Supporting reading in secondary school

Guidance and workbook for secondary school leaders

April 2025

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Training overview

Summary of the training package: Supporting reading in secondary schools

This evidence-based online training package is for **all secondary school practitioners** and aims to build capacity and confidence to enable staff to support all secondary school students with their reading.

The training comprises:

- a leader package for all school leaders to build their knowledge and aid CPD delivery for practitioners
- a practitioner package for teachers and teaching assistants

Both teacher and leader packages include a series of short videos and accompanying guidance.

This **leader package** includes six videos that provide opportunities to reflect, introduce research on secondary reading and outline approaches to assessment and principles for school leaders to consider in developing a whole school reading culture.

This **leader package** guidance introduces the training and leader videos and outlines what the teacher package includes: 11 videos provide opportunities to reflect, introduce research on secondary reading and outline seven strategies for supporting reading in the classroom. The teacher package guidance should be used by teachers and teaching assistants while watching the videos to aid reflection and note taking. The teacher package takes approximately one hour to complete and can be completed individually, or within a wider group.

As a leader, how should I use these materials?

You can follow three steps to familiarise yourself with the training and support school staff to complete the training:

- **Step 1: read** - this guidance
- **Step 2: engage -** watch the school leaders' videos and reflect
- **Step 3: implement** – identify staff; enable training individually or in a group

Where can I find the videos and other resources?

- School leader package videos (that accompany this document)
- Teacher package videos
- School leader and teacher guidance
- Providing feedback

Introduction

Supporting the ongoing development of reading in secondary schools has never been more important. To thrive in secondary school, students must learn to adapt and adjust the reading skills they have acquired in the earlier stages of their education and use these skills to learn.

This training programme has been developed to build capacity and confidence for all teachers, school leaders and teaching assistants who support the learning of secondary students. The training provides a first step towards developing a sustainable, evidence-informed approach to supporting reading and creating a strong reading culture in secondary school. As a first step, it aims to enable staff to become informed about what learning to read involves and how they can support students at every stage and level of their education. The training comprises short videos and guidance, providing input about reading in secondary students and seven strategies for supporting all secondary learners in the classroom.

The training is closely aligned with the Department for Education Reading Framework and current research, in the following ways:

- it adopts the Simple View of Reading (Gough & Tunmer, 1986) as its core theoretical framework
- research evidence from secondary-aged children is integrated with insights from primary and secondary school practice to draw out effective strategies for use in the secondary classroom
- there is a clear emphasis on how successful reading at secondary school builds on a foundation of strong word reading, spoken language and fluency, as well as reading for pleasure, and disciplinary reading
- the training package explores common profiles of reading need in secondary school
- the leaders' package outlines assessment approaches for identifying need, evaluating progress for all students and capturing impact of reading approaches

How has this training programme been developed?

The evidence-informed training programme has been developed iteratively in close collaboration with teachers and school leaders from secondary contexts to ensure that it provides practical strategies that can be readily embedded in classroom practice. A pilot of the training demonstrated that the training is effective in promoting knowledge and confidence and is accessible to secondary staff. Teachers, teaching assistants and school leaders also reported that it was necessary, valuable, an efficient use of time and was already enabling them to reflect on how they might change their practice.

Who is the training for?

This training is for **all secondary practitioners**, including teachers, teaching assistants and school leaders so that they can support reading in **all secondary students**. In some cases, it may be helpful for parents and governors to enable them to understand how students can be supported in school.

The programme has been designed for teachers of all curriculum subjects and all levels of experience, though it may be most useful for teachers who:

- Do not have English as their subject specialism; and
- Have not had recent Continuing Professional Development (CPD) on reading.

This training may be useful as part of:

- Induction procedures for new members of staff;
- Training for student teachers or Early Career Teachers (ECTs); and
- Ongoing CPD for existing members of staff.

What does the training involve?

The training comprises a teacher package and a school leader package (see Figure 1).

Figure 1: Table summarising the training package

	School leader package	Teacher package
Introduction	Introduction and reflection	Introduction and reflection
Research-led videos	What is reading Reading in secondary school students Assessing reading	What is reading Reading in secondary school students
Teacher-led videos	Introduction School leader principles	Introduction Core strategies for the classroom
End	Post-training reflection and action plan	Post-training reflection and action plan

The school leader package includes six short videos and this school leader guidance. The teacher package includes 11 short videos. Videos should be watched alongside the teacher guidance, which provides questions and examples to encourage reflection and deepen understanding of the ideas and concepts explored. Research-led videos outline

the research evidence and teacher-led videos apply that evidence to classroom and school practice. All videos were developed in collaboration with teachers and school leaders from a range of school contexts and geographical areas in England and Wales to ensure that they are clear and actionable in the classroom and across the school.

This school leader package of videos and guidance has been developed for school leaders to explore how to embed a reading culture across the school. In addition, this guidance is designed to enable school leaders to implement the training with all staff in their schools and ensure that it is as effective as possible at promoting teacher knowledge and confidence in a way that is feasible and accessible.

How should I approach this training?

You can follow three steps to familiarise yourself with the training and support school staff to complete the training:

1. Read

Take time to read this guidance and reflect on how this training can be embedded in a whole school strategy for supporting reading.

