



Department
for Education

Supporting reading in secondary school

Guidance and workbook for all
secondary school practitioners

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ROYAL
HOLLOWAY
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Contents

Table of figures	3
Training overview	4
Summary of the training package: Supporting reading in secondary schools	4
Introduction	5
Workbook to accompany videos	10
Video 1: Introduction and reflection	10
Video 2: What is reading?	10
Video 3: Reading in secondary students	10
Video 4: Choosing curriculum texts	11
Video 5: Identifying text types	12
Video 6: Exploring Vocabulary	13
Video 7: Activating background knowledge	14
Video 8: Teaching reading comprehension	15
Video 9: Reading in lessons	16
Video 10: Checking student comprehension	17
Video 11: Post-training reflection and action plan	18
Exploring the reading profiles of secondary students	20
Reading profile 1. Supporting successful readers	21
Reading profile 2. Supporting mild needs in students	23
Reading profile 3. Substantial word reading needs	25
Reading profile 4. Substantial comprehension needs	27
Reading profile 5: Substantial needs with word reading and comprehension	28
What should I do now?	30
Resources and further guidance	31
References to the underpinning research	32
Acknowledgements	33

Table of figures

Figure 1: Table summarising the training package	6
Figure 2: The distribution of students across the Simple View of Reading	20
Figure 3: Simple View of Reading - Ahmed	21
Figure 4: Simple View of Reading - Maryam	23
Figure 5: Simple View of Reading - Jack	25
Figure 6: Simple View of Reading - Nina	27
Figure 7: Simple View of Reading - Noah	28

Training overview

Summary of the training package: Supporting reading in secondary schools

This evidence-based online training package is for **all secondary school practitioners** and aims to build capacity and confidence to enable staff to support reading in all secondary students.

The training comprises:

- a practitioner package for teachers and teaching assistants
- a leader package for all school leaders to build their knowledge and aid CPD delivery for practitioners

Both teacher and leader packages include a series of short videos and accompanying guidance.

This **teacher package** includes 11 videos that provide opportunities to reflect, introduce research on secondary reading and outlines seven strategies for supporting reading in the classroom. This **teacher package** guidance provides an introduction and should be used whilst watching the videos to aid reflection and note taking. The training takes approximately one hour to complete. The training can be completed individually, or within a wider group.

To complete the training you will need:

- this guidance and a pen or electronic device to make notes
- a laptop, tablet or mobile phone with access to the internet to watch the videos, headphones may be helpful

Key links for completing the training:

- [Access to the teacher package videos](#)
- [Providing feedback](#)

This training also includes a **school leader package** that a leader in your school may be using, with [school leader guidance](#) and [videos](#).

Introduction

This training programme has been developed to build capacity and confidence for all teachers, school leaders and teaching assistants who support the learning of secondary students. The training provides a first step towards developing a sustainable, evidence-informed approach to supporting reading and creating a strong reading culture in secondary school. As a first step, it aims to enable staff to become informed about what learning to read involves and how they can support students at every stage and level of their education. The training comprises short videos and guidance, providing input about reading in secondary students and seven strategies for supporting all secondary learners in the classroom.

The training is closely aligned with the Department for Education Reading Framework and current research, in the following ways:

- it adopts the Simple View of Reading (Gough & Tunmer, 1986) as its core theoretical framework
- research evidence from secondary-aged children is integrated with insights from primary and secondary school practice to draw out effective strategies for use in the secondary classroom
- there is a clear emphasis on how successful reading at secondary school builds on a foundation of strong word reading, spoken language and fluency, as well as reading for pleasure, and disciplinary reading
- the training package explores common profiles of reading need in secondary school
- the leaders package also outlines assessment approaches for identifying need, evaluating progress for all students and capturing impact of reading approaches

How has this training programme been developed?

