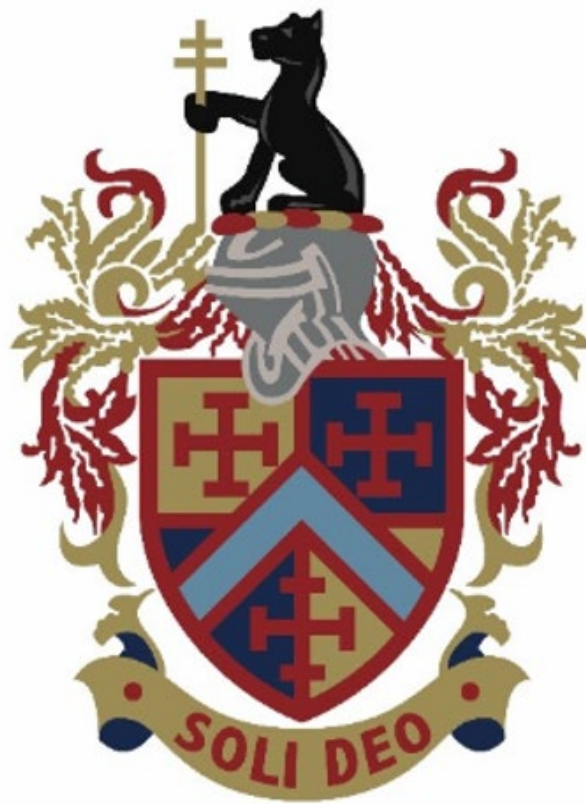


Bishop Ullathorne Catholic School

Reading Policy & Guidance 2026



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Bishop Ullathorne Catholic School
Reading Policy - September 2026
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A. Purpose

The Holy Cross MAC mission

The mission of The Holy Cross Catholic MAC, which we align with at Bishop Ullathorne, is: "Our school communities are united as the family of God to provide an outstanding Catholic education for all our pupils. With Christ at the centre of all we do, we will inspire every child to be the best person they can be by developing their God given gifts and talents."

Bishop Ullathorne's school mission statement

Our school mission is to be an active Christian community of love and service where all feel they belong and are valued. We will help each other to recognise the gift of God within us, to search for excellence and foster the development of our true self.

Policy statement of intent and overview

Excellent outcomes, for all of our students, are our primary aim. We intend to provide an outstanding education which enables all students to reach their full potential, academically and personally. We believe that reading is essential to accessing and improving outcomes in all areas of the curriculum and to developing emotional intelligence, empathy, imagination and confidence.

We recognise that prompt, early intervention is effective in preventing reading gaps from growing and we analyse national research and SATs data, carry out reading age data testing and use our close working relationships with primary schools, pastoral staff, teaching staff and students to identify and understand specific barriers to reading on entry to our school. Successful strategies are then implemented and monitored, based on relevant research and need to ensure that no child is left behind. Intervention sessions incorporate a blend of phonics, reading fluency, comprehension and cultural capital activities and are delivered either in one-to-one sessions or small groups. Success is monitored through student voice and reading age progress.

Once reading ages are gathered in the Summer term (Years 7 to 10) and September (new Year 7 students), they are shared with all class teachers on Arbor in the Autumn term. Refresher training is provided for teachers and new teachers on strategies to support and challenge students in the classroom in line with the Ullathorne Teaching Way.

All students have access to our library and library lessons delivered by our trained librarian and should carry a book in their bags. Reading for pleasure is promoted through a wide range of whole-school initiatives, including tracking the Warwickshire and Coventry Book Awards each year and our Reading Passport. We believe that making reading a habit is vital. We promote traditional reading methods in line with research which indicates that when reading print on paper, new vocabulary is more likely to be retained. The number of books loaned from the library has been increasing to over 6000 each year and at parents' evenings, personalised information for each student is shared to support access to the wider curriculum.

Our English curriculum develops eloquence through the love of the written and spoken word and encourages students to develop their voices. GCSE outcomes have been very positive for all students over time. Our outcomes for 4+, 5+ and 7+ are consistently above national and city outcomes. Homework set through English is continually being developed to promote reading for pleasure and increase knowledge of the wider world through literature.