2. Engage

Watch the school leaders' videos. These videos provide opportunities to reflect, explore theory and research, describe approaches to effective assessment and outline four principles to consider in developing a whole school reading culture.

Three are research-led videos, where Professor Jessie Ricketts narrates an overview of key theories and research findings and describes important considerations for reading assessment.

It is best for leaders to watch the videos in the following order:

Video 1: Introduction and reflection. The training starts with an introductory video that includes an opportunity to reflect. This video provides a brief summary of what the training course will include, alongside an opportunity for secondary school leaders to reflect on their current approaches to supporting reading in their school.

Video 2: What is reading? In this research-led video, Professor Jessie Ricketts describes the Simple View of Reading (Gough & Tunmer, 1986) as a framework for defining reading knowledge and skills.

Video 3: Reading in secondary students. In this research-led video, Professor Jessie Ricketts summarises key findings from research on reading in secondary students.

Video 4: Assessing reading. In this research-led video, Professor Jessie Ricketts covers important considerations when assessing reading.

Video 5: School leader principles. In this video, teachers and school leaders narrate four principles for school leaders to consider in developing a whole school reading culture, including:

- the importance of reading for independent learning;
- frequent reading;
- monitoring, screening and checking reading; and
- teaching continuing professional development (CPD).

Video 6: Post-training reflection and action plan. This video ends the training with an opportunity for secondary school leaders to reflect and develop an action plan for how the strategies may be implemented in the classroom and in the context of your school community.

Don't forget to give us your feedback at the end.

3. Implement

Once you have read this guidance and engaged with the leader videos, it is time to implement the training with staff in your school.

Identify colleagues for the training

The first step of implementation is to identify the colleagues who will benefit from this training. Remember, the training is for all secondary practitioners, including teachers from all subject specialisms and teaching assistants. It also includes experienced teachers as well as those who are new to the profession.

Consider how participants are grouped. To encourage conversation and collaboration, it may be preferable to organise participants into small groups of 4-5 participants from different departments. However, teachers may also benefit from collaborating with colleagues from their own or similar subject teams to share disciplinary ideas and knowledge.

Enable training

The second step of implementation is to enable training individually or in a group. The videos can be watched using a tablet, computer, or mobile phone and headphones might be useful to ensure that the narration can be heard clearly. It is important for teachers to have this guidance available while watching the videos along with a pen or electronic device to write down reflections and make notes.

Don't forget to encourage teachers to give us feedback at the end.

Completing training individually…

Teachers will need the guidance, a device to watch the videos on and a way of making notes.

Completing the training in a group…

The training can be completed either individually within a group or all together as a group. The group might be led by a school leader or other member of staff who has completed the school leader training package. You'll need a quiet space for the group to gather to complete the training.

Note. Although the training can be completed in approximately an hour, it can take longer if you want to take more time for reflection and discussion so it might be worth allocating two or more hours for group training.

Completing the training in a group but individually

- Training can be completed by staff as a group in one room, but separately on individual devices. This can be followed by reflection and discussion.
- Each teacher will need access to the guidance, a device and headphones to watch videos and a pen or device to make notes.
- You can make time at the end for group reflection and discussion.

Completing the training in a group all together

- Training can be completed all together, in a quiet room with videos shown on a large screen.
- You will need access to a large screen to show the videos. Each teacher will also need access to the guidance and either a pen or electronic device for making notes.
- Throughout the training, the group can pause to discuss and reflect. Discussion may also be useful at the end of training.

Some suggestions for alternative delivery approaches:

- **Jigsaw Sharing videos in smaller groups**, with opportunities to share. This strategy works well for participants who are more confident with the content material in the training and would benefit from time to consider the implications for practice more deeply. Participants are allocated into one of seven groups. Each group is allocated a video to watch. As a group, they summarise the key points and reflect on how the strategy could be used in their different subject disciplines. Once the videos have been watched, participants reassemble into new groups, to share their learning from the video they have watched. Each participant shares their learning to the group, ensuring that the group have an overview of all the strategies.
- **Individual watching followed by group discussion**. If time is a challenge, or it would be preferable to spread the training programme over a period of weeks, the videos can be watched as pre-discussion activity, prior to a collaborative

discussion on implementation. This strategy works well for participants who are familiar with the content of the training programme but would benefit from ongoing implementation support and time for evaluation of effective practice.

Teacher package videos

The 11 teacher videos provide opportunities to reflect, explore theory and research and outline seven strategies for supporting reading in the classroom.

The videos overlap with the school leader videos but are not the same. The school leader package includes additional videos on assessing reading and school leader principles and does not include the teacher-led videos described below (indicated with *).

It is best for teachers to watch all of the videos in the following order:

Video 1: Introduction and reflection. The training starts with an introductory video that includes an opportunity to reflect. This video provides a brief summary of what the training course will include, alongside an opportunity for secondary teachers to reflect on their current approaches to supporting reading in their school.

Video 2: What is reading? This video uses the Simple View of Reading (Gough & Tunmer, 1986) as a framework for defining reading knowledge and skills.

Video 3: Reading in secondary students. This video summarises key findings from research on reading in secondary students.

Video 4: Choosing curriculum texts. This video describes the first strategy for supporting reading in the classroom, focusing on how to choose curriculum texts.

