

Improving Reading Protocol

Document Control Table				
Version no:		2		
Date of latest review:		February 2025		
Approval Required By: (Adoption and full 5 Year Review)		CEO		
Date last approved:		March 2025		
Policy owner:		CEO		
Frequency of revision:		2 years		
Next review date:		May 2027		
Revision approval required by:		CEO		
Protocol family:		Education		
Protocol status:		Approved		
Applies to (Mark as appropriate)				
Staff	Pupils / Students / Adult Learners	Parents / Carers / Guardians	Contractors	
✓	✓	✓		
Volunteers	Students on placement	Trustees / LGC / Members	Visitors	
✓	✓	✓		
Agency Staff	Other	a	a	
✓	✓			
Published Locations				
Trust Website	Academy Website	Aldridge Intranet	Student/Parent planners	On-request
		✓		✓

Consultation					
With		Reason for Consultation		Final Consultation Date	Version No
Principals		Collaborative Protocol		May 2023	1
Version History					
Version	Reviewer	Revision Date	Nature of Change	Adopted/ Approved by	Approval Date
V1	JF	May 202	New Trust Protocol	CEO	May 2023
V2	PN & R McL	Feb 25	Policy review and update, CEO sign off	CEO	March 202

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Mission Statement: Aldridge schools identify the reading path for individual learners so that all learners can achieve their potential in reading and therefore access to examinations, to literature, and to life.

1. Statement of Intent/Commitment

Anyone not reading has a disadvantage. Any disadvantaged child who is not reading is in an education deficit, has been let down by the system and we must address this, urgently.

The government paper, [Now the whole school is reading](#), dated November 2022, states that 'Each year, only 10% of disadvantaged children who leave primary school with their reading below the expected standard, get passes in *English and mathematics at GCSE*.' The core of our work at Aldridge is done in the context of high deprivation and we acknowledge the education deficit that applies to some of our learners, and we seek to close this gap.

At Aldridge, we approach reading with this list of principles:

1. Senior leaders prioritise reading
2. Schools accurately identify gaps in learners' reading knowledge
3. Staff who teach reading, across all phases, have the training and expertise they need to teach weaker readers
4. Leaders and staff share information about struggling readers
5. All teachers, support staff and learners are conversant about the reading journey
6. Schools have clear procedures in place to monitor the teaching of reading and its impact on struggling readers
7. As learners' reading improves, they gain confidence and become more motivated to engage with reading in class
8. Schools continue additional support and monitoring once pupils are independent readers, which means they always know the longer-term impact of help or whether learners continue to struggle in transition from EYFS through to KS5.

By **implementing** these and **monitoring the impact** of reading, we know that learners are fully equipped to tackle texts from across the curriculum in a range of circumstances.

Confidence in reading builds confidence in learning. The [Reading Framework](#) from January 2022 explores the steps expected in primary settings to engage readers. In Aldridge schools, we are aware of the gaps with which learners are moving into secondary, gaps as a result not simply of 'disadvantage' but also covid-19 pandemic lockdowns.

Required action in all schools: Individual Aldridge schools know who is reading, who is struggling to read, and why, and what the school is doing to close those gaps.

Aldridge schools believe that **attention to reading** builds Cultural Capital, enhances Personal Development and raises the Gatsby benchmarks ensuring that it is not an education deficit that is preventing the disadvantaged from **equal opportunities** with the most advantaged.

2. Diagnostic Testing

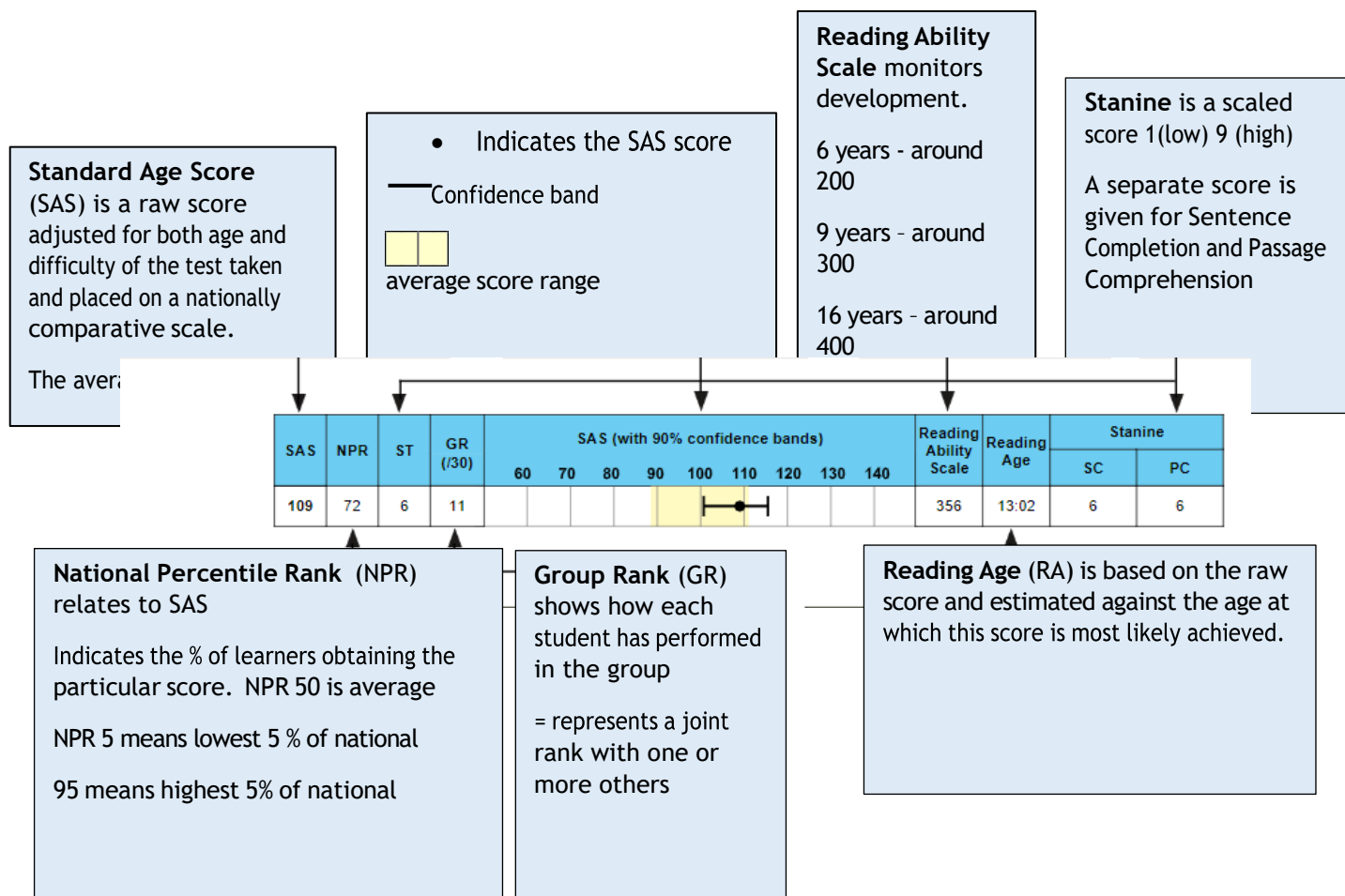
Required action in all schools: Aldridge Schools use a range of diagnostic assessments to accurately identify the reading path for individual learners.

