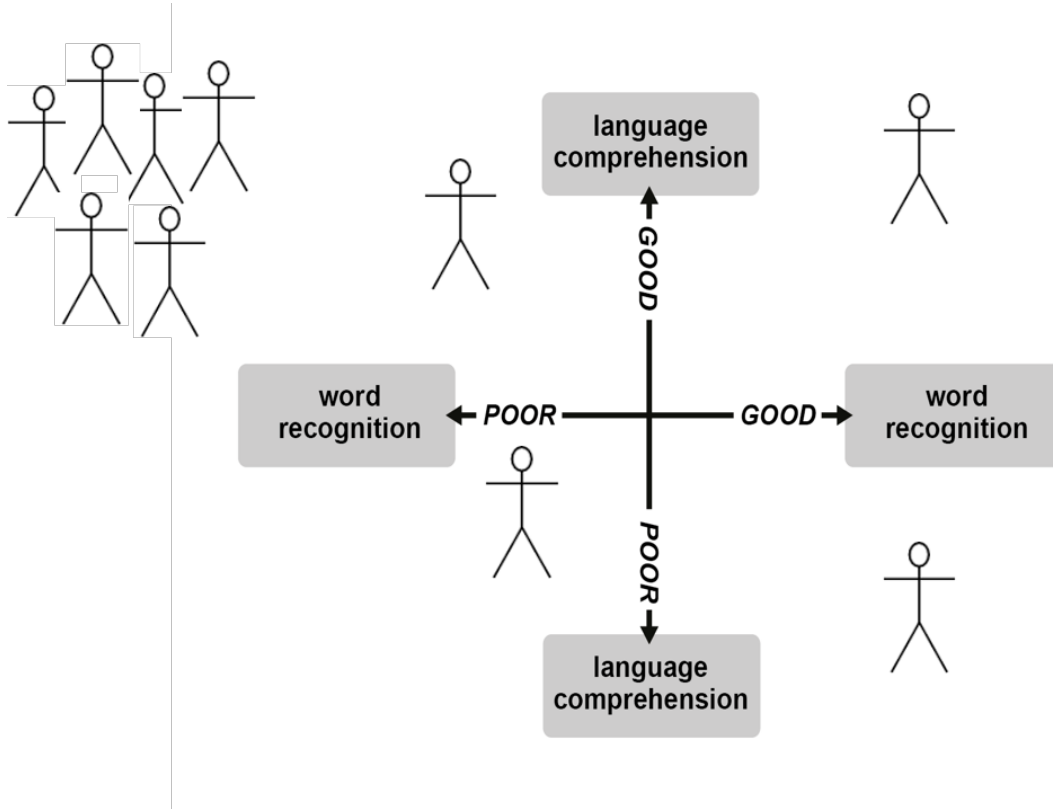
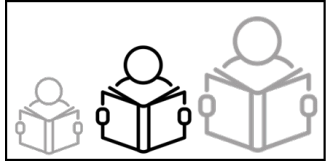




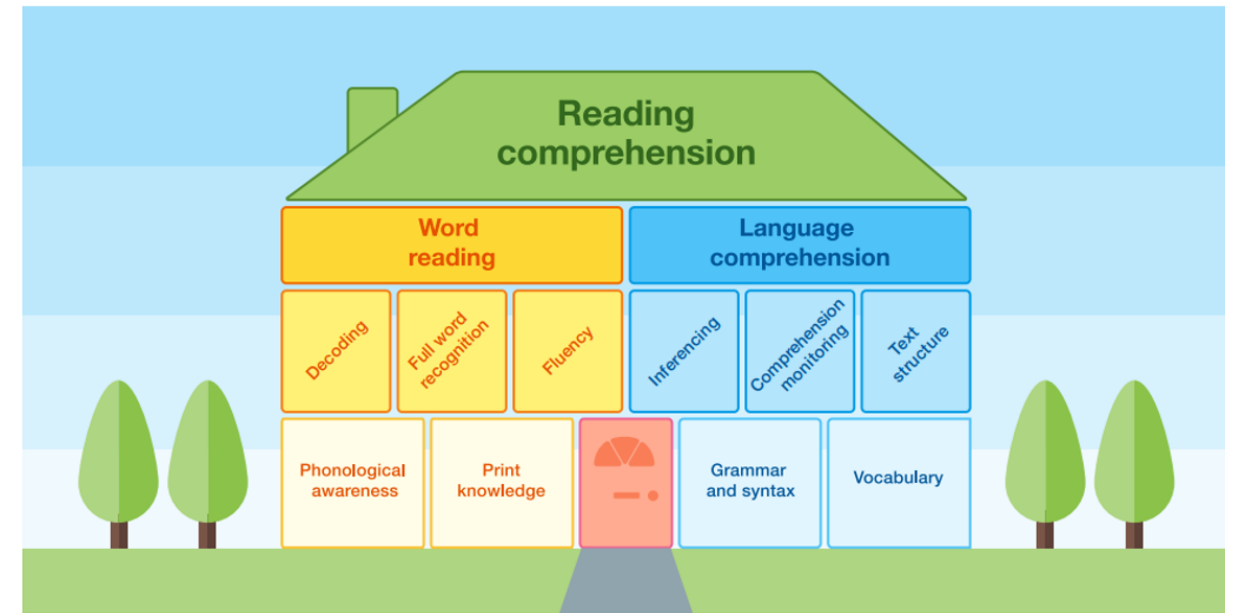
Co-developing CPD with secondary school staff to enable them to support reading