Video 5: Identifying text features. This video describes the second strategy for supporting reading in the classroom, focusing on the importance of being explicit about the features of the types of texts expected in a subject area. This is an important part of disciplinary reading as it helps students to know what to expect from different types of texts, which in turn makes comprehension easier.

Video 6: Exploring vocabulary. This video describes the third strategy for supporting reading in the classroom, which focuses on exploring the vocabulary in texts.

Video 7: Activating background knowledge. This video describes the fourth strategy for supporting reading in the classroom, focusing on exploring the background knowledge students may need to access the text because being familiar with the topic in the text aids comprehension.

Video 8: Teaching reading comprehension. This video describes the fifth strategy for supporting reading in the classroom, focusing on explicitly teaching the strategies

students can use to comprehend texts and emphasising that reading is an active process.

Video 9: Reading in lessons. This video describes the sixth strategy for supporting reading in the classroom, focusing on reading during lessons, considering who reads in the class and when.

Video 10: Checking student comprehension. This video describes the seventh strategy for supporting reading in the classroom, focusing on checking student comprehension of texts. Though reading accuracy and fluency don't guarantee comprehension, it is easy to assume comprehension when reading appears accurate and fluent.

Video 11: Post-training reflection and action plan. This video ends the training with an opportunity for secondary teachers to reflect and develop an action plan for how the strategies may be implemented in the classroom and in the context of your school community.

See the [teacher guidance](#) and [videos](#) for more information.

What should I do when I have completed the training as a school leader, and with staff at my school?

At the end of the training programme, please:

- Review your notes and develop an action plan for how to embed this training in your school strategy
- Read the section about common reading profiles that you might expect to see in the classroom
- Look at the section on next steps
- Take five minutes to [provide feedback](#) on this training programme and encourage your staff to do so as well

Your feedback will be extremely valuable for future developments of this work.

After the training programme has been completed, it is essential that staff are encouraged and supported to make changes to their teaching and evaluate the impact of these changes on the reading proficiency of the students. Celebrating successes and improvements is important and leaders should take time to recognise the achievements of the staff and students positively. However, it can be as beneficial to understand where changes to practice and new initiatives have not been successful. Leaders should be clear what they expect to happen because of any new initiatives and monitor progress carefully.

Planning for changes to practice

All participants should be supported to make changes to practice and manage the predicted impact of these changes.

Leaders should plan regular follow up opportunities for staff to share successes and reflect on further challenges. Leaders should be responsive and agile in adjusting plans in response to ongoing feedback and implementation challenges.

Student progress and achievement is the primary indicator of the impact of any new initiative.

It is recommended that leaders put in place a well specified implementation plan after the training programme has been completed. This plan will include the intended outcomes, what further support and guidance will be needed and monitoring milestones.

Workbook to accompany videos

Video 1: Introduction and reflection

This video is available on the [DfE YouTube channel](#)

Thoughts and reflections

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Video 2: What is reading?

This video is available on the [DfE YouTube channel](#)

Thoughts and reflections

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Video 3: Reading in secondary students

This video is available on the [DfE YouTube channel](#)

Thoughts and reflections

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Video 4: Assessing reading

This video is available on the [DfE YouTube channel](#)

Thoughts and reflections

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Video 5: School leader principles

This video is available on the [DfE YouTube channel](#)

Leadership strategy 1: The importance of reading

Reading is an essential component of becoming an independent learner and underpins the study of all subject areas.

Key Questions:

- Do pupils have enough opportunities to read curriculum texts?
- Are the texts used to deliver the curriculum appropriate for the reading abilities of your students?
- Do all practitioners know how to scaffold the reading of curriculum texts in lessons to support less able readers and challenge more able readers?
- Are they familiar with the types of text and reading strategies that are specific to their subject discipline?

Possible actions:

- Identify what data the school has on student reading and use this to build up a picture of the reading needs of each cohort. What reading assessment data is available? Which pupils might need support to access the reading requirements of the curriculum? What are the most effective ways of sharing this information with staff?
- Conduct a review of texts used to deliver each curriculum area.
    - Do they offer pupils a breadth of reading material?
    - Is the level of challenge appropriate or do texts require adapting/abridging/scaffolding?
- Conduct an audit of staff confidence in scaffolding reading in lessons and provide both generic and subject-specific training on supporting reading.

Thoughts and reflections

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Leadership strategy 2: Read, read, read!

Students need to read widely and frequently to develop their vocabularies, deepen their knowledge and understanding of the world and become fully independent, confident readers.

Key Questions:

- What access do pupils have to books within the school and local community?
- How do pastoral systems such as tutor time activities support reading?
- Can pupils access a wide range of genres and representation to encourage them to engage with reading?

Possible actions:

- Review the access pupils have to books within the school and local community. Who has access? How often and when? How might this access be broadened and parental support for reading be accessed?
- Review tutor time activities and build in opportunities for weekly reading activities – a shared book or other text, training for staff in supporting pupils' reading, and discussion and engagement activities built into the pastoral curriculum.
- Consider how you can offer a range of attractive reading material and engage pupils with it, for example:
  - o Give pupils the opportunity to choose books for the school
  - o Publicise reading materials and share pupils' enjoyment and feedback on books
  - o Use social media trends to help identify popular books

Thoughts and reflections

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Leadership strategy 3: Monitor, screen and check

We cannot assume that students are continuing to develop their reading ability. Since the challenge of reading changes as students move through the school, reading difficulties may emerge at any point. Providing regular opportunities for screening assessments, such as standardised reading tests, can help identify emerging difficulties and ensure students can receive the appropriate teaching and support to continue to develop.