Rationale for NGRT as initial diagnostic:

The New General Reading Test (NGRT) is a standardised test that **reliably measures** reading skills against the national average, appropriate for learners aged 6-16 years. It's quick (30 minutes) and helps to get to the root of any problems precisely. The assessment is intuitive; more able pupils are challenged while weaker readers are kept engaged. In this way, it identifies strengths that can be further developed as well as areas that require improvement.

The test **starts the process of a personalised reading intervention plan**. It tests not just the ability of pupils to decode what they read, but whether they also comprehend and apply meaning. It can be used to measure phonemic awareness in less able readers too and is particularly useful at transition points.

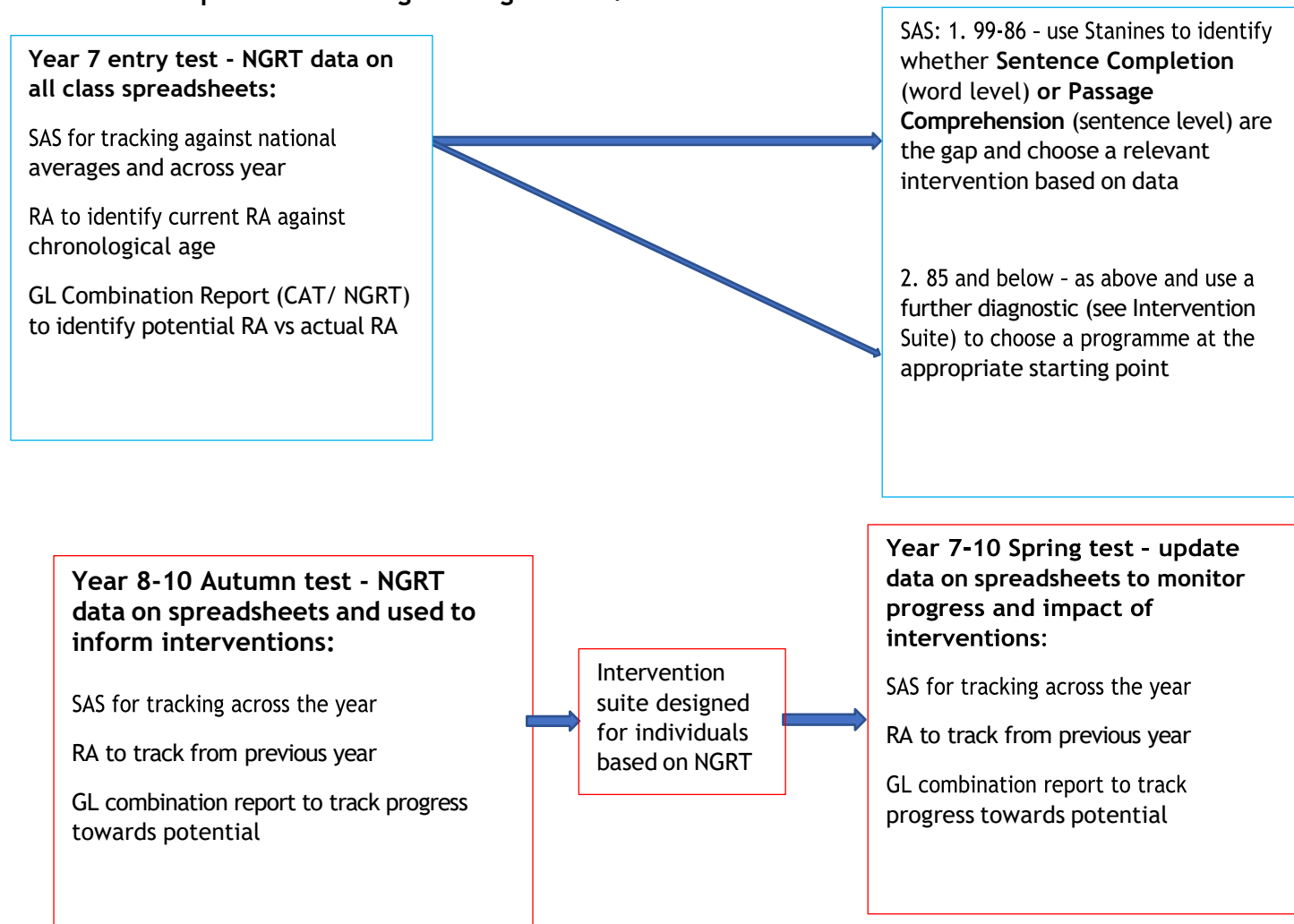
NGRT produces a **range of data** that allows **planning for interventions** to address problems before they impact on performance and allows us to triangulate with other GL test data. In turn, this produces information that helps in planning curriculum content at the right levels and helps to identify those who may have barriers to accessing the curriculum. **Results provide actional reports**, building a comprehensive picture of a pupil and their reading ability profile and the implications for teaching and learning.



Required Trust use of NGRT data:

- Use **SAS score** to benchmark learners against national, track progress across tests and to compare performance of different learners within a year group and across a year group.
- Use **reading age** to identify learners/groups of learners who are below their chronological ages.
- Use **progress categories** to identify learners who fall into the lower and much lower than expected progress category.
- Where data highlight concerns teachers use the **individual report for teachers** and in particular the implications for teaching and learning.
- Use **stanines** to look at **discrepancies between Sentence Completion and Passage Comprehension** ensure these learners are followed up (use YARC (York Assessment of Reading for Comprehension) if there is a significant difference between sentence completion and passage comprehension in NGRT).
- Use the **GL combination reports** for CAT (Cognitive Ability Tests sat in Year 7) and NGRT to compare ability with current attainment. Use the reading discrepancy information to identify this. The reading discrepancy indicates those learners that have more potential in reading than their NGRT score suggests and where intervention would be beneficial.

