C:\Users\Andrew Tagg\Desktop\Capture.PNG

Sharpen the focus needed to accelerate junior students’ progress in reading

These prompts are intended to be used by teachers as they consider the shifts needed to accelerate the progress being made by a group of junior students.

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| **1.** | **The context** | | |
| A new teacher is concerned about the progress of a small group of year 2 students. Their six-year net stanines show little improvement over the past 40 weeks and their latest running records on a (seen) text at Yellow 3 had accuracy rates of 87–89% with low self-correction rates. An analysis of their errors shows that they tend to appeal to the teacher when encountering unfamiliar words. Their reading is stilted and they mostly read word-by-word. They often don’t re-read when a mismatch occurs. They tend to try just the initial sounds in words and usually only attempt the end sound when they are prompted.  In writing, the students have a small core of high-frequency and personal words that they use most of the time. When attempting unfamiliar words they tend to write the first sound and leave the rest of the word blank.  The teacher meets with his senior teacher to discuss the students’ progress in relation to the overall progress they should be making. | | | |
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| **What to do …** | |  | **Record your answers** |
| What are the key reading behaviours you would expect  a student to demonstrate after 40 weeks at school? | |  |  |

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| **2.** | **Turning to the reading framework** | | |
| The two teachers consult the reading framework and go into the aspect *making sense of text: using a processing system* and read the big ideas for the first and second signposts. They discuss which descriptors best match this group of students’ reading skills and knowledge. The senior teacher suggests they look more closely at the illustrations at each signpost to gain a clearer picture of the progress the students need to make in developing a reading processing system. | | | |
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| **What to do …** | |  | **Record your answers** |
| Which signpost do you think best matches the group of students’ current reading behaviours and skills?  What is the significant step-up between the first and second signpost? | |  |  |
| **3.** | **The step up** | | |
| The two teachers re-read the descriptors for the first two signposts and identify that control over self-monitoring strategies underpins the shift between them. Considering the illustrations helps them decide that these year 2 students are best matched to the first signpost on the progression. They cannot be placed at the second signpost because they have not yet developed strategies for self-monitoring.  The senior teacher suggests that they look at other aspects to gain a more comprehensive understanding of the students’ progress. She also suggests that they need to look at other professional resources to identify their next steps and learning goals as well as resources for helping the teacher understand more about the deliberate acts of teaching that will best support his students to make accelerated progress. | | | |
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| **What to do …** | |  | **Record your answers** |
| What other resources would help to identify the students’ next learning steps and clarify the teaching required to support them to make these steps.  How could the teacher monitor the students’ progress? | |  |  |

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| **4.** | **Identifying the rate of progress** | | |
| The teachers agree that intensive teaching is needed in order for the students to make accelerated progress. They use the *Literacy Learning Progressions* to identify where the students should be after two years at school, and after three years at school, if they are to be able to use their reading as a tool for their learning across the curriculum. From this they identify the students’ next steps.  The teachers discuss and plan the explicit teaching these students need. They set dates for reviewing the students’ progress through running records and observation. | | | |
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| **What to do …** | |  | **Record your answers** |
| What is the explicit teaching the students need?  How will the teacher know if his teaching is successful?  How long should it take for these students to make the accelerated progress that will help them get on track? | |  |  |