The evidence-informed training programme has been developed iteratively in close collaboration with teachers and school leaders from secondary contexts to ensure that it provides practical strategies that can be readily embedded in classroom practice. A pilot of the training demonstrated that the training is effective in promoting knowledge and confidence and is feasible and accessible to secondary school leaders, teachers and teaching assistants. Teachers, teaching assistants and school leaders also reported that it was necessary, valuable, an efficient use of time and was already enabling them to reflect on how they might change their practice.

Who is the training for?

This training is for **all secondary practitioners**, including teachers, teaching assistants and school leaders so that they can support reading in **all secondary students**. In some cases, it may be helpful for parents and governors to enable them to understand how students can be supported in school.

The programme has been designed for teachers of all curriculum subjects and all levels of experience, though it may be most useful for teachers who:

- Do not have English as their subject specialism
- Have not had recent Continuing Professional Development (CPD) on reading

This training may be useful as part of:

- induction procedures for new members of staff
- training for student teachers or Early Career Teachers (ECTs)
- ongoing CPD for existing members of staff

What does the training involve?

The training comprises a teacher package and a school leader package.

The training includes 11 short videos (see Figure 1). Videos should be watched alongside this guidance, which provides questions and examples to encourage reflection and deepen understanding of the ideas and concepts explored. Research-led videos outline the research evidence and teacher-led videos apply that evidence to classroom practice. All videos were developed in collaboration with teachers and school leaders from a range of school contexts and geographical areas in England and Wales to ensure that they are clear and actionable in the classroom.

Figure 1: Table summarising the training package

Section	Contents
Introduction	Introduction and reflection
Research-led videos	What is reading Reading in secondary school students
Teacher-led videos	Introduction Seven core strategies for the classroom
End	Post-training reflection and action plan

What are the videos and what order shall I watch them in?

The videos provide opportunities to reflect, explore theory and research and outline seven strategies for supporting reading in the classroom.

Two are research-led videos, where Professor Jessie Ricketts narrates an overview of key theories and research findings.

The remaining videos are teacher-led videos. These videos outline seven core strategies that can be used in any classroom to support students to develop their reading skills. The videos are narrated by secondary teachers and leaders from across England. Each core strategy comes with a set of questions to guide reflection on how this might be implemented to support reading for all learners in the classroom.

It is best to watch the videos in the following order.

Video 1: Introduction and reflection. The training starts with an introductory video that includes an opportunity to reflect. This video provides a brief summary of what the training course will include, alongside an opportunity for secondary teachers to reflect on their current approaches to supporting reading in their school.

Video 2: What is reading? This video uses the Simple View of Reading (Gough & Tunmer, 1986) as a framework for defining reading knowledge and skills.

Video 3: Reading in secondary students. This video summarises key findings from research on reading in secondary students.

Video 4: Choosing curriculum texts. This video describes the first strategy for supporting reading in the classroom, focusing on how to choose curriculum texts.

Video 5: Identifying text features. This video describes the second strategy for supporting reading in the classroom, focusing on the importance of being explicit about the features of the types of texts expected in a subject area. This is an important part of disciplinary reading as it helps students to know what to expect from different types of texts, which in turn makes comprehension easier.

Video 6: Exploring vocabulary. This video describes the third strategy for supporting reading in the classroom, which focuses on exploring the vocabulary in texts.

Video 7: Activating background knowledge. This video describes the fourth strategy for supporting reading in the classroom, focusing on exploring the background knowledge students may need to access the text because being familiar with the topic in the text aids comprehension.

Video 8: Teaching reading comprehension. This video describes the fifth strategy for supporting reading in the classroom, focusing on explicitly teaching the strategies students can use to comprehend texts and emphasising that reading is an active process.

Video 9: Reading in lessons. This video describes the sixth strategy for supporting reading in the classroom, focusing on reading during lessons, considering who reads in the class and when.

Video 10: Checking student comprehension. This video describes the seventh strategy for supporting reading in the classroom, focusing on checking student comprehension of texts. Though reading accuracy and fluency don't guarantee comprehension, it is easy to assume comprehension when reading appears accurate and fluent.

Video 11: Post-training reflection and action plan. This video ends the training with an opportunity for secondary teachers to reflect and develop an action plan for how the strategies may be implemented in the classroom and in the context of your school community.