Example flow of data gathering and use:



3. Intervention Suite and Mandatory Requirements for NGRT data

Required action in all schools Stage 1: The NGRT data is used to identify learners who need intervention with their reading using the following system, in order:

NGRT (New Group Reading Test)

1. NGRT tests are administered at the beginning of the year, Individual Pupil Reports (PR) are downloaded and the teaching and learning implications from these are shared with teachers and parents
2. The progress categories generated from the SAS scores are used to categorise students' progress into bands that are then used to identify any students not making expected progress.
3. Standard Age Score and Reading Age to be entered on BromCom, teacher marksheet and seating plan.
4. All readers below chronological reading age are flagged on Bromcom, with an additional flag for those students more than 3 years below their chronological reading age.
5. All readers are flagged on Bromcom by teachers expressing a reading concern
6. Follow-up screening is administered to those with SAS 85 and below.
Diagnostic tests chosen in consultation with PR, SAS, RA, SENDco and class teachers (where they have flagged concerns) may include:
 - DiaPhon (Diagnostic Phonics/Spelling Support Pack)
 - Diagnostic Reading Analysis
 - Test of Word Reading Efficiency
 - Fresh Start
 - YARC for highlighting discrepancy between Sentence Completion (vocabulary range) and Paragraph Comprehension (meaning)
 - British Picture Vocabulary Scale (GL Assessment)
 - IDL Literacy Screener (Dyslexia Screener)
 - GL Dyslexia Screener
7. Appropriate interventions according to the specific reading difficulty, after additional testing, start within two weeks of initial data collection
8. PRs to be used by teachers/staff/paired readers trained to respond
9. For students diagnosed for interventions, PR is to be expanded into a profile and include strengths, struggles, interventions and strategies all staff can use when planning, to support reading
10. Profiles for all pupils on a reading programme or intervention in any phase must be accessible by all delivering the intervention to inform planning
11. Profiles for all pupils on a reading programme or intervention in any phase must be shared with parents, possibly at an information event for reading
12. Rigorous data must be updated by those working with students on interventions, shared with, and monitored by the Reading Champion. This will include reading progress, attendance and engagement with the intervention.
13. Re-test NGRT Spring 2 to monitor the efficacy of the interventions

Required action in all schools Stage 2: Learners who are behind their chronological reading age, or lower in one of the other progress measures on the NGRT, access additional intervention for their reading. Additional bespoke tests are used with these learners to ensure they are placed on the right stream of intervention.

Additional recommended testing includes:

York Assessment of Reading for Comprehension

1. YARC is useful if a pupil scores less than 85 on NGRT and there are discrepancies between the Sentence Completion and Passage Comprehension sections of NGRT.
2. Administering the YARC test provides a more detailed analysis of reading skills: reading accuracy, reading rate and comprehension. It takes 20-30 minutes to administer.
3. The YARC provides an in-depth analysis of reading and comprehension skills for children aged 4-16 years. It identifies specific problems with word recognition, reading fluency or reading comprehension and informs on the best and most appropriate interventions to support the individual.
4. The YARC diagnostic test is split into three parts: Early Years and Primary or Secondary tools.
5. YARC also highlights pupils who may be eligible for Access Arrangements: Extra Time or a Language Modifier.

Fresh Start

1. Diagnostic from a one-to-one assessment of those significantly below the NGRT RA and identified as needing Sentence Completion intervention.
2. Testing can determine whether learners need to work further on their phonemic awareness, including decoding and blending.

IDL

1. The IDL Literacy Screener is a simple, effective online tool that can be used to highlight dyslexic type difficulties.
2. The test takes around 30 minutes to complete and is perfect for screening pupils aged 8 and over. It can be used with groups and individuals where there may be a concern about their literacy progress.
3. The IDL Literacy Screener accurately identifies dyslexia and dyslexic tendencies in children, and alerts teachers to which learners require additional support.
4. It is an online, adaptive screener which means that it adapts to the child's level of skill. It can also be used as a diagnostic tool for identifying literacy difficulties, rather than just for screening for dyslexia.

GL Dyslexia Screener

1. The GL Dyslexia Screener Identifies dyslexic tendencies and recommends intervention strategies.
2. Dyslexia Screener is an initial screener for teachers concerned about a pupil's literacy progress. Standardised to ensure accurate benchmarks, the assessment can be used to screen year groups or for individual pupils whose performance in literacy is causing concern. It distinguishes between general literacy difficulties and those associated with dyslexia.
3. The test is digital and takes 40-60 minutes.

EAL Assessment from the Bell Foundation

1. At the core of a reading issue could be a learner who is new to English and so require EAL intervention.
2. We use the EAL Assessment Framework for Schools: Secondary from The Bell Foundation to assess a learner's level of English proficiency.
3. Learners are given a category from Band A - E and are rated on listening, speaking, reading & viewing and writing.
4. If a learner is new to English in Band A and B, it is likely they need interventions for EAL learners rather than being entered into reading interventions straight away.

Required action in all schools Stage 3: Assessments are used to select appropriate follow-on interventions which target specific reading gaps.

Mandatory action: Learner progress is tracked and monitored over time to ensure the intervention is leading to progress. The intervention strategy is selected based on the learner's main reading gap.

Reading Interventions used may include:

Phonics gap: Fresh Start

1. Fresh Start is a catch-up literacy intervention for learners at aged 9-13 years old at risk of falling behind their peers in early secondary schooling. It provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention.
2. Pupils are assessed and then grouped according to their levels of reading ability.
3. Teaching in these groups begins with recognition, practice and blending of sounds and graphemes, based on a set of module booklets.
4. The optimum group size is 8 but the intervention can be carried out one to one and online where appropriate.
5. There are six-weekly progress tests to ensure the ongoing suitability of the intervention.
6. Staff delivering this intervention are fully trained by Read Write Inc.
7. Packaged resources include reading modules, sound cards and posters for classroom displays.

Range of reading and literacy gaps: Lexia

1. An intuitive reading programme designed to give learners control over the pace and path through the literacy learning.
2. A combination of interactive instruction on the Lexia platform and teacher-led instruction to support differentiation and supporting any literacy gaps.
3. Learners move through the programme and cover semantics, phonology, sound symbols, syntax, syllables and morphology in order to improve their reading in a structured and personalised way.

Range of reading and literacy gaps: Lexonik

1. Lexonik Leap - The programme addresses phonics gaps with age-appropriate resources, ensuring students of all ages can build foundational literacy skills quickly and confidently. Especially designed for older learners.
2. Lexonik Advance - With an evidence-based approach, Lexonik Advance supports learners in mastering academic vocabulary, enabling them to achieve an average reading age gain of 27 months in just six weeks.