Key Questions:

- How do you assess pupils' reading attainment on entry, and as they move up the school?
- How do you ensure reading assessment outcomes are accurate, and share them with staff in a meaningful way?
- Where screening tests suggest that a pupil has reading difficulties, what further diagnostic testing do you use to diagnose specific areas of need?

Possible actions:

- Review reading assessments and ensure screening is done at regular intervals.
- Check the results of screening testing against other sources of data (e.g. SATs, attendance, special educational needs information, English as an additional language status) to contextualise the results and ensure that they are as reliable as possible.
- Consider how the data can be shared with staff in a way that aids their curriculum design, planning and assessment practices and doesn't reduce expectations

Thoughts and reflections

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Leadership strategy 4: Teacher continuing professional development

The core strategies for scaffolding reading in the secondary classroom in the teacher CPD package are a useful starting point. Incorporated into regular classroom practice, they will enable teachers to scaffold texts at any level for their students.

Key Questions:

- What are the needs of staff around teaching reading?
- Do practitioners have strategies for making reading accessible?
- Are practitioners confident in deploying subject-specific reading strategies?
- What time and expertise is available for CPD?
- How can you ensure that what takes place in the classroom supports reading intervention and vice versa?

Possible actions:

- Audit staff training needs and identify areas of expertise.
- Plan a CPD programme that addresses gaps in staff experience and knowledge around supporting pupils with reading.
- Create lines of communication between those delivering reading intervention and classroom teachers to ensure support for pupils is joined up.

Thoughts and reflections:

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Video 6: Post-training reflection and action plan

This video is available on the [DfE YouTube channel](#)

How has my conceptualisation of reading changed?

What do I know now that I didn't before? How does this relate to what I knew before? Does it add to or change my knowledge? How might this impact my practice?

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How do I know who has reading needs and what can I do?

What assessment data might the school have access to? How does this link to other information about students (e.g. SATs, SEN)? What kind of reading needs do the students have (see 'Exploring the reading profiles of secondary students' section below)? Are needs focused on word reading or comprehension or fluency (being able to read words accurately, quickly and without effort)?

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How can I evaluate impact?

What kind of data do we have that looks at whether support or intervention has been effective? What was the support or intervention aiming to do? Was it successful? Will any improvements translate to learning in the curriculum? Was it feasible? Was it accessible to the students? Did they find it valuable?

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Where can I get further information and support?

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What can I do now?

What are the things that I can do right now? In the medium term? In the longer term? What are the challenges and opportunities that I can foresee? What do I need to be successful?

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Exploring the reading profiles of secondary students

The Simple View of Reading (Gough & Tunmer, 1986) gives us a useful way of understanding reading success and reading need in students (Figure 2). Figure 2 shows the variation in reading that we expect to see and indicates that reading varies on (at least) two dimensions, word recognition and language comprehension. It also indicates a range of reading profiles.

Figure 2: The distribution of students across the Simple View of Reading
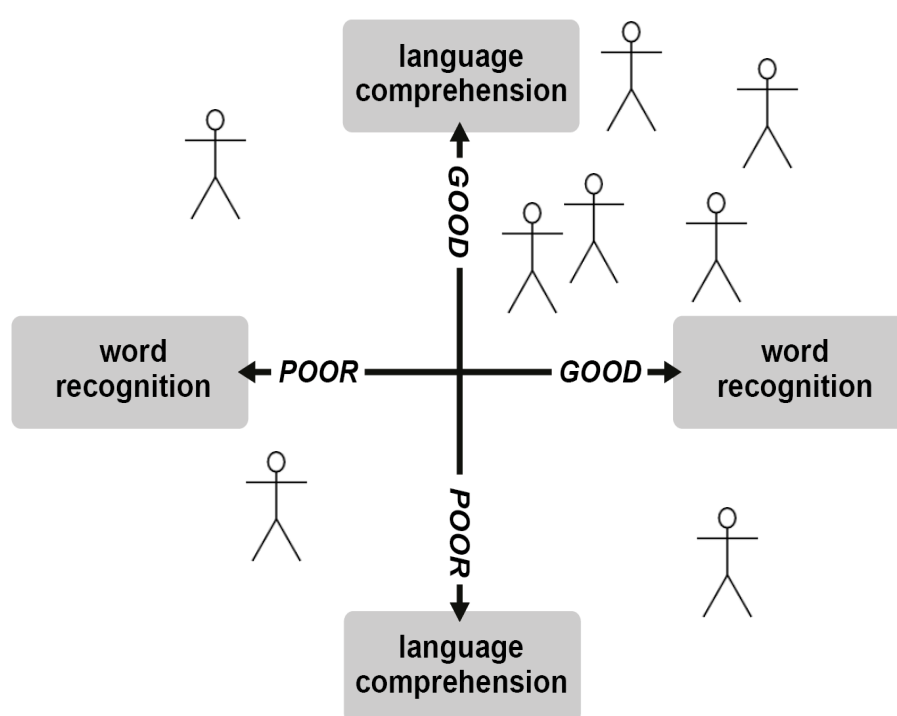
Gough & Tunmer (1986)

In the **top right-hand corner**, the students have good word reading skills and good comprehension of text – let's call them **successful readers**. This suggests that they can read most texts they encounter and are usually successful at understanding the text.