How long does the training take?

The teacher training package takes about an hour to complete, including reading this guidance, watching the videos and making notes.

How can the training be completed?

This training programme can be completed individually or in a group. The videos can be watched using a tablet, computer, or mobile phone and headphones might be useful to ensure that the narration can be heard clearly. It is important to have this guidance available while watching the videos along with a pen or electronic device to write down reflections and make notes.

Don't forget to [give us your feedback](#) at the end.

Completing training individually...

All you need is the guidance, a device to watch the videos on and a way of making notes.

Completing the training in a group...

The training can be completed either individually within a group or all together as a group. The group might be led by a school leader or other member of staff who has completed the school leader training package that accompanies this teacher package. You will need a quiet space for the group to gather to complete the training.

Note: Although the training can be completed in approximately an hour, it can take longer if you want to take more time for reflection and discussion, so it may be worth allocating two or more hours for group training.

Completing the training individually but within a group

- Training can be completed by staff as a group in one room, but separately on individual devices. This can be followed by reflection and discussion.
- Each teacher will need access to the guidance, a device to watch videos and a pen or device to make notes.

- You can make time at the end for group reflection and discussion.

Completing the training together as a group

- Training can be completed all together, in a quiet room with videos shown on a large screen.
- You will need access to a large screen to show the videos. Each teacher will also need access to the guidance and either a pen or electronic device for making notes.
- Throughout the training, the group can pause to discuss and reflect. Discussion may also be useful at the end of training.

What should I do when I have completed the training?

At the end of the training programme, please:

- Review your notes and make an action plan for how to embed this training in your practice
- Read the section about common reading profiles that you might expect to see in the classroom
- Look at the section on next steps
- Take five minutes to [provide feedback](#) on this training programme

Your feedback will be extremely valuable for future development of this work.

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Workbook to accompany videos

Video 1: Introduction and reflection

This video is available on the [DfE YouTube channel](#)

Thoughts and reflections

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Video 2: What is reading?

This video is available on the [DfE YouTube channel](#)

Thoughts and reflections

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Video 3: Reading in secondary students

This video is available on the [DfE YouTube channel](#)

Thoughts and reflections

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Video 4: Choosing curriculum texts

This video is available on the [DfE YouTube channel](#)

Think carefully about the texts you choose to deliver the curriculum

As well as containing the curriculum content students require, are they accessible to the students you are teaching?

Key questions:

- Will students be exposed to a variety of texts and text types across a unit, term plan or key stage? Does this include “real world” examples from your subject area?
- Are the texts used to deliver the curriculum appropriate for the reading abilities of your students?
- Which texts can be used for independent reading and which texts will require scaffolding?

Possible actions:

- Using school reading assessment data, build up a picture of the reading needs of each class you teach. Which pupils might need support to access the reading requirements of the curriculum?
- Conduct a review of texts used to deliver your subject area during the next phase of teaching.
 - Do they offer pupils a breadth of reading material?
 - Is the level of challenge appropriate or do texts require adapting/abridging/scaffolding?

Thoughts and reflections

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Video 5: Identifying text types

This video is available on the [DfE YouTube channel](#)

Be explicit about the features of the types of text within your subject area

Knowing what to expect from different types of texts makes comprehension easier

Example text types: a scientific report, an eye-witness account, a case study

Key questions:

- Are you familiar with the features of the different types of text within your subject area?
- What might be the best way to explore the features of each text type with students?
- Are students clear about the purpose of the text and the purpose for reading?

Possible actions:

- Within your subject area, identify the types of text pupils are most likely to encounter and consider the features it would be key for them to know.
- Plan for the texts you will be using in the next phase of teaching. Where you have a large group of developing readers, narrow down the most important aspects of the text that will enable the students to understand the text well.
- Consider the purpose for which you are reading when deciding which elements of the text type to draw pupils' attention to.