External view of Bishop Ullathorne's continued approach to developing reading

Bishop Ullathorne's 2024 Ofsted Report highlights the impact of a continued focus on developing students' reading skills: "The importance of reading is understood by staff and pupils alike. The school uses a range of information to identify any pupils who are not yet confident, fluent readers. These pupils then benefit from targeted interventions to help them make rapid progress. The school is currently working on how weaker readers can be fully supported across the curriculum." It also recognised that: "Sixth-form students enjoy taking on roles to support the school community, including reading with younger pupils."

B. Specifics

Bishop Ullathorne – Reading assessment and monitoring

- The New Group Reading Test (NGRT) is used with all students from Year 7 to 10 to identify strengths, highlight progress and track progress over time. Year 7 students are tested in the Autumn and Summer terms and all other year groups are tested in the Summer term. It is a digitally adaptive assessment that adjusts as each student responds. The test is standardised against a nationally representative sample of over 11,700 UK students, with benchmarks verified annually using data from almost half a million students. This ensures reliable, statistically robust comparisons and enables us to target intervention.
- Accelerated Reader is used to develop and monitor reading for pleasure across Key Stage 3. The internet-based software initially screens pupils according to their reading levels using Star Reading Assessment and suggests books from 220,000 choices which match their reading age and reading interest.
- Library loans are tracked by our librarian through Oliver library management software.
- Assessments which monitor reading, writing and speaking and listening are delivered as part of the English curriculum and tracked on the department's database before data drops are shared at calendared points throughout the year.
- The impact of intervention is monitored through NGRT reading age data, student voice, sixth form tracking sheets (confidence and fluency) and Accelerated Reader.

Bishop Ullathorne – Reading intervention

Depending on needs each year, students may be allocated in Year 7 to:

- A streamed English set with fewer students and an HLTA
- A phonics support group, led by an HLTA
- A cultural capital group, led by our librarian, focusing on tracking local book awards
- A paired reading mentor programme with a Year 12 student
- One-to-one support by a member of our SEND team
- Dyslexia support from an HLTA.

As reading is a whole-school priority, students are removed from a core subject for one-hour each week, where needed. One-to-one support from our SEND team continues in other years where Reading continues to be a barrier to learning.

Bishop Ullathorne – Overall classroom guidance

In a classroom setting, all students are expected to read out loud as we believe that it is important for students to hear and be aware of their own voices. Teachers use their discretion about the length and complexity of text allocated. We believe that:

- The teacher reading aloud and expertly modelling fluency (pace, expression, volume) is better than selecting under practised pupils to read.
- However, it is important that pupils *do* practise reading aloud if they are to develop and improve their own reading fluency.

Bishop Ullathorne – The Ullathorne Teaching Way (UTW)

Our overall classroom expectations, support the development of reading in the following areas:

Essential Ingredients

6. Activity on board - Memory starter to recall relevant concepts, resources ready

7. Prior knowledge - The activity on entrance and main activities use prior knowledge where appropriate, or as a challenge, to build knowledge over time

9. Vocabulary development - Key concepts/ technical language is taught explicitly and students are given opportunities to use them within the lesson

13. Encourage reading - tackle texts by decoding language, call and response phrases or vocabulary, reading around the room (using reading age data), or model reading.

Teach new material

Pre-empt or pre-teach concepts/ vocabulary.

Guided practice

Ensure materials are printed on the correct colour paper and that students have correct overlay.

Bishop Ullathorne – Powerpoints, texts and resources

Our SEND team regularly provides refresher training and student needs are outlined and shared on IEPs. All staff use a blue background for Powerpoints and consider the font size. Where students are able to read more fluently with a different coloured background or overlay, this is provided – in the classroom and for assessments (see the UTW).

Bishop Ullathorne – Pre-reading classroom guidance

There are three key pre-reading essentials which staff consider:

- 1. Check readability**
- 2. Pre-teach vocabulary**
- 3. Set a purpose.**

1. Check readability

It is obviously important that students are able to access texts. Teachers are reminded that there are several methods of testing the readability of a text, including online sites, such as: www.readabilityformulas.com. This assigns it a score based on internationally recognised scales such as Flesch-Kincaid, Gunning Fog, and SMOG and provides insights into the reading age, word usage, sentence length and overall comprehension level of content.