In the **top left-hand corner**, the profile suggests that these students have good comprehension (of spoken language and different types of texts) but find it harder to read the words on the page. These students have **word reading needs**.

Students who sit in the **bottom right-hand quadrant** are sometimes known as poor comprehenders. These students appear to be able to read text confidently, however they fail to make sense of much of what they are reading. They have **reading comprehension needs**.

In the **bottom left-hand quadrant** are the students who have more complex reading needs. They find it hard to read the words on the page and understand what they are reading. They have **needs with both word reading and comprehension**.

In summary, the Simple View of Reading (Gough & Tunmer, 1986) indicates four different profiles of reader:

- Successful readers
- Word reading needs
- Reading comprehension needs
- Needs with both word reading and comprehension

Students who are closer to the centre of the quadrants will have milder reading needs and students who are further from the centre will have more substantial difficulties and need more support.

In the classroom, we need approaches for promoting reading in all students. The seven strategies described above, and in the teacher-led videos, will benefit all students in the mainstream classroom. This section explores the most common reading profiles that we find in secondary classrooms and considers how these strategies can be used to support and develop reading for these students. In many cases it will be useful to discuss students with the SENCO and other colleagues in the school to ensure that you have a full understanding of the students' strengths and needs.

Reading profile 1. Supporting successful readers

Figure 3: Simple View of Reading - Ahmed
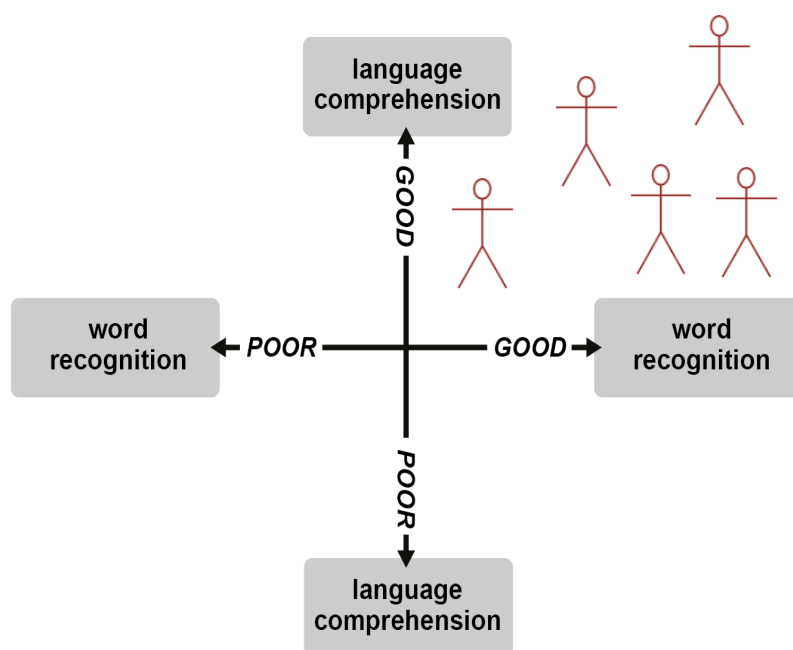
Gough & Tunmer (1986)

Ahmed is in Year 8. When reading aloud he reads with a confident voice and strong intonation. He understands what he reads, across most texts, and knows when he does not understand. He is confident to decode words and can use a wide range of strategies to read and understand unfamiliar vocabular, such as identifying chunks in words and reading around to infer the meaning of the words in the context they are used. Ahmed enjoys reading and reads a wide range of texts regularly. He can discuss the types of texts he likes to read and is confident to try new genres. His assessments show he reads at a level that is appropriate for his age. He is making good progress in reading.

Supporting Ahmed to continue to develop his reading skills

It is important to ensure Ahmed continues to make good progress. All the core strategies mentioned in this training will be helpful for Ahmed, but in particular he will benefit from:

- using reading comprehension strategies (prediction, clarification, questioning and summarising) when tackling an unfamiliar text (Video 8: Teaching reading comprehension)
- discussing vocabulary that he is unsure of and understanding the meaning of words and phrases in the context they are used in (Video 6: Exploring vocabulary)
- experiencing a wide range of texts, being introduced to new genres and text types and having the opportunity to discuss these texts across the academic curriculum (Video 9: Reading in lessons)
- having ample opportunities to engage with new and enjoyable texts (Video 4: Choosing curriculum texts)

Key questions:

Do you know which students in the classes you teach meet this profile? How do they read in your lessons? What can you do to support them in your lessons? Where can you find out more?