Dyslexia support: IDL Literacy

1. The IDL Literacy Intervention is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention but can also be used effectively as a school wide literacy solution.
2. IDL Literacy is proven to increase reading and spelling ages in both primary and secondary school learners.
3. The Literacy software incorporates all aspects of a balanced literacy programme and is structured, yet flexible enough to cater for individual differences. In addition to covering the reading process from phonological awareness to fluency, the software includes components that improve spelling, handwriting, vocabulary and comprehension skills.

Required action in all schools: Schools include universal reading provision during the school day to ensure reading is high on the agenda of all learners and staff.

Universal Provision:

It is also recommended that schools make use of tools which can benefit the universal provision of reading, and promoting reading for pleasure, as well as supporting learners who need additional support. Two recommended programmes are:

Accelerated Reader

1. AR is used to support creating a culture of reading through choice and build confidence through quizzing for comprehension.
2. The diagnostic Star Test is used to identify Zone of Proximal Development (ZPD) and find books which are appropriate to the reading level of the individual learner. ZPD creates personalised stretch and challenge in book choices.
3. Reading for pleasure book choice guidance is included.
4. Comprehension levels assessed through quizzing.
5. Various diagnostics that create awards to encourage all levels of readers to read for pleasure.

Century Tech

1. *CENTURY's* intelligent recommendation engine identifies gaps in knowledge & misconceptions. It creates a personalised learning path, tailored to the needs of every learner.
2. Intuitive screening so progress is personalised through modules called 'Nuggets'.
3. Nuggets include general literacy, spelling and grammar which can be set by the teacher and worked through as part of a personalised pathway.
4. Used for homework or as part of specific in class intervention time.
5. Teachers regularly analyse data to: identify gaps; identify areas for reteach; identify key learners who need extra support.
- 6.

Bedrock Learning

1. The core curriculum explicitly teaches vocabulary and grammar, all in the context of original and engaging prose, ensuring learners are reading a diverse range of high-quality texts that draw them in, expanding their cultural capital whilst they learn.
2. With over 30,000 subject-specific Tier 3 words across 38 subjects from maths to music, Bedrock unlocks the language demands of the curriculum, providing targeted and personalised instruction that moves beyond definitions.

Sparx Reader

1. Sparx Reader makes reading visible, empowering schools to build a culture of regular independent reading.
2. Students are offered fantastic books at their level from a wide range of texts. Homework tasks are also personalised, so all students can experience regular success in reading.
3. As they read, students answer regular questions, helping them to stay engaged in the story. Readers earn Sparx Reader Points (SRP) and can compete with others to climb the league table.

A focus on strategy and what it looks like in the classroom:

4. Choosing the right text

For individuals:

Aldridge schools use data from the NGRTs in order to know the reading age and appropriate reading level of each learner. Aldridge schools manage the organisation of their reading programme effectively so that learners are choosing books that are appropriate in their progress to independence, whether this is a personal book, from a library or tutor group book box.

Aldridge schools celebrate teachers' reading with posters on doors and notes in emails stating what the teacher is currently reading. This both encourages learners and identifies new books. One to one, teachers talk with learners about their book choices and guide learners to read the first page before deciding on a book because the blurb is not written by the author.

For teachers and whole class reading:

When Guided Reading is taking place, teachers choose carefully, according to the group, their needs, barriers and experience. Teachers are comfortable to discuss the topics raised in the books they choose because they choose carefully. Teachers are aware of Barrington Stoke books and libraries make them available for readers with dyslexia.

Teachers consider the reading age and whether the book is aimed at a particular identity as well what the interests of the group are. The SMOG [test for readability](#) [AUTOMATIC READABILITY CHECKER](#), a [Free Readability Formula Consensus Calculator \(readabilityformulas.com\)](#) is online and Aldridge teachers use this to decide on a text to suit the group.

Aldridge teachers are aware that the minimum reading ages to access GCSE exams are:

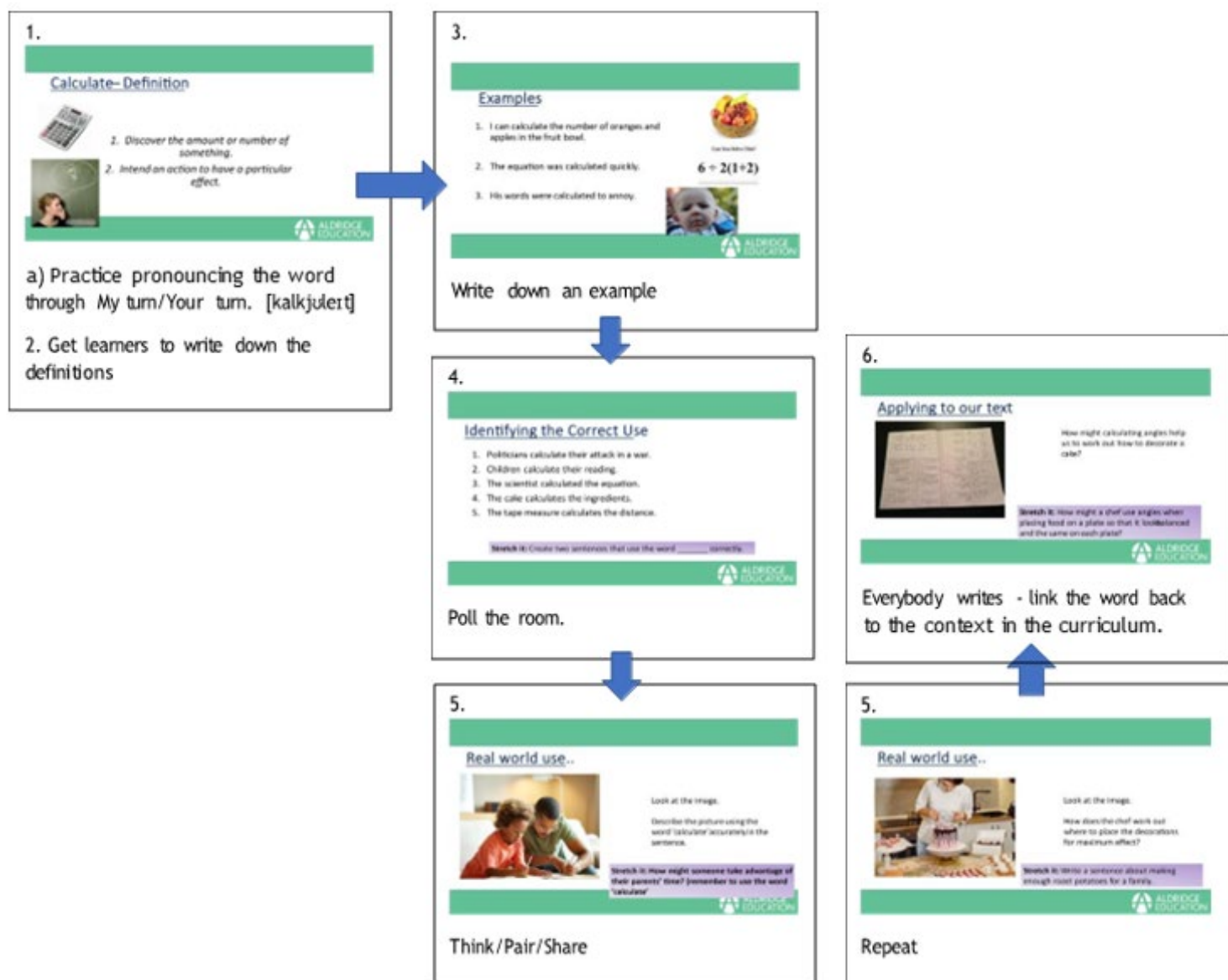
- Maths Foundation - 12 years
- Combined Science Foundation - 14 years
- English Language - 13 years
- English Literature - 14 years
- Geography - 15 years
- History - 14 years