2. Pre-teach vocabulary

Where teachers identify potentially difficult words in a text, a glossary or short task to develop understanding is provided before reading, in line with the EEF's guidance on disciplinary literacy. Teachers are familiar with the Walkthrus: Deliberate Vocabulary Development section and helpful websites, including: rewordify.com and the online etymology dictionary. Teachers have freedom to choose how to explicitly teach vocabulary before reading. To prevent cognitive overload during whole-class reading, background gaps can therefore be bridged before reading.

The most common things considered when pre-teaching vocabulary at Bishop Ullathorne are:

- **Mapping** crucial Tier 2 (academic) and Tier 3 (subject-specific) vocabulary prior to sharing the text.
- **Word building** – generating as many words as possible from common roots.
(In science, the root 'photo' (meaning 'light') may prompt inquiry into words like photosynthesis, photon, photography and photobiotic.)
- **Engaging etymologies** – explaining the Latin or Greek origins of common words.
(‘trivial’ emerged from casual chats where three roads meet and the word hydrogen derives from the Greek – ‘hydro’ meaning ‘water’ and ‘gen’ meaning ‘to bring forth’.)
- **Word bank** – sharing a small number of words which may offer foundational understanding.
(If students are learning about the Great Fire of London, teachers may list and unpick ‘capital’, ‘natural disaster’, ‘inferno’ and ‘urban’.)
- **Spelling (orthography)** – examining the spelling of a word.

(Students can identify common word families when exploring the spelling of a word. In words like 'subtle' and 'debt', students may recognise the unfamiliar 'b'.)

- **Synonyms and antonyms** – considering unfamiliar words as the more sophisticated labels. (avarice and excessive greed or sweat and perspire.)
- **Connecting to context** – connecting words to different subject domains to increase understanding of word meanings and their uses.
- **The Frayer model** – using a visual graphic organiser to build deep vocabulary and conceptual understanding of a target word with four areas (definition, characteristics, examples and non-examples).

A variety of recall activities may then be used to test understanding (see the UTW).

3. Set a Purpose

- Teachers give students a specific focus, linked to a question which will be answered after reading. For instance: 'find evidence about what the boy looks like' or 'identify structural features as we read'.
- Teachers encourage students to highlight and/ or annotate on their texts, where possible.

Bishop Ullathorne – While reading classroom guidance

Our approach to whole-class reading involves moving away from passive practices like 'Round Robin' reading and focuses on teacher-led fluency modelling combined with cognitive strategies. This encourages the entire class to focus on the same high-quality, complex academic text while actively scaffolding support for weaker readers.

There are three principles which teaching staff consider:

1. **Scaffold fluency**
2. **Provide gradual release of responsibility**
3. **Take reading ages into account.**

1. Scaffold fluency

Traditional methods, where students take turns reading a paragraph sequentially, can result in low reading intensity and passivity. Alternatives selected by teachers are:

- **Teacher modelling:** The teacher reads aloud with expression, prosody and speed, demonstrating what fluent reading sounds like.
- **Choral reading:** The whole class reads a short, complex section aloud at the exact same time as the teacher to build confidence in weaker decoders.
- **Echo reading:** The teacher reads a short phrase or sentence dynamically and the class repeats it immediately back with the same inflection.
- **Controlling the game:** If calling on individual students, teachers do this unpredictably and for short, varied durations to keep the entire room actively tracking the text.

2. Provide gradual release of responsibility

Bishop Ullathorne teachers manage the shift from teacher to student to build independence.

- **I do:** Teacher reads aloud, explicitly thinking out loud to show how an expert navigates a tough passage.
- **We do:** The class participates via paired reading, choral reading or collaborative structured discussion.
- **You do:** Students switch to silent, independent reading once baseline fluency and vocabulary boundaries are cleared.

3. Take reading ages into account

When allocating reading roles in whole class texts, staff are mindful of reading ages.

Bishop Ullathorne – Comprehension development (before, during or after reading)

At Bishop Ullathorne, teachers explicitly model cognitive processing through the text using the most appropriate comprehension strategies before, during and after reading:

- **Activating Schema:** Before starting, teachers link the text directly to what pupils already know about the topic.
- **Predicting:** Teachers pause at logical milestones to ask pupils what structural or informational shifts may occur next.
- **Clarifying:** Teachers identify and unpick confusing syntax or structural layout changes immediately rather than waiting until the end.
- **Summarising:** Teachers ask students to reduce sections of a text to ensure tracking of core themes.
- **Making inferences:** Teachers ask students to read between the lines.