Reading profile 2. Supporting mild needs in students

Figure 4: Simple View of Reading - Maryam
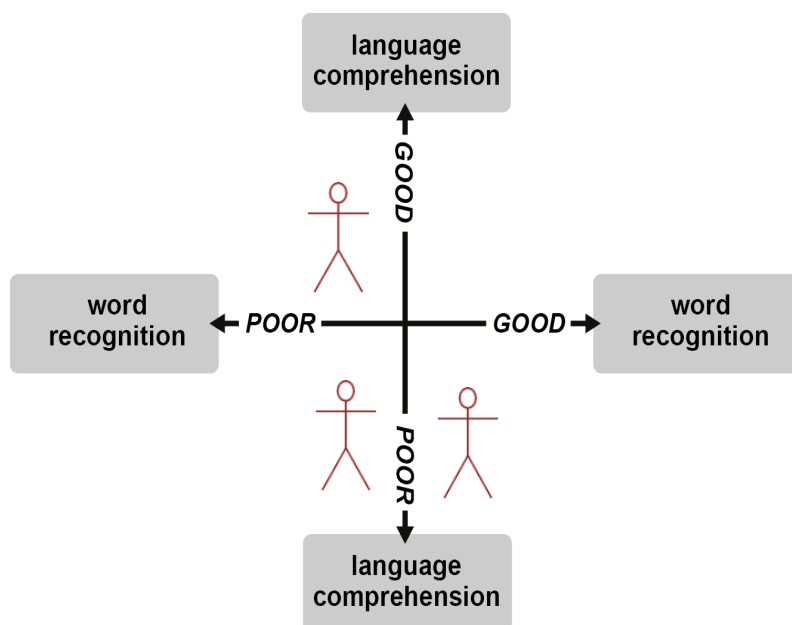
Gough & Tunmer (1986)

Maryam is in the first year of secondary school. She was successful in primary school and met age related expectations reading in the Year 6 national statutory assessments. Since starting in Year 7, she has found it harder to engage with the curriculum and is not making the expected progress in many areas of the academic curriculum. She reads slowly and finds it hard to tackle more complex multi-syllabic words. She finds texts that are more subject specific and include technical vocabulary challenging and has begun to avoid engaging with them. She lacks confidence in reading and rarely reads anything for enjoyment within or outside of school. It has been noticed by her teachers that she often needs support in the classroom when using reading to access the curriculum.

Supporting Maryam to continue to develop her reading skills

It is important to remember that a child who meets age-related expectations in SATs may encounter challenges after transition to secondary school due to changes in context, curriculum and expectations. Maryam's reading was sufficient to support good performance in SATs but doesn't seem to be sufficient for what is required of reading in secondary school. Maryam has not had longstanding reading needs but instead they have emerged later as the challenge of reading has changed. Screening and diagnostic assessments will help identify where she will benefit from further targeted support. It may be that she needs additional support to develop her word reading skills so that she can read more complex vocabulary or read more fluently. She may have lower levels of comprehension that affect her reading.

Strategies that will support her in the classroom include:

- Being introduced to, reading and discussing more complex vocabulary (Video 6: Exploring vocabulary)
- Developing reading comprehension strategies (prediction, clarification, questioning and summarising) when tackling an unfamiliar text (Video 8: Teaching reading comprehension)
- Experiencing a wide range of texts, being introduced to new genres and text types and having the opportunity to discuss these texts across the academic curriculum (Video 9: Reading in lessons)
- Having ample opportunities to engage with new and enjoyable texts (Video 4: Choosing curriculum texts)
- In addition, re-reading texts to help her develop her pace and fluency of reading so she can read words and texts with accuracy and ease

Key questions:

Do you know which students in the classes you teach meet this profile? How do they read in your lessons? What can you do to support them in your lessons? Where can you find out more?

Reading profile 3. Substantial word reading needs

Figure 5: Simple View of Reading - Jack
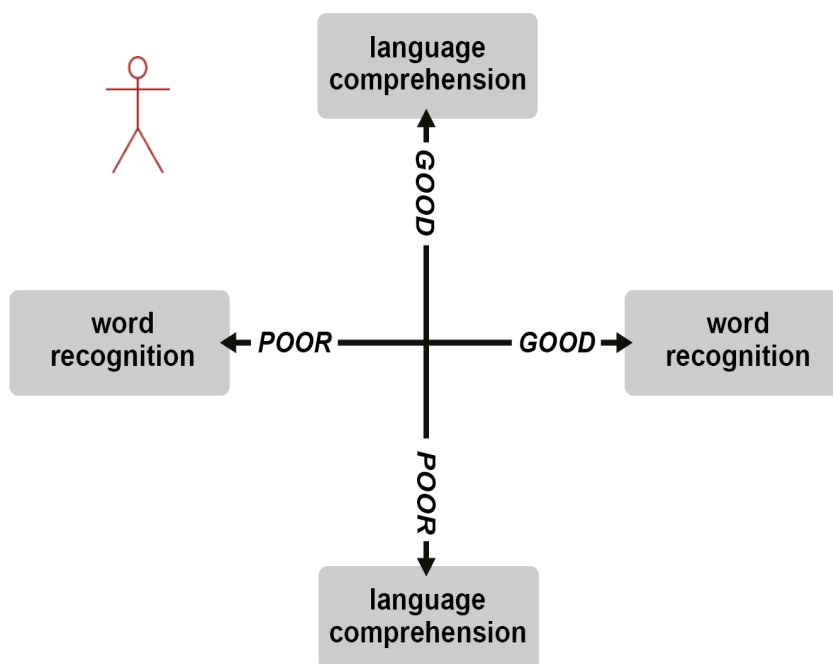
Gough & Tunmer (1986)

Jack has not been a confident reader since starting secondary school. Now he is in Year 9, he avoids situations when he knows he will need to read. When he must read, he reads aloud, slowly with many hesitations and repetitions. The reading assessments he has completed suggests he is not reading at the same level as his peers. His word reading skills have not yet developed to the level where he can comfortably tackle most texts he has to read in school, and he finds this challenging to manage. His ability to access the curriculum is limited.