In whole-class teaching, Aldridge teachers support, choosing the right text by engaging with the bigger picture. For example, using science papers or theories, play readings or extracts, magazine articles or blurbs from French/German/Spanish books to broaden understanding, because reading is consistently and consciously celebrated.

5. Teaching of Subject Specific Vocabulary

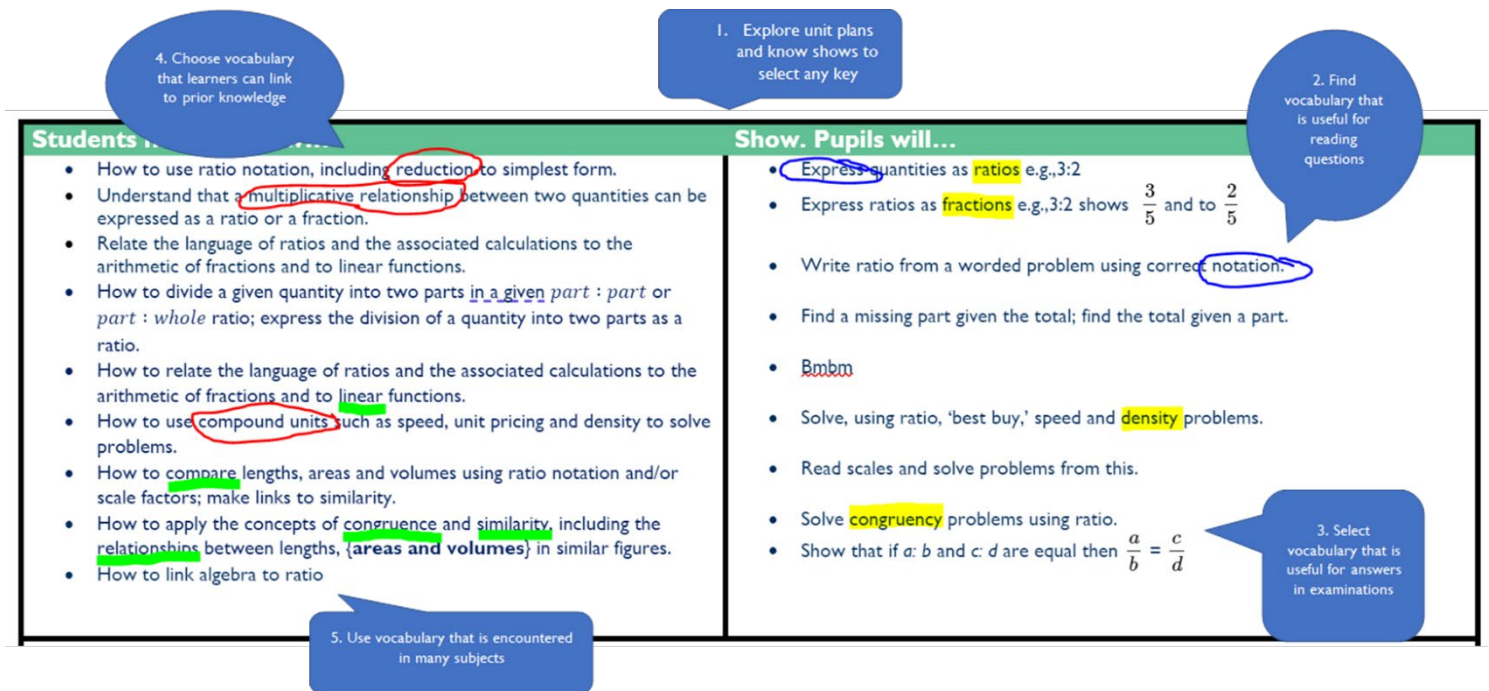
Required action in all schools: All teachers of all subjects are responsible for tier 2 and tier 3 vocabulary learning.

To be a reader, we need a rich vocabulary. At Aldridge, aiming to reach a 'rich, decontextualized knowledge of a word's meaning, its relationship to other words, and its extension to metaphorical uses' (Beck, 1987, Bringing Words to Life), we deliver a series of 6 steps:



Required action in all schools: Teachers must choose the vocabulary to explicitly teach their class based on their knowledge of the class and using the chart below.

How to select a word (Link to Alex Quigley's SEEC model):



Aldridge teachers, of any subject, deliver a **systematic instruction of tier 2 and tier 3* vocabulary** which closes the word and attainment gap. Retention and confidence with tier 2 and tier 3 vocabulary will **increase the chances of accessing GCSE examinations**. Following the 6 steps (using a repeated [template](#) such as the Beck template above, improves the potential to write academically and in turn, teaching and learning outcomes are improved.

By providing a **toolkit of strategies** that can be used in **all subjects** and the use of **co-planning time to develop a departmental approach**, Aldridge schools expose pupils to new words, enabling further opportunity for clarity of communication and development of cultural understanding beyond the curriculum.