Students are also taught to skim and scan texts for information.

Skimming: to enable students to understand the overall topic or main idea of a document without reading every word. Students are encouraged to:

- Read the title, subtitles and headings.
- Look at any charts, graphs or visual elements.
- Read the first and last sentences of each paragraph
- Skip over details, examples and adjectives.

Scanning: to provide quick access to information when students have a specific focus. Students are encouraged to:

- Keep a specific keyword, number or name in mind
- Let their eyes move quickly down the page or in a zigzag pattern
- Focus on capitalised words, numbers and bold text
- Stop and read a surrounding sentence only when a target is found.

Where appropriate, students are encouraged to highlight and annotate texts with key information while reading.

Bishop Ullathorne - Library support for reading

Our library is stocked with a wide range of fiction and non-fiction texts and is maintained by our qualified librarian who uses her network of contacts, including regular updates from the School Library Service, to keep the stock updated. It is open to all students from 11am to 11.30am and from 1.30pm to 2pm.

All Key Stage 3 students are given access to the library during lesson time. For years 7 and 8, this is every two weeks and every four weeks for year 9 students.

Our librarian promotes reading through the school's newsletter, the weekly bulletin and linking to the Ullathorne Way and CPSHE lessons. Author events, in person and on-line, are co-ordinated to promote reading and excitement around literature. Key events, such as World Book Day and Roald Dahl Day, are very positively supported and engagement is high.

Each year, student librarians are appointed to support the work of the library.

Intervention is facilitated in the library, surrounded by the resources.

Bishop Ullathorne - English curriculum support for reading

In addition to using the whole-school reading strategies, our experienced English department supports the development of reading through its selection of challenging texts at key stage 3 including its own carefully selected anthologies of poetry.

Home learning is continually being developed to support reading and develop students' voices. This currently includes: audio recordings of students reading out loud, comprehension questions and knowledge-based questions.

C. Roles and Responsibilities

Roles and Responsibilities – SLT

- Securing funding for whole school Reading Age testing (NGRT) and Accelerated Reader.
- Facilitating NGRT testing in liaison with our finance and IT support teams.
- Sharing Reading Ages on Arbor through liaison with our data team.
- Providing training/ refresher training to staff about how to interpret student profiles and reading ages, the readability of text and roles in developing reading.
- Sharing overview information with governors
- Co-ordinating quality assurance of lesson delivery and providing specific support for staff, where needed
- Allocating and monitoring appropriate intervention.

Roles and Responsibilities – Students

- Maintaining positive behaviour for learning in lessons
- Reading out loud and trusting the teacher's judgement
- Accessing library lessons and returning books within deadline
- Carrying a reading book in their bags

- Completing English home learning.

Roles and Responsibilities – Parents

- Providing highlighting equipment to annotate texts
- Ensuring that students carry a book to school
- Supporting home learning
- Attending calendared parents' evenings.

Roles and Responsibilities – SEND team

- Using NGRT data to ensure that identified students (years 8 and above) continue to receive 1-1 intervention
- Delivering whole-group intervention in Year 7
- Using reading age data to support IEPs.

Roles and Responsibilities – All teachers

- Explicitly teaching reading before, during and after reading texts
- Supporting the intervention programme for Year 7 students
- Supporting the library access programme for key stage 3 students
- Developing reading through accessing texts in form time and CPSHE lessons.

Roles and Responsibilities – English teachers

- Ensuring that all students are set accurately in the subject
- Monitoring home learning activity and reporting to the head of department
- Identify and encourage competition entry to support reading.

Roles and Responsibilities – Librarian

- Maintaining the library and providing guidance to students
- Monitoring loans and reporting to the SLT line manager
- Promoting author events and reading for pleasure
- Monitoring attendance and quality of Year 7 intervention.