Professor Jessie Ricketts

Reading



Adapted from Hogan, Bridges, Justice, and Cain (2011)

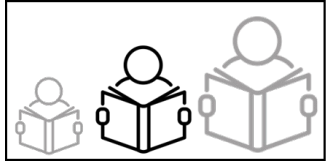


Gough & Tunmer (1986)

2 Tunmer & Chapman (2012)

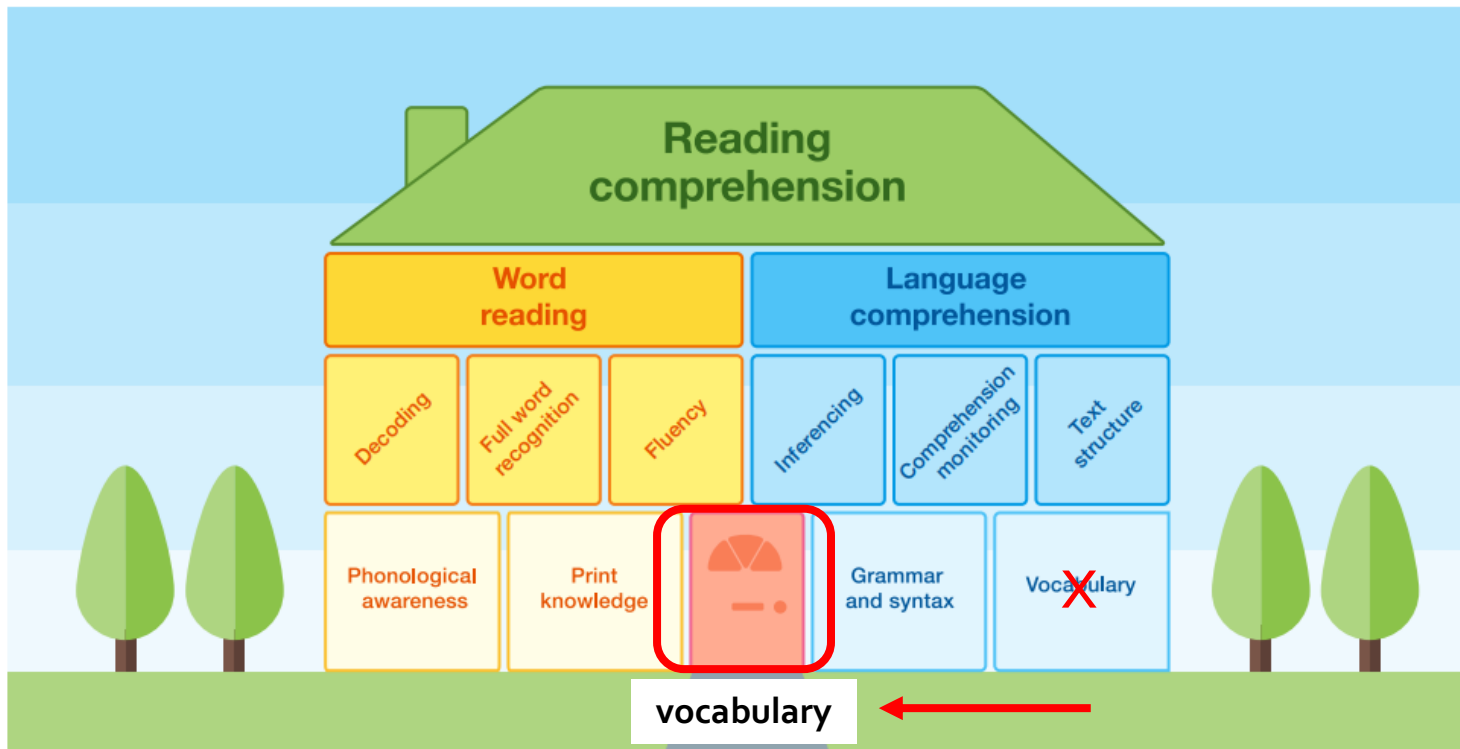
<https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-reading-comprehension-in-key-stage-2>

