Teacher led <ul style="list-style-type: none"> Teacher plans learning objectives based on the curriculum, assessment and child knowledge Learning activities and questions are designed to meet the learning objectives Teacher models reading, fluency, expression and how to think as a reader 	Teacher facilitating <ul style="list-style-type: none"> Teacher guides children through questioning Children are encouraged to read on their own and discuss their responses to the text 	TA and child led <ul style="list-style-type: none"> Model how to read and re-read the text with a different focus Ask prepared questions Children lead peer discussion of text and show their understanding through extended writing activities 	Child led <ul style="list-style-type: none"> When implementing the strategy, the teacher models and then withdraws from leading sessions as children gain confidence in leading their own learning



Appendix 2

Level of support and range of reading skills	High level of teacher support	Lower level of teacher support	Moderate level of teacher/TA support	Little/no teacher/TA support
	<ul style="list-style-type: none"> • Explicit direct teaching • Encourages collaborative group thinking and talk about texts • Utilises oral responses • Teaches language skills • Enables the class to build a collection of shared texts • Ensures all children are exposed to ambitious age-appropriate texts • Exposes children to advanced vocabulary and language structures 	<ul style="list-style-type: none"> • Tasks designed by the teacher so that children practise and apply strategies introduced during shared reading • Encourages independent thinking and problem-solving • Enables differentiation for extension and support • Enables study of vocabulary, comprehension and fluency • Encourages discussion • Develops comprehension by discussion of a text slightly more challenging than an independent reader 	<ul style="list-style-type: none"> • Encourages re-reading for deeper understanding • Develops the ability to talk about texts deeply and with understanding • Promotes discussion and develops oracy skills • Teaches vocabulary understanding • Encourages link-making within and across texts • Promotes independent work 	<ul style="list-style-type: none"> • Children work independently with others to practise reading and responding to texts • Children develop the ability to talk about texts • Comprehension is deepened through peer discussion • Children learn to ask their own questions • Develops oracy skills
Text level and resources	Rich challenging texts	Instructional level texts	Instructional level texts	Independent level texts
	<ul style="list-style-type: none"> • Texts are at or above the average reading level of the class • One copy displayed electronically or as a big book, or copies of the text for individual children to follow • Can be extracts or whole texts depending on the learning objective 	<ul style="list-style-type: none"> • High-quality fiction or non-fiction • Texts are pitched at a moderate level (see Assessing reading level on page 19) • Requires sets of texts with one copy per child 	<ul style="list-style-type: none"> • High-quality fiction or non-fiction • Texts are pitched at a moderate level (see Assessing reading level on page 19) • Requires sets of texts with one copy per child 	<ul style="list-style-type: none"> • High-quality fiction or non-fiction • Texts are pitched at an independent/moderate level (see Assessing reading level on page 19) • Requires sets of texts with one copy per child

Adapted from UCL Institute of Education, Bodman, S and Franklin, G (2021) *Which Book and Why*, page 14 and Pinnell, GS and Fountas, IC (2010) 'Research Base for Guided Reading as an Instructional Approach', page 4.

For more information on how to implement
The Daily Reading Lesson, including quotes
on any resources mentioned, please contact
the team by emailing:

consultants@scholastic.co.uk

or visiting our website at

**[https://www.scholastic.co.uk/
reading-hub/daily-reading-lesson](https://www.scholastic.co.uk/reading-hub/daily-reading-lesson)**