D. Monitoring

- Student overall progress is monitored by SLT through NGRT reading ages (Summer term) and in the GCSE outcomes for humanities subjects
- Quality of Year 7 intervention is monitored by SLT through student voice and sixth form/teacher records and modifications are made throughout the year
- Attendance and engagement are monitored by the librarian
- The English department monitors departmental home learning
- Book loans are monitored by the librarian
- SLT Quality Assurance of the Ullathorne Teaching Way encompasses monitoring of the explicit teaching of reading
- CPD is monitored through staff voice by SLT.

E. Appendices

Background research – DfE outcomes and additional research (Year of Reading website, 2026)

- One in four children hasn't reached the expected level of reading by the age of 11.
- 20% of 15-year-olds in England and Scotland, 22% in Northern Ireland and 29% in Wales do not have a minimum level of literacy proficiency.
- Only 29% of 10-year-olds in England report that they like reading 'very much', compared to an international average of 46%.
- Reading for pleasure early in childhood is linked to better cognitive performance and mental well-being in adolescence.
- Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.
- 16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life.

Background research – National Literacy Trust (NLT) report (2026)

The NLT report, taken from the results of 114,970 children and young people in the UK aged 5 to 18 who completed their annual literacy survey, shows a continued decline in children and young people's reading enjoyment. Only 1 in 3 (32.7%) children and young people aged 8 to 18 say they enjoy reading in their free time. Only 1 in 5 (18.7%) say they read something daily in their free time.

While more girls read for wellbeing and emotional support, more boys leaned towards reading to connect with causes or the wider world. Reading to build knowledge and skills was equally strong across genders. Children and young people who report low levels of reading enjoyment, though less engaged, still recognise reading's educational value - nearly half said it helps them learn new words or new things.

This suggests a need to align reading with children and young people's personal interests and media habits in order to encourage a love of reading in their free time. Insights highlighted the following key motivators for those who took part in the survey:

- Books tied to films or TV series.
- Books with visually appealing covers.
- The freedom to choose what they could read.
- Hearing recommendations from friends, family or teachers.
- Encouraging reading through a variety of formats.
- Considering using digital formats.

Ofsted's State-funded school inspection toolkit – Inclusion

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to inclusion.

These factors are:

- **setting high expectations** for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- **embedding a culture in which early and accurate assessment of pupils' needs is prioritised**
- **using the information from the assessment of pupils' needs** to implement a continuous cycle of planning, actions and review in order to reduce barriers to pupils' learning and/or well-being
- **involving specialists** when necessary to support pupils' development
- **working closely and effectively with pupils, parents, professionals and staff**, and ensuring that pupils' and parents' views and aspirations are included in decision-making about support for pupils.

Ofsted's State-funded school inspection toolkit – Curriculum and Teaching

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, professional standards, research and inspection evidence indicate contribute most strongly to high-quality curriculum and teaching.

One factor: **establishing strong foundations in communication and language, reading, writing and mathematics** so that pupils can **access the rest of the curriculum** and **gain later success**, including **academic achievement, good health and well-being**.

Securing strong foundations for all pupils

In gathering evidence about securing strong foundations **for all pupils**, inspectors consider the extent to which:

- for primary-age pupils (and for **older pupils where necessary**), the curriculum prioritises **accurate and fluent word reading, spelling, handwriting** and mathematics
- leaders **prioritise 'keeping up'** rather than 'catching up', **quickly dealing with any identified gaps** in pupils' knowledge
- the curriculum is designed to **extend pupils' language and vocabulary, both spoken and written, and increase their reading competency across all subjects**
- all pupils are **explicitly taught how to communicate effectively through spoken language (oracy), articulate ideas, develop understanding and engage with others through speaking, listening and communication**
- **teaching of reading is rigorous and sequenced, and develops pupils' fluency, confidence and enjoyment**; at all key stages, reading attainment is assessed accurately and gaps are tackled quickly and effectively, so that all pupils can **access the whole curriculum**.

For older pupils, including those in key stage 2 and beyond **who have not yet secured the strong foundations** they need to access the curriculum, inspectors consider the extent to which:

- **assessment** accurately identifies any gaps in pupils' foundational knowledge in communication and language, reading, writing and mathematics
- ongoing, **targeted teaching** and practice are prioritised so that pupils quickly catch up
- relevant leaders and other staff are **supported to develop the expertise and experience** to provide effective additional support and regularly check whether this is having the intended impact.