Build knowledge



The Reading Comprehension House

Adapted from Hogan, Bridges, Justice, and Cain (2011)

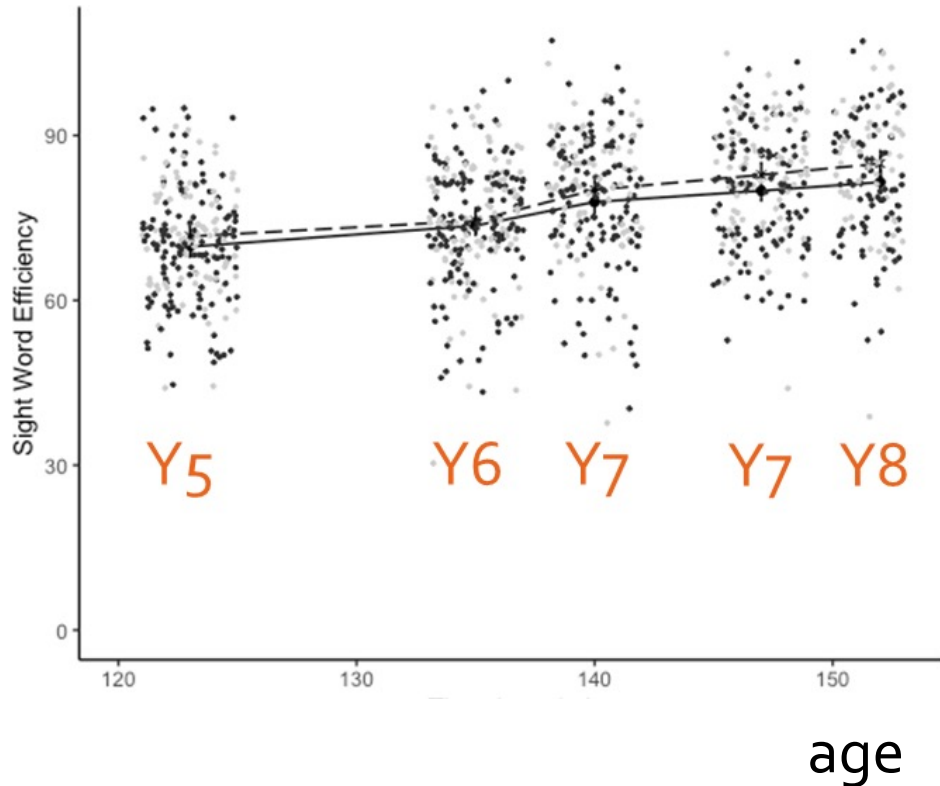
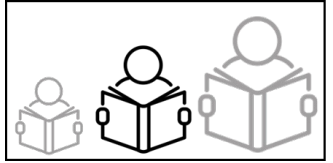


Reading comprehension and vocabulary very closely linked by adolescence (Ricketts et al., 2020)

Vocabulary knowledge underpins word reading *and* comprehension

<https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-reading-comprehension-in-key-stage-2>

Research findings



Reading (and vocabulary)

- Huge variation, high levels of need

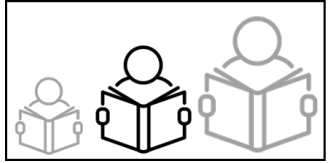
Also:

- Transition: Jump not slump
- Social deprivation matters
- Importance of vocabulary (and language)
- Reading engagement is low and proficiency must come first (for independent reading)

Public report: <https://bit.ly/RAVreport2023>

Ricketts et al. (2020); van der Kleij et al. (2023)

Messages



1. Reading is not (just) a primary school issue
2. Professional development must be prioritised
3. We need effective secondary approaches for identifying need
4. Practice must integrate proficiency and engagement

Secondary reading CPD

Training aim: To build knowledge, capacity, confidence and capability on reading and how to support reading, for:

- **all secondary teachers and staff**
- **all subject specialisms**
- **across the whole workforce**

Feasibility: 1 hour

Co-developed with Lucy Floyer, Dr Megan Dixon and a large group of teachers and school leaders

