

## **Strategic School Improvement Fund Project**

### **Impactful strategies used by SSIF schools to improve outcomes in reading- for their disadvantaged pupils:**

- Undertake a rigorous baseline audit of current provision and impact to evaluate effectiveness and impact of current practice/strategies
- Whole class reading approach. Less reliance on guided reading approach as whole class approach supports choral reading and enables a more focussed approach on questioning and comprehension
- Systematic and consistent approach to teaching phonics across all year groups – supported by trained Teaching Assistants to ensure consistency (teachers and TA's have same training)
- Senior Leaders supporting and coaching teachers to identify key text and sequences of reading/writing activities to develop pupils' comprehension skills
- Coaching strategy to develop new approaches reading strategies e.g. use of IRIS model/coaching triads/lesson study approach
- Adaptation of 'Accelerated Reading Programme' – significant impact in several schools supporting pupils in making more rapid progress in reading
- Choral reading strategy – pupils read aloud together to support fluency and pronunciation/intonation
- D.E.A.R. – Drop Everything and Read! Sessions. At various points during the day – initiate D.E.A.R. sessions. Schools report that this has created a love of reading in their school. (RWI – Read Write Inc initiative).
- Question Level Analysis (Q.L.A.) to identify areas that pupils are less competent in (KS1 and KS2)
- Pre- teach key vocabulary – focus on meaning, spelling, pronunciation – helps to support pupils to make sense of their reading (All ages)
- Reading Gems Programme – based on teaching content domains. Focus on one domain at a time and teach strategies to develop inferencing, deduction etc.
- Talk for Learning Strategies e.g. reciprocal reading. To encourage pupils to talk about the text and their understanding. Allocation of talk roles to develop fluency and comprehension.
- Timetable reorganisation – whole school reading programme and phonics teaching being taught at the same time to allow for the movement of pupils across groups to more effectively meet their needs
- Implementation of Read, Write, Inc (Ruth Miskin) and Comprehension X strategies to support progression in reading skills and phonetical development
- Implementation of Word Aware strategies to support the use and understanding of key vocabulary across the curriculum – Parent Engagement with Word Aware programme to further develop reading at home.

### **Useful reading/resources/websites:**

- <https://www.teachthought.com/literacy/25-reading-strategies-that-work-in-every-content-area/>
- <http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>
- <http://www.readingrockets.org/strategies>
- <https://www.readinghorizons.com/reading-strategies/list-of-reading-strategies>
- <https://www.ruthmiskin.com/en/?region=...>
- <https://literacytrust.org.uk/>
- <https://www.babcockdp.co.uk/latest-news/re-think-reading->
- <https://www.babcockdp.co.uk/improving-schools-settings/english/reading>

- <https://www.oxfordowl.co.uk>
- <http://thinkingtalking.co.uk/word-aware/>
- <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/>