For pupils at the **early stages of learning English as an additional language**, inspectors consider the extent to which:

- leaders and teachers recognise that these pupils already speak at least one language, and **do not lower their expectations** of them
- teachers **assess** pupils' English language proficiency accurately and regularly
- teachers recognise that providing opportunities for pupils to talk with staff and peers during lessons is particularly important; teachers help pupils articulate what they know and understand by scaffolding, modelling, extending and developing their ideas
- teachers **focus on the vocabulary** pupils need, including **subject-specific vocabulary**, to help them understand new concepts; they keep explanations clear and precise
- teachers develop and extend pupils' language carefully and deliberately, with plenty of **repetition**

- teachers ensure that pupils learn to read using **systematic synthetic phonics** as soon as possible, so that they have access to a wide range of literature that will accelerate their understanding of English.

Expected standard	Strong standard
Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics. Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.	Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.

Ofsted's State-funded school inspection toolkit – Achievement

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, professional standards, research and inspection evidence indicate contribute most strongly to pupils' achievement.

Two factors:

- **securing important foundational knowledge in language and communication, reading, writing and mathematics so that pupils can access the whole curriculum**
- **reading fluently at an age-appropriate level.**

When inspectors evaluate achievement in schools with secondary-age pupils, they consider:

- whether pupils **achieve well in national tests** and examinations, where relevant
- the extent to which pupils **make progress across the whole curriculum** and through key stage 3, in preparation for key stage 4 and post-16 study
- the extent to which gaps in knowledge are tackled for pupils who are at the early stages of securing their foundational knowledge (including reading fluency), so that they can **access the wider curriculum.**

Expected standard	Strong standard
Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly.	Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum.

Background research – EEF Improving Literacy in Secondary Schools (2018)

The Education Endowment Foundation's (EEF) Improving Literacy in Secondary Schools report (2018) provided seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling readers.

The report aims to help secondary schools improve literacy in all subject areas. Its recommendations emphasise the importance of disciplinary literacy. Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising

the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.

The guidance challenges the notion that literacy in secondary school is solely the preserve of English teachers, or literacy coordinators. The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school.

Core approaches include explicitly pre-teaching academic vocabulary, modelling fluent reading, and training pupils to predict, clarify, question, and summarise texts.

1. Prioritise ‘disciplinary literacy’ across the curriculum

- Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
- Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
- All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
- School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.

2. Provide targeted vocabulary instruction in every subject

- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

3. Develop students’ ability to read complex academic texts

- Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
- To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
- Reading strategies, such as activating prior knowledge, prediction and questioning can improve students’ comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.

4. Break down complex writing tasks

- Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
- Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.

- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.

5. Combine writing instruction with reading in every subject

- Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
- Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
- Students should be taught to recognise features, aims and conventions of good writing within each subject.
- Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.

6. Provide opportunities for structured talk

- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High-quality talk is typically well-structured and guided by teachers.
- 'Accountable talk' is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modelling high-quality talk, for example including key vocabulary and metacognitive reflection.

7. Provide high-quality literacy interventions for struggling students

- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Creating a coordinated system of support is a significant challenge requiring both specialist input and whole-school leadership.

What is reading fluency?

Reading fluency can be defined as reading with accuracy, automaticity and prosody. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending a text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

Accuracy	Automaticity	Prosody
Reading accurately means to decode and read words correctly. It is the ability to apply knowledge of letter sound relationships when reading and saying written words. Pupils' level of accuracy will impact their speed and ease of reading.	The more cognitive space that is taken up with trying to decode words, the less space that is available to comprehend meaning in a text. Therefore, readers must be able to decode words without thinking about the decoding. Reading with	Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension. Understanding words and ideas enables pupils to make decisions

	automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils.	about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others.
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How can fluency be developed?

Guided oral reading	Repeated reading
Guided oral reading instruction is when fluent reading of a text is demonstrated by an adult or peer, modelling the 3 Ps (pronunciation, phrasing and prosody). Pupils then read the same text aloud with appropriate feedback. This may also include assisted reading strategies such as paired reading and use of technology	Repeated reading is when pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. Strategies such as choral, echo or mumble reading can help to provide oral support for reading for pupils. Reader's Theatre is also a widely used teaching strategy that exemplifies how guided oral reading instruction and repeated reading of texts can be used to support pupils to develop reading fluency.