PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

Reaside Academy
Year 4 & 5 – Literacy interventions

Education Endowment Foundation

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
Reading comprehension in children who are borderline ARE in Yr5 Reading fluency in children below ARE in Yr5 and Yr4	**Explicit Teaching of Reading Comprehension Strategies – small groups in years 4 and 5** Reading comprehension approach to focus on the pupil's understanding of words, passages and texts. Explicit teaching of strategies, such as prediction, self-questioning, clarifying, summarising, identifying key points. Teaching reading comprehension strategies can have a positive impact for pupils who have difficulty in this area. The evidence of the positive impact of this approach is very extensive (see Education Endowment Foundation, 2016 & 2017, Kamil et al, 2008). Brooks (2016) has reported remarkable progress for the 'Inference Training' approach, across a number of studies. 1:1 reading sessions between adult and specified child	Small group work *x2 per week* Reading comprehension approaches are likely to be less effective, if the pupil's primary difficulty is at the word reading level. It is therefore important to carry out careful assessment to identify whether it is word reading and/or vocabulary knowledge and/ or reading comprehension problems which are causing difficulties. Pupils will need careful modelling of the use of comprehension strategies and a gradual 'release of responsibility' before they can use such strategies independently. Pupils should be able to read a text comfortably if they are to practice comprehension strategies Baseline assessment (AR STAR reader) to ensure an appropriate stage reading book is given by end of wc07.09.20. Reading text with experienced adult – effective questioning. Enhancing inference skills through effective questioning. *x3 per week*	Ongoing Assessment will show if precision teaching is having the desired impact. Additional experienced adult providing a consistent approach. Minimal disruption to learning in class. **Short term** Allows tracking of progress and adjustment to aid rapid learning of of basic skills. It is possible to identify individual struggles or specific concerns i.e. prediction, self-questioning, clarifying, summarising, identifying key points. **Medium term**. It allows analysis of the approach and whether changes need to be made. Builds up fluency of reading Prediction, Self-questioning, clarifying, summarising and identifying key points skills will improve. **Long term** A consistent approach, will encourage pupils to think about their own thought process during reading and writing. It will encourage pupils to learn to be actively involved and monitor their comprehension or understanding. It will teach pupils to ask questions during reading and helps make the text more comprehensible. Increased exposure to reading will in turn support writing outcomes. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	• There will be a general improvement in writing and reading attainment throughout the year. • Skills can be applied in their learning in a variety of situations. • Have a positive effect on reading & writing. • Have a positive effect on end of year reading and writing assessment. • Able to offer pupils a well-balanced diet of literacy activities • Recognise that language development is vital to reading development and focus on vocabulary instruction • Consider appropriate approaches, particularly for those with spelling difficulties • Teach a sight-vocabulary (to the point of fluency) • Model, teach and practice reading comprehension strategies • Offer pupils meaningful writing opportunities • Encourage fluent reading through guided and independent reading • Ensure that pupils have opportunities to read for pleasure • Make sure pupils are reading at the 'Just-right' level • Ensure access to a wide range of reading materials, across multiple genres • Children will be supported to access the wider curriculum through improved reading skills