IMPLEMENTATION PLAN			EVALUATION
Focus	**Activities. What needs to be done?**	**When; who to? Who by? How?**	**How to evaluate success?**
Setting up the need for reading to be a 'Golden Thread' throughout the curriculum.	**Creating the culture; justifying the need – training on:** • Whole school intent • Thinking Reading opening chapter - read aloud and time using stopwatch to model the length of a 5 min text • Reading is difficult! Reading Rope; poem/ Video • Phonics – no. of letters, phonemes, graphemes, sounds etc. • How does it feel to be a poor reader? Activity – Alice in Wonderland using phonetic code • examples Wanted (id) /Helped (t) /called (d) • Why is it important? i.e. Mental health • Data sharing • 3 strands (intervention, reading for pleasure, academic reading) • Trust wide platform – 5 pillars of reading SM • 95% rule – example and provide the reading age website	• Whole staff training 18/3/21; CEH and SM	• **Staff survey** • **QA Learning walks/observation – evidence of reading** • **Improved reading age data**

	• Working memory (SM) • Exposure: Numbers of words needed - 800 words X 5 a day = 800,000 a year (5-7 minute texts) • Importance of practice for fluency • Difference between - Learn to read; read to learn • What is 'Academic Reading' • How is reading material different in your subject to other subjects? Provide some examples – pick out aspects of grammar and vocab. i. e. Recipe (imperatives for instruction) story with dialogue and description; history with declaratives and facts • Transition KS2 – progression of skills SM • KS2 Spg test SM		
How reading fits into the curriculum and SOL	What needs to be included?: • 5-7 minute texts – adding diversity? Every lesson; every day (except PE and practical DT lessons) • Vocab Bank through exam paper activity – tier 3 word; tier 2 words – create a subject dictionary • Feed into Knowledge organisers • Feed into homework	• CLs from 3/3 – MH; SB; LW; DW • Introduce ideas at Curriculum Leaders meeting; Monday 22/3/21 • CLs to carry out subsequent activities in faculty meetings – 1. what makes a text special in our subject? 2. read Mortimer chapter together	• **Sol – reading activities planned across curriculum/ vocab mapping** • **Improved reading age data** • **QA Learning walks/observation – evidence of reading**

	• Explicit oracy teaching to students relevant to each subject – i.e. How to talk like an athlete (sentence stems/ key words) discussion rules • Oracy opportunities mapped	3. Grade 9 Exam paper analysis activity to create vocab bank ; divide into tier 2 and tier 3 4. Assign staff to source the 5-7 min texts which are relevant to each topic /differentiated - use reading age checker	• **Improved reading age data**
Providing training on <u>reading</u> pedagogies	**Reading pedagogies:** • High Five method idea: - importance of pre-reading tasks (context and vocab); -mid reading checking and -clarifying and post reading questioning/summarising Book organisers? SM • Reciprocal reading methods • Why reading aloud? Modelling pronunciation, tone and flow of academic reading • DARTS • READERS	• Create Reading Champions Team – attend training with CEH and SM w/b 12/4/21 • Whole day Am training pm planning • Second half of day put together an implementation plan for each department's development etc. • Weave through morning CPD through the Reading Champions team • Faculty meetings regular agenda item (line management QA)	• **QA Learning walks/observation – evidence of reading pedagogies** • **Improved reading age data** • **Line management documentation**

Provide training on how to teach new vocabulary	Vocab pedagogies: Principles: • explicit instruction; MLT (me, we, you) • repetition; (Retrieval practice) • use in context often • morphology; why? • etymology – why does this work? Practical frameworks: • Pixl Unlock; • The Frayer model;	• Individual meetings with RC in Summer 2 term • Groups meetings each half term from Aut 2021 • RC to deliver whole staff CPD • Reading Champions posters on doors	
Focus on Oracy	Rules for discussion – consistent or different per subject? Roles in discussion Talking points Sentence stems Explicit modelling Debate 'Talk like a… scientist' etc.	• Weave Oracy CPD through morning CPD sessions • Review during QA	• **QA Learning walks/observation – evidence of oracy pedagogies** • **SOL with oracy opportunities mapped in**

	Kagan		• **SOL – oracy teaching mapped in**
Focus on the formation of sentences/ grammar	Types of sentence (exclamative, interrogative, declarative, imperative) Recipe example? Active /passive voice Less is more task- Rules of grammar – apostrophes; less/fewer;	• More detailed training through Reading Champions • Non-teaching staff (TAs)	• **QA Learning walks/observation – evidence of grammar and sentence construction** • **SOL with sentence**