*

Tier 2: high frequency words used across multiple subjects eg. Annual, benefit, afford, retrospect. These words are more characteristic of written text and more rarely used in conversation, making learners less likely to learn them independently.
--

Tier 3: words rarely used, which are limited to specific topics and domains, eg. Photosynthesis, machicolations. These are best learned when a specific need arises.
--

Tier 1: most basic words typically appear in oral conversations eg. Warm, cat, girl, swim. Children are exposed to these words a lot, from a very young age, so readily become familiar with them.
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6. No Threat Reading Culture

Required action in all schools: An Aldridge School is a reading school. At Aldridge, we know that the more we read, the more we see ourselves as a reader.

“The way we interact with learners and arrange for them to interact shows them what kind of people we think they are and gives them opportunities to practice being those kinds of people”
Peter Johnstone, Choice Words (2004)

Teachers and students talk about interests and adults guide reading because they know the learners and can make reading real for the reader. There is no threat or fear of disapproval when someone reads a book. Reading for pleasure is seen, encouraged and celebrated. Reading is successful, one sentence or one page: success is in the reading, and **everyone is a reader**.

As a learner walks into an Aldridge classroom, they **know that reading is important** because the culture of reading is supported by a **reading-rich environment**. For example, there is inspirational signage at the back of the room. If there are pictures of authors, they cover the range of writers from across the English writing world so that **each learner recognises themselves in the world of reading**. The side walls, that learners can turn to observe from their seats, have **word walls** and student work, pertinent to the subject. The front wall, around the board, has **instructional or reference signage**, in large font, for support during lessons. In this way, signage is relevant and of use to teachers and learners.



BACA literacy wall in art

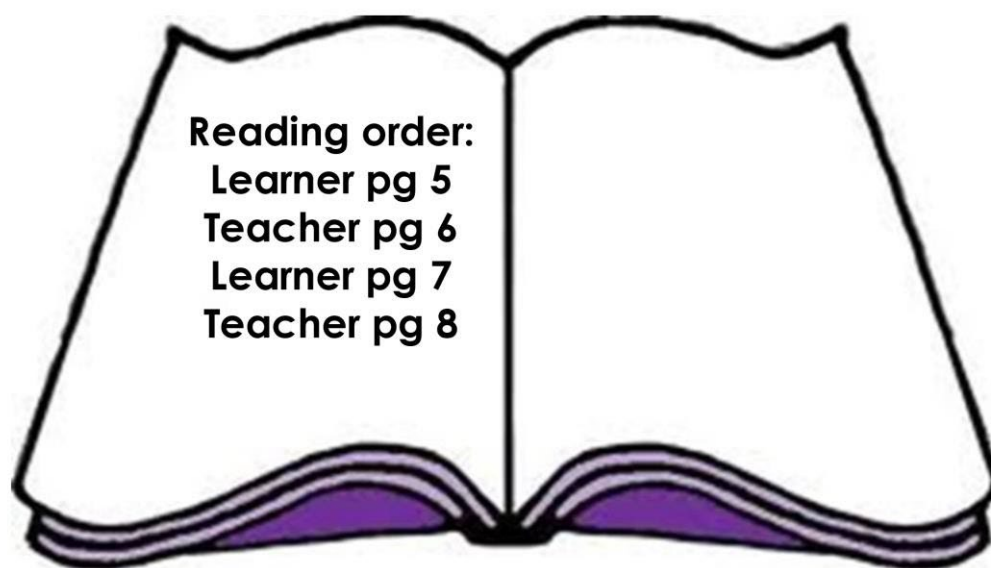
The sounds of an Aldridge classroom are of a **No Opt Out safe learning environment** for all. Doug Lemov, in *Teach Like a Champion* (2010), asks teachers to reflect on whether the actions in a classroom yield more than 20 minutes of reading would. In fact, having 25 minutes of sustained reading time of a challenging book which is successfully comprehended (see Accelerated Reader), ensures reading age growth. Lemov's strategy "Control the Game" shows us how to manage a reading environment successfully:

1. Don't let students know how long they will be reading (aloud).
2. Don't let them know who will be reading next.
3. A brief reading keeps energy up better than a longer one.
4. Minimise the fuss created around the switch of a reader.
5. Teacher can read a little to keep up the momentum.
6. "Oral Cloze", you might want to leave out words to see who is paying attention.
7. Feel free to ask all students to pause and discuss-all while holding their place—so that they can pick up and keep reading more easily

Teachers in Aldridge classrooms also know and implement supportive routines for learners reading aloud:

- minimum of a sentence, no more than a page, learner taps out and teacher passes on
- learners follow the reading with their finger and thumb down the side of the page
where there are learners with anxiety, teachers use a PowerPoint slide with names and the page.

Turn to page ...



Stretch it:



This environment is carefully built through Get Better Faster Scope and Sequence strategies. Establishing routines, including:

- **Narrating the Positive** - deliberately scanning for those using the established reading routines and narrating their use, with name checks of learners. Eg. "Sasha, has her finger in place for reading," "As asked, Hamad, has the reading book only on their desk."
- **Modelling thinking and behaviour** - interrupting reading with a 'think aloud' where the teacher talks through the thinking process to evaluate the reading. When the teacher is reading, they are modelling the routines and behaviour of a reader.
- **Guided Discussion** - knowing the reading material and having questions to check for understanding and guiding thinking so that students can see the big picture of the text as well as picking out the details that build the journey.

All these strategies and particularly Guided discussion help students to use **habits of discussion** founded on **listening to each other**, **developing responses** and **critiquing responses**. Teachers know how to build these strategies over time to fully embed and establish them into learning.



A Duke's Habits of Discussion poster

Teachers are not afraid to instigate debate and **deepen the discourse**, using the Discourse One-Pager below, because they have **established this pattern** in classroom discussions across time. Alongside, teachers create a positive classroom culture, one in which no one is afraid to speak or to listen and changing one's mind, is allowed. The core idea that **students respect your ideas when you respect theirs** is at the heart of any guided discussion.

Aldridge teachers **monitor learners' responses** in lessons which gives them clarity and data on learners' comprehension. Additional monitoring data comes from **mid-unit quizzes** to capture understanding; **the universal offer**, using programmes such as Accelerated Reader, Century Tech data; **intervention** data from IDL literacy, Lexia, Fresh Start to gather more specific data about reading need from which to **support individuals and classes in guided reading**.

Aldridge leaders know that creating **productive struggle** in Guided Reading groups comes through **specific teacher training**. Leaders use the Literacy Discourse table below, from Love and Literacy by Paul Bambrick-Santoyo, from Uncommon Schools to run See it, Name it, Do it (SINIDI) training on reading. Therefore, **all Aldridge teachers expect to be readers with the learners** and every classroom has reading happening in it. There is no opt out from staff or learners.