It may be that Jack does not have the knowledge of how letters, sounds and words work that he needs to draw upon when he reads unfamiliar texts (phonics and word decoding skills) or that he cannot apply this knowledge fluently (with ease). Careful assessment should be used to understand whether Jack needs support with phonics, developing skills for reading longer, multi-syllabic words or word reading fluency.

Supporting Jack to continue to develop his reading skills

It is likely that Jack will benefit from some additional support to develop his reading skills so he can access the curriculum easily. Screening and diagnostic assessments will help identify where he will benefit from further targeted support. Targeted word reading support often takes place outside of the classroom and so this may replace curriculum time. In the classroom, there are a range of strategies that will support Jack to develop his reading further. These include:

- Being introduced and understanding explicit text types (Video 5: Identifying text features)
- Being introduced to, reading and discussing more complex vocabulary (Video 6: Exploring vocabulary)
- Exploring prior knowledge and understanding prior to reading a new, unfamiliar text (Video 7: Activating background knowledge)
- Experiencing a wide range of texts, being introduced to new genres and text types and having the opportunity to discuss these texts across the academic curriculum (Video 9: Reading in lessons)
- Having ample opportunities to engage with new and enjoyable texts (Video 4: Choosing curriculum texts)

Key questions:

Do you know which students in the classes you teach meet this profile? How do they read in your lessons? What can you do to support them in your lessons? Where can you find out more?

Reading profile 4. Substantial comprehension needs

Figure 6: Simple view of Reading - Nina
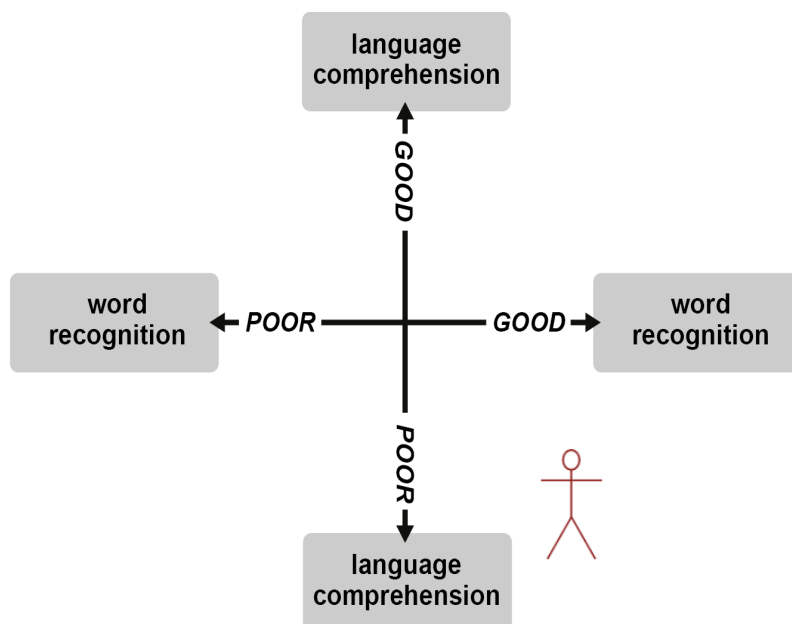
Gough & Tunmer (1986)

Nina is an accurate and fluent reader when she reads aloud. When reading in the classroom, she can usually identify most of the words in an unfamiliar text, including longer, multi-syllabic words. However, when she is using texts to find out information, it becomes clear that Nina has very little understanding of the text. This limits her ability to access the academic curriculum and learn from any text she is using. The difficulties she has in understanding texts should be explored further to understand which aspects of the reading comprehension process she is struggling with.

Supporting Nina to continue to develop her reading skills

Reading comprehension needs can be difficult to identify so it will be important to work closely with Nina to understand which aspects of the reading comprehension process are challenging. She may have difficulty with using and understanding vocabulary, sequencing texts, drawing on text organisation, making inferences and integrating the text into a coherent whole. It will be important to identify if Nina has any wider difficulties with spoken language in general.

Strategies that will support Nina in the classroom include:

- Reading and discussing unfamiliar vocabulary in a text, considering what the vocabulary means in the context of the text (Video 6: Exploring vocabulary)

- Discussing her background knowledge of a subject or topic before accessing the text (Video 7: Activating background knowledge)
- Developing her reading comprehension by teaching comprehension strategies like prediction, clarification, questioning and summarising (Video 8: Teaching reading comprehension)
- Taking part in regular comprehension checks as she reads to ensure she is following the text (Video 10: Checking student comprehension). This may include the use of text marking strategies and graphic organisers when tackling an unfamiliar text to identify the sequence and organisation of the text.
- Experiencing a wide range of texts, being introduced to new genres and text types and having the opportunity to discuss these texts across the academic curriculum (Video 9: Reading in lessons)
- Having ample opportunities to engage with new and enjoyable texts (Video 4: Choosing curriculum texts)

Key questions:

Do you know which students in the classes you teach meet this profile? How do they read in your lessons? What can you do to support them in your lessons? Where can you find out more?

