

Session 1: Understanding the intervention

Intended Outcomes:

By the end of this session you will:

- Understand the original aims of the Herts for Learning KS2 Reading Fluency Project;
- Be aware of some of the research underpinning the project design;
- Have a clear understanding of the reading behaviours that indicate that a pupil may benefit from the intervention;
- Have identified pupils who may benefit from inclusion in the intervention;
- Have decided how you will measure the success of the intervention for your pupils;
- Understand how the intervention strategies are already being used within your school and the impact that they are having.

Resources/Preparation:

- Before the session, ask teachers to bring their current class lists, alongside relevant reading data e.g. recent test scores; KS1 reading exit data; current reading assessment judgements;
- Your own video footage of a child reading an ARE text: pre-intervention;
- Your own video footage of a child reading an ARE text: post-intervention;
- DfE reading moderation clip:

KS2 Reading – Working at the Expected Standard – Boy in the Striped Pyjamas, Department for Education

<https://www.youtube.com/watch?v=O4KJZ1oSkbl>

- **Amend slide 15 in advance of delivering the session.**

Additional optional resources:

- *Herts for Learning Teacher Assessment Frameworks (TAFs) for Reading, with additional guidance on assessing with age-related texts (purchasable from the Herts for Learning website);*
- *Copy of the text being read by the videoed pupil/s;*
- *Copy of excerpt from the text, 'The Boy in the Striped Pyjamas' by John Boyne;*

- *Full copy of, or electronic access to the article, Reading Fluency Viewed as Neglected Skill, Liana Heitlin (2015), Education Week*
<https://www.edweek.org/ew/articles/2015/05/13/reading-fluency-viewed-as-neglected-skill.html>
- *Full copy of, or excerpt from the article:*
The Music of Reading Aloud: Reading expressively matters in the development of reading, Psychology Today – 20th January 2017, Paula J. Schwanenflugel, Ph.D. and Nancy Flanagan Knapp, Ph.D. Reading Minds;
<https://www.psychologytoday.com/gb/blog/reading-minds/201701/the-music-reading-aloud>
- *Examples of your own pupil/teacher voice feedback, if available;*
- *Sticky notes for recording questions.*

Session Plan:

Recommended session duration: 1.5 hours

	Activity	Resources
Slide 1	<p>Project title slide</p> <p>Task: providing a rationale for your engagement with the project.</p> <p>Share with your colleagues:</p> <ul style="list-style-type: none"> • Where/how you first heard about the Herts for Learning KS2 Reading Fluency project? • Why you choose to explore the project in more detail? • When you attended the project training? 	
Slide 2	Title Slide: Session 1 – Understanding the Intervention	
Slide 3	Allow time for colleagues to read the slide in order to understand the intended outcomes for Session 1.	
Slide 4-5	Allow time for colleagues to read the slide in order to familiarise themselves with the aims of the Herts for Learning KS2 Reading Fluency Project.	
Slide 6	<p>Show video footage of one or more of your pupils, who at the time of filming was working below age-related expectations in reading, reading a text judged to be in line with age-related expectations.</p> <p>For support with selecting texts in line with age-related expectations see Herts for Learning Teacher Assessment Frameworks (TAFs) for Reading, with additional guidance on assessing with age-related texts (purchasable from the Herts for Learning website).</p> <p>Task: challenge teachers to describe the reading behaviours that they see and hear.</p>	<p>Video footage of a child reading an ARE text: pre-intervention</p> <p><i>Optional: Herts for Learning Teacher Assessment Frameworks (TAFs) for Reading, with additional guidance on assessing with age-related texts</i></p>

	<p>NB. It might be helpful to provide teachers with a copy of the text being read by the child, which they can read in advance of watching the video.</p> <p>These might include:</p> <ul style="list-style-type: none"> • <u>Stage fright</u>: the pupil doesn't seem to enjoy reading out loud in public; • <u>Issues with accuracy</u>: omission of words (or perhaps whole lines!); substituting words; mispronunciations; faltering over decoding of words (even high frequency words); • <u>Issues with stamina</u>: fatigue seems to set in quite early and reading accuracy/rate/rhythm gets progressively worse; • <u>Disregard for punctuation</u>: running through full stops; no acknowledgement of commas; no change in intonation for exclamation marks/question marks; • <u>Issues with phrasing</u>: grouping the wrong words together; adding unnatural pauses between naturally occurring groups of words; • <u>Issues with reading rhythm (or prosody)</u>: placing the emphasis on the wrong syllable in a word; reading in a choppy or robotic manner. <p>You may choose to share verbally this definition of prosody with colleagues, or provide access to the full article (shared as a resource at the HfL training session): <i>'When good readers read aloud, it sounds like music. The music of reading aloud is called reading prosody, or, in everyday language, reading with expression. Researchers looking at reading prosody study the precise variations in pitch and volume readers place on some words in sentences, the elongation that they place on some syllables within words, and the rhythmic and pausing patterns that determine the general flow of the reading as people read aloud'.</i> The Music of Reading Aloud: Reading expressively matters in the development of reading Psychology Today – 20th January 2017 Paula J. Schwanenflugel, Ph.D. and Nancy Flanagan Knapp, Ph.D. Reading Minds</p> <p>After the discussion, consider how likely it is that the pupil would be able to answer any questions about the text that they have just read. Share your experience of how the pupil struggled to answer questions about the text.</p>	<p><i>(purchasable from the Herts for Learning website)</i></p> <p><i>Optional: Copy of the text being read by the videoed pupil/s</i></p> <p><i>Optional: full copy of, or excerpt from the article, The Music of Reading Aloud: Reading expressively matters in the development of reading Psychology Today – 20th January 2017 Paula J. Schwanenflugel, Ph.D. and Nancy Flanagan Knapp, Ph.D. Reading Minds</i></p>
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