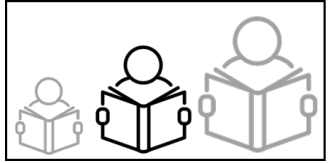
Lucy Floyer



Dr Megan Dixon



Overview



School leader package

Guidance	Introduction	• Introduction and reflection
	Research-led videos	• What is reading? • Reading in secondary students • Assessing reading
	Teacher-led videos	• Introduction • School leader principles
	End	• Post-training reflection and action plan

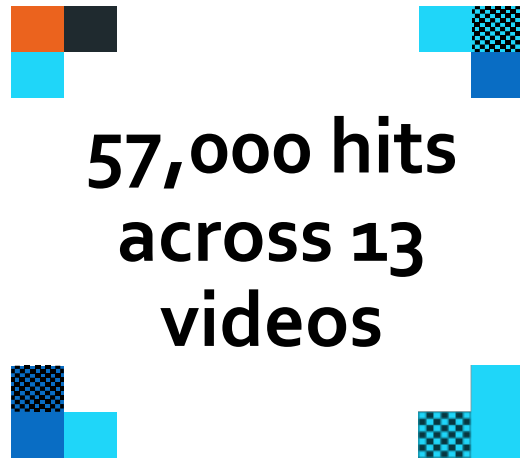
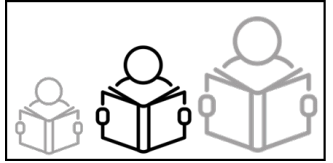
Practitioner package

Guidance	Introduction	• Introduction and reflection
	Research-led videos	• What is reading? • Reading in secondary students
	Teacher-led videos	• Introduction • Core strategies for the classroom
	End	• Post-training reflection and action plan

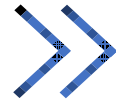
Delivery

- Individual or in groups
- Approximately 1 hour (more with discussion and collaboration)

Uptake and impact

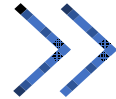


“Staff are on board with improving reading after I delivered your CPD. Your work has given the incentive credit and the research which is available helps them to understand the importance and the requirement.”



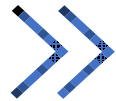
Who?

- Class teachers, school leaders, mostly secondary (88%)
- Range of disciplines (23% English)



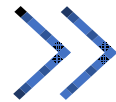
How?

- Delivery mostly as a group (47%), also individually in a group (18%), individually (35%)



Effective

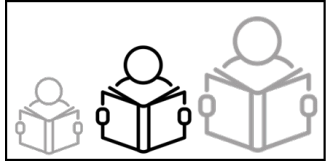
- 61% increase in knowledge, 72% increase in confidence, 67% will change practice



Feasible and accessible

- 94% feasible, 97% could access, 91% fully understood content

Next steps...



Training aim: to build capacity for all secondary teachers, regardless of subject specialism, on reading and how to support reading

***First step* in promoting secondary reading**

- Trial and further adaptation/exemplification
- Additional CPD for teachers and school leaders to support ***reading needs***



**Unlocking
Reading**

Supported by



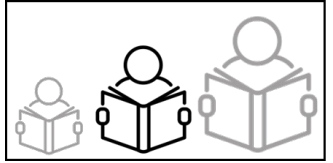
Department
for Education



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OF LONDON

<https://fft.org.uk/literacy/unlocking-reading/>

Reading CPD for secondary



School leaders, teachers, all staff

All pupils

1 hour

Theory, research

Identifying reading needs

Practical strategies for the classroom



SCAN ME

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bit.ly/SecondaryReadingCPD

School leaders, teachers, all staff

Reading needs

10 hours

Theory, research

Identifying reading needs

Practical strategies for the classroom

Intervention



Unlocking
Reading

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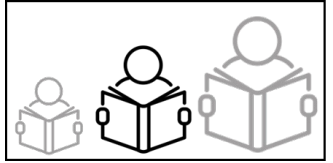
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<https://fft.org.uk/literacy/unlocking-reading/>

Changing policy and practice landscape...



2019

2022

2023

2025

2026



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**IMPROVING LITERACY IN
SECONDARY SCHOOLS**
Guidance Report