Literacy Discourse: One-Pager

Facilitate Discourse	
Activate	ACTIVATE KNOWLEDGE (PRIOR TO & DURING DISCOURSE, AS NEEDED) <ul style="list-style-type: none"> • Use a word wall and/or resource/text: <i>"Use your notes. Turn to _____,"</i> • Recall: <i>"Think back to _____. What do we already know about _____?"</i> • Drop knowledge/vocabulary: <i>"Some additional context is... How does this support/shift our</i>
Launch	LAUNCH THE DISCOURSE CYCLE <ul style="list-style-type: none"> • Start with your prioritised high-rigour question. • Follow the sequence: Everybody Writes, Turn & Talk, Cold Call, Volley (multiple students speak before the teacher does)
Maximise	MAXIMISE STUDENT TALKING & THINKING Let students drive 95% of the discourse: <ul style="list-style-type: none"> • Strategically call on students: <ul style="list-style-type: none"> ○ Call on students who are 'further off' and 'partially there' first. ○ Call on students who are 'almost there' to push the group forward. ○ Call on originally incorrect students to stamp new understanding. • Use universal prompts (students and teachers): <ul style="list-style-type: none"> ○ Revoice (student or teacher) –prompt students to strategically paraphrase other students' reasoning. <ul style="list-style-type: none"> ▪ Teacher: <i>"If I hear you correctly, you seem to be saying X. Is that correct?"</i> ▪ Student: <i>"Are you really saying [paraphrase or re-work their argument to see if they still defend it]?"</i> ○ Press for Reasoning (student or teacher) –justify your answer with evidence, key terms, vocabulary <ul style="list-style-type: none"> ▪ <i>"Why/why not?"; "How do you know?"; "Prove it."; "What text evidence supports this idea?"</i> ○ Open up the debate (teacher): <ul style="list-style-type: none"> ▪ <i>"Evaluate." "Build." "Agree/Disagree."</i> • (When needed) Teach habits of discourse: <ul style="list-style-type: none"> ○ Rollout, model or give reminder of a specific habit prior to launching discourse. <ul style="list-style-type: none"> ▪ See <i>"Habits of Academic Discourse Guide"</i> for guidance and a list and examples of various
Deepen	DEEPEN & STRETCH IT When you have an 'almost there' responses, use your scripted prompt(s) to push the class: <ul style="list-style-type: none"> • Drop new knowledge: <i>"[new knowledge]. How does this connect to...?"</i> • Problematiser (create tension) <ul style="list-style-type: none"> ○ Name the debate: <i>"Some of you say X. Some of you say Y. What do you think?"</i> ○ Provoke debate: <i>"[Name] would say this [name alternative argument]. How would you respond?"</i> ○ Highlight contradictions: <i>"These two ideas are contradictory. How can we make sense of this?"</i> ○ Play devil's advocate: <i>"I disagree. I actually think..."</i> or <i>"Who can play devil's advocate?"</i> ○ Feign ignorance: <i>"I don't understand. I was thinking..."</i> • Sophisticate (add complexity) <ul style="list-style-type: none"> ○ Zoom in/Zoom out: <i>"What do we associate with ____? What's the effect of this choice?"</i> ○ Narrow the focus: <i>"Let's test our hypothesis against pages _____. Review and see if they support or challenge our view."</i> ○ Apply within different or new context/perspective: <i>"What's another way we could think about this?" "What would ____ think about this?"</i>
Stamp	STAMP IN STUDENT VOICE <ul style="list-style-type: none"> • Stamp the Content and/or Purpose <ul style="list-style-type: none"> ○ <i>"Stamp this for us—what do we need to remember about _____?", "How has our thinking changed?"</i> ○ <i>"Why does this matter?", "What does this enable us to do?"</i> • Stamp the Skill <ul style="list-style-type: none"> ○ <i>"What steps did we take to _____?", "How did we _____?"</i>

7. Teaching of Reading Domains

Required action in all schools: Aldridge schools deliver and monitor the progress from primary learning to secondary learning by knowing the Reading Domains from the KS2 English Reading Framework.

Reading Domains are from the [KS2 English Reading Framework](#) and establish a way of **linking ideas** through a text to see the **progress of a piece of writing** and its meaning and have been appropriated to define test development in KS2.

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

In primary, Aldridge learners are given the acronym VIPERS in order to support achievement working through each domain for full success:

Vocabulary 2a Give/explain the meaning of **words in context**

Infer 2d Make **inference** from the text/ explain and justify using evidence from the text.

Predict 2e **Predict** what might happen from the details stated and implied.

Explain 2f, 2g, 2h, Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make **comparisons** within the text

Retrieve 2b Retrieve and record key information/**key details** from fiction and non-fiction

Summarise 2c **Summarise** main ideas from more than one paragraph

Using the questions, such as those below, as a way of creating a response to reading that learners can refer to with increasing confidence and complexity, **establishes routines** in primary reading that must be developed further in the secondary spiral.

2a. Give/explain the meaning of **words in context**.

- *What does this... word/phrase/sentence... tell you about ... character/the experiment/the mood in England at the time etc?*
- *Highlight a key phrase or line. By writing a line in this way, what effect has the author created?*
- *In the writing, 'x' is mentioned a lot. Why?*

2b. Retrieve and record information/identify **key details** from fiction and non-fiction.

- *Where does the story take place?*
- *What is the next stage in the method after stirring the sauce?*
- *Why was the assassination of Franz Ferdinand important?*

2c. **Summarise** main ideas from more than one paragraph.

- *What's the main point in this paragraph?*
- *Which is the most important point in these paragraphs? How many times is it mentioned?*
- *Sort the information in these paragraphs. Do any of them deal with the same information?*

2d. Make **inferences** from the text/explain and justify inferences with evidence from the text.

- *What makes you think that?*
- *Which words give you that impression?*
- *How do you feel about...?*

2e. **Predict** what might happen from details stated and implied.

- *What do you think will happen next?*
- *What do you think Watson and Crick did next?*
- *How do you think the story will end?*

2f. **Identify/explain** how narrative or information content is related and contributes to meaning as a whole.

- *Draw lines to match each section to its main content.*

- Match each part of the diagram with the correct information from the text.

2g. Explain how meaning is enhanced through the choice of words or phrases.

- Why do you think the historian chose to use this word to describe...?
- Why did the author choose this simile?
- What is the effect of the statistic in this sentence?

2h. Make comparisons within the text.

- Find and copy the words where [character]'s mood changes.
- How does the Proletariat's attitude change?
- How does the use of plastics change?