Reading profile 5: Substantial needs with word reading and comprehension

Figure 7: Simple view of Reading - Noah
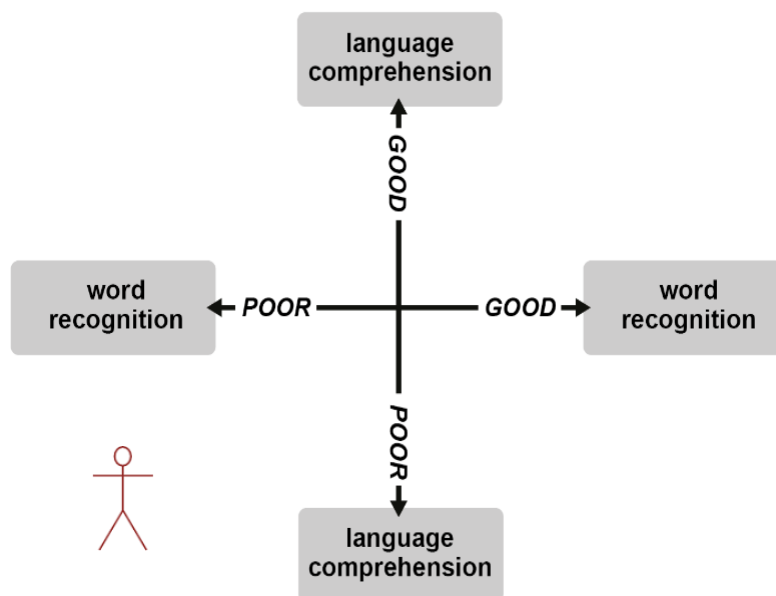
<div align="right">Gough & Tunmer (1986)</div>

Noah is not a confident reader and actively avoids any situation when he knows he will need to read. He reads aloud slowly and with hesitation. He is quick to stop reading when he feels it has been too challenging. When a text is read aloud, he shows some literal comprehension, but he often fails to make inferences and use and understand vocabulary. He can recall some elements of a text, often recalling isolated details. Now he is in Year 8, Noah is finding it increasingly hard to manage in the classroom. He often disengages from the learning and looks to distract himself and others.

Supporting Noah to continue to develop his reading skills

It is likely that Noah will benefit from some intensive, additional support to develop his reading skills. Screening and diagnostic assessments will help identify more precisely where the support should be targeted. It may be that he needs additional support (delivered in addition to classroom support) to develop his word reading skills so that he can read more complex vocabulary or read more fluently. He may have lower levels of comprehension that affect his reading. It is possible there are other, unrecognised needs that have affected his ability to become a proficient reader. It may be useful to discuss his strengths and needs with colleagues, including the SENCO. Targeted word reading support usually takes place outside of the classroom and so this may replace curriculum time. There are a range of strategies that can be used to support Noah in the classroom.

Strategies that will support Noah in the classroom include:

- Reading carefully selected texts to ensure he can access the curriculum (Video 4: Choosing curriculum texts)

- Understanding the features of different text types that are used in each subject and text type (Video 5: Identifying text features)
- Being introduced to, reading and discussing more complex vocabulary (Video 6: Exploring vocabulary)
- Experiencing a wide range of texts, being introduced to new genres and text types and having the opportunity to discuss these texts across the academic curriculum (Video 9: Reading in lessons)
- Having ample opportunities to engage with new and enjoyable texts, that build on his interests and experiences (Video 4: Choosing curriculum texts)
- Taking part in regular comprehension checks as he reads to ensure he is following the text (Video 10: Checking student comprehension)

Key questions:

Do you know which students in the classes you teach meet this profile? How do they read in your lessons? What can you do to support them in your lessons? Where can you find out more?

What should I do now?

Review your notes and reflections and develop an action plan for how to embed this training in your practice.

Discuss this with the school leadership team and subject leads.

Follow up with further resources, guidance and references at the end of this document, including the Reading Framework and Education Endowment Foundation Guidance.

Please take 5 minutes to provide feedback on this training programme. Your feedback will be extremely valuable for future developments of this work.

Resources and further guidance

Department for Education (DfE) (2023). The reading framework: Teaching the foundations of literacy. [The reading framework - GOV.UK](#)

Clark, C., Picton, I. & Ricketts, J. (2023) Reading in Secondary Students: What do we know? National Literacy Trust and Royal Holloway University of London. [Reading in secondary students: What do we know? | National Literacy Trust](#)

Education Endowment Foundation (2021) Improving Literacy in Secondary Schools: Guidance report. [Improving Literacy in Secondary Schools | EEF](#)

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van der Kleij, S. W., Burgess, A. P., Ricketts, J., & Shapiro, L. R. (2022) 'From Bibliophile to Sesquipedalian: Modeling the Role of Reading Experience in Vocabulary and Reading Comprehension', *Scientific Studies of Reading*, pp. 1-13. doi:10.1080/10888438.2022.2068418 doi:10.1080/10888438.2022.2068418

van der Kleij, S. W., Burgess, A. P., Ricketts, J., & Shapiro, L. R. (2023a) 'Tracking vocabulary and reading growth in children from lower and higher socioeconomic backgrounds during the transition from primary to secondary education', *Child Development*. https://doi.org/10.1111/cdev.13862

Acknowledgements

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