**The reading
framework**

**Training for all
secondary schools**



**Unlocking
Reading**

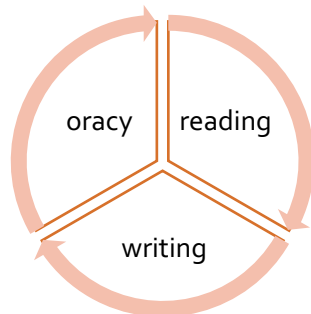


Every Child Achieving
and Thriving

English Hubs

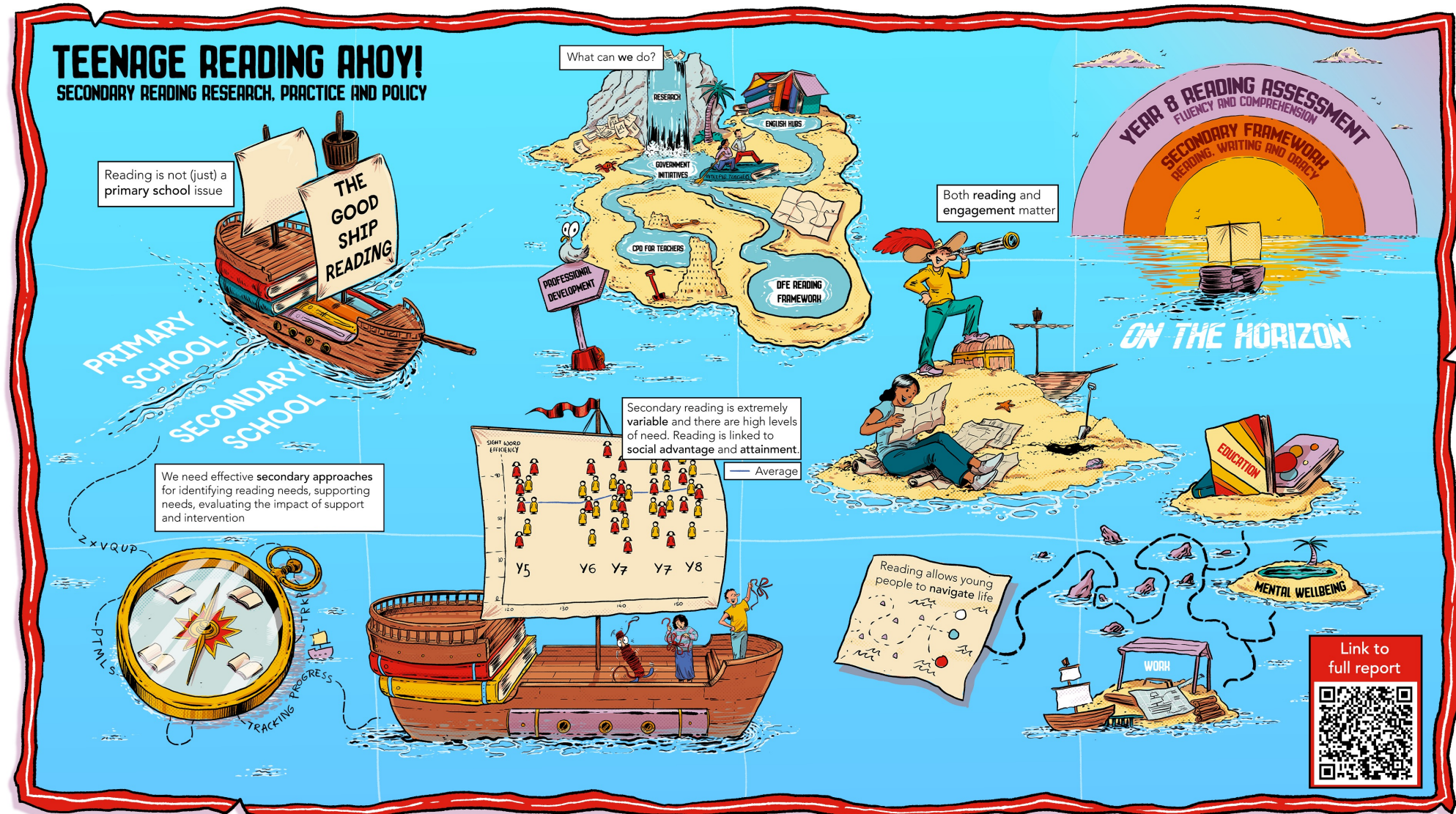
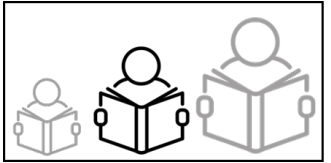
On the horizon:

- Curriculum
- Year 8 reading assessment
- Secondary framework

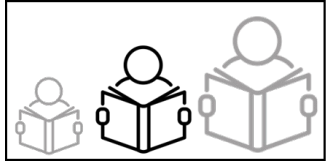




Infographic



Acknowledgements



- Thank you for listening!
- All teachers, participants and families
- Nicky Dawson, Charles Hulme, Arne Lervag
- Sanne van der Kleij, Adrian Burgess
- Megan Dixon, Lucy Floyer, FFT team
- Many many research assistants!

<https://bit.ly/AstonLiteracyProjectTeam>

<https://lara.psychologyresearch.co.uk>