8. Teaching guided reading

Required action in all schools: Reading is established as a routine in the school and in individual classrooms making it an expectation of all learners, teachers and parents

In lessons:

An Aldridge classroom establishes a **consistent reading routine**. For example, a classroom technique may be to read everything three times. This means that learners become familiar with how to read for understanding and feel confident to attempt the reading; this includes those that are reluctant or have English as a second language or other barriers.

L.O.: Analysing language of an unseen extract

Technical Elements	Images and visualisations	Messages and themes	Emotions

5 minutes ACTIVE READING TIME


You should be annotating as you are reading using the strategies above

What is the writer's Viewpoint?

What was their intention?

As you are reading think about what the writer wanted the reader to think and feel


BACA English Active Reading slide

First Read in all subjects: Know what we don't know. Learners  the words they are not sure about as we read.

Second Read in all subjects:

- a) Solve problems prior to the second read with images/glossary/definitions of what is around words or inside them e.g. autobiography has bio in it which is in biology so it is about life and auto is in automobile and autocracy which mean one driver or one ruler. And graphic is drawing/writing altogether making: one life writing.
- b) Pronouns - teach students to read back to check for pronouns and what they relate to.

Third Read is more specific to a subject: Tag the text:

- a) re-read to identify for _____
- b) Identify command words with a box 
- c) Underline science words
- d) Dig Deep annotating what the students know and what they react to

Fourth Read in English: Choices of the writer in language/structure/form and methods and effect.

Aldridge schools create a routine of reading in all subjects using extended passages and in all year groups so that learners have a **clear structure to reading an unseen text**.

Guided reading is reading that has been pre-read by the teacher to **identify words that need defining** and whether to give the definition or guide a reader to working it out in context or from a dictionary. The teacher has already noted awkward vocabulary and during the lesson, ensures **pronunciation is accurate** and is not afraid to establish this with learners through building the word up in chunks, running it together and repeating or choral repetition.

In Reading Time:

Guided Reading is also a well-researched strategy for reading with small groups of learners of similar ability and with similar needs which generally follows a pattern of:

1. Learners begin by reading a familiar text again, for fluency
2. Teacher introduces another text, looking together at the front and back or at the title and source looking for clues, making predictions, asking questions, introducing new vocabulary and making contextual links and connections with other reading or with curriculum
3. Reading together, using choral reading or whisper reading with all learners visibly following the reading
4. Discussing the reading
5. Teaching the Reading Domain.

This is a link to a [Year 5 Guided Reading session](#), note how the guided reading is a separate activity from 'English' and is about **independence, importance and nurturing reading strategies** and importantly, **routines**. An Aldridge school provides a safe and purposeful time for reading in school to promote the same independence, importance and nurturing of reading strategies and routines.

In paired reading:

An Aldridge paired reader has been trained to work one-to-one with a struggling reader. The training has developed strategies so that the paired reader can:

- Keep the reader focused on the word and chunk it up before they run it together
- Establish with the reader that they follow with their finger anything read to them and anything they read
- Access coloured overlays or magnifiers if needed
- Access a personal and appropriate space for hearing the reader and reading to the reader
- Use My Turn, Your Turn
- Develop speed reading skills through timing and asking questions
- Develop scanning skills using timing and asking questions

- Develop skimming skills using timing and a focus on a particular aspect of the text. For example, 1. starting with looking for all the mentions of a particular word, 2. looking for detail around a particular word or idea
- Keep a log of progress and be able to talk about the reader with SEN/TA/HoD English if necessary

In an Aldridge classroom all learners know they will understand the reading at the key point in the lesson because they know their teacher has planned for their learning

9. Cross-curricular consistency

Required action in all schools: Because Aldridge schools read actively, there is a consistent reference to vocabulary, spelling, sentence structure, paragraphing and pronunciation while reading aloud.

“This guidance challenges the notion that literacy in secondary schools is solely the preserve of English teachers.” (*Improving Literacy in Secondary Schools Guidance Document, EEF, October 2021*)

Schools are aware that the EEF has produced an [Improving Literacy in Secondary Schools](#) document to evidence the need for this cross-curricular approach.

Spelling:

Spelling is addressed in the marking policy. Learners' work evidences identification or correction of key spelling inaccuracies and the policy addresses how the school manages this so that learners do not repeat the same mistakes.

Vocabulary:

Across the curriculum, lessons include explicit Tier 2 and 3 vocabulary teaching, using the Isobel Beck 6-step system as detailed in chapter 5. This is built into the curriculum intent and is evident in planning documentation in order to be delivered with careful consideration as to the highest leverage words to explicitly teach for the subject. Key vocabulary is written into the unit of work and teachers use their knowledge of the class and the written work presented to decide on the words they choose for direct instruction.

Paragraphs:

When talking about reading and while writing, teachers and learners refer to specific paragraphs and learners know that paragraphs break up a text into coherent units of a series of sentences or thoughts, that begin with a topic sentence. Accurate paragraphing is indicated when marking work and learners correct work in a different colour pen.

Sentences:

Learners are used to hearing teachers across subjects encourage them to use a variety of sentence structures in order to best express their ideas. For example, in art and science, annotations and labels state clearly the key piece of information whereas the 6-mark question requires deliberate explanation and information, the construction of which is explicitly taught so that the key information is clear.

Reading aloud:

When reading an extract aloud for the first read, teachers use expression and emphasis to make the key information stand out to the learners. During a lesson, teachers are clear who reads and when, using the established system, which is consistent for the learners. Teachers support learners to read accurately by pausing if a learner reads inaccurately and giving the learner time to sound out words before running the sounds together. Teachers encourage learners to adhere to full stops and are aware of other punctuation that indicates meaning. Aldridge teachers are pro-active about reading.

10. Monitoring and Impact

Required action in all schools: **Because monitoring is consistent and regular, when asked about reading, all stakeholders will refer to themselves as a reader - there is reading success across the trust.**

The Aldridge monitoring schedule expects weekly in-classroom data, bi-weekly assessment data, six-weekly interventions, half-termly dashboard reviews to identify and close any gaps. **By monitoring this work from entry to exit, Aldridge teachers, support teachers and students can articulate the journey of a reader.**

Reading is seen in all Aldridge classrooms, no matter the subject, so that learners live the links between reading and learning. Learners experience how reading fits into and links curricula together.

The impact of this work is:

- that learners and teachers have strong discourse-oriented relationships in which both parties share and grow
- that classroom environments are learning environments for all
- that learners can articulate what reading in an Aldridge school is and why it is important
- that learners are confident about the material they are presented in all their subjects
- that learners' vocabulary is expansive and supports their written work
- that everyone's reading age is on or above their chronological age
- improved grades and outcomes
- greater choice of destination