Example:

- A historical account might be written in paragraphs and use the third person and a factual tone but contain the opinions of the writer as well as historical facts. It might contain carefully selected evidence. There are several factors that may have influenced the writer's interpretation of events including the point at which it was written.
- Pupils might be reading the text to find information, but they may also be critiquing the writer's interpretation or comparing different writers' views on a particular period or set of events.
- They may need to be able to differentiate between facts and opinions presented in the text and recognise how these are used to illustrate the views of the writer as well as recognising and justifying their own views.

Thoughts and reflections

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Video 6: Exploring Vocabulary

This video is available on the [DfE YouTube channel](#)

Explore the vocabulary

Students need to understand almost all words in a text to understand it independently

Vocabulary tiers (Beck, McKeown and Kucan, 2013):

- Tier 1 words are everyday words we usually use in speech like hot, nice, ordinary and school
- Tier 2 words are more complex vocabulary found in writing or formal situations like analyse, evaluate, maintain and tend
- Tier 3 words are subject-specific vocabulary associated with a particular domain of knowledge like algorithm, longitude, feudal and metaphor

Key questions:

- Is your curriculum planning clear about which Tier 3 words students need to learn over the course of a unit, term plan or key stage?
- Can you identify, or give students the opportunity to identify, other Tier 2 and 3 vocabulary in the text you are using and consider opportunities to explore the meanings before or during reading?
- Might there be Tier 1 vocabulary that some students don't know?
- Are you familiar with a range of strategies for teaching vocabulary?

Possible actions:

- Review curriculum planning to ensure focus on key tier 3 vocabulary.
- Review texts before teaching to identify vocabulary that pupils may not know.
- Encourage students to notice unfamiliar words.
- Build up a bank of vocabulary teaching strategies you can use in lessons. Sometimes a simple definition in pupil-friendly language is enough. However, you may need to spend longer exploring meaning, origins, examples and non-examples.
- Build in opportunities to revisit words over time to aid retention.

Thoughts and reflections

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Video 7: Activating background knowledge

This video is available on the [DfE YouTube channel](#)

Explore the background knowledge students may need to access the text

Being familiar with the topic in the text aids comprehension

Categories of background knowledge

- Disciplinary knowledge from the topic e.g. role of the lungs in breathing
- Broader disciplinary knowledge e.g. unconscious processes within the body
- Non-disciplinary knowledge e.g. general knowledge about pollution and air quality in cities

Key questions:

- What background knowledge will students need to engage with the ideas in the text?
- How much of this will they know already or can be activated from their prior knowledge?
- What might be new and need an explanation, illustration or clarification prior to reading?

Possible actions:

- For a forthcoming lesson, review any texts you might be using and consider what background knowledge or understanding pupils might need to access it. You could consider the three types of knowledge above.
- Consider what questions you might need to ask to ascertain what pupils do and don't know prior to reading the text and prompt them to provide information or examples for each other.
- Consider how you can develop their understanding and knowledge in a time-efficient way. Providing images with the text can be helpful.

Thoughts and reflections:

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Video 8: Teaching reading comprehension

This video is available on the [DfE YouTube channel](#)

Explicitly teach the reading strategies students can use to comprehend texts

Reading is an active process, but some students aren't aware of the cognitive strategies that successful readers use to make sense of a text

Reading strategies

- Clarifying
- Prediction
- Questioning
- Summarising
- Visualisation
- Inference

Key questions:

- Do all your students recognise that reading is an active process and may require them to interrogate the text to 'make it make sense', particularly if it is a challenging one?
- Which reading comprehension strategies will be most useful within your subject area?
- How can you explain and model these strategies most effectively?

Possible actions:

- Most proficient readers aren't aware of the reading strategies they use to make sense of texts. Focus on how you make sense of texts yourself and think about how you might explicitly share these with pupils.
- Research reading strategies you could teach pupils, particularly if you interact with texts instinctively and aren't always explicitly aware of the strategies you are using.
- Practise using strategies such as 'Think Alouds' to demonstrate the internal activities readers use to interact with challenging texts.

Thoughts and reflections:

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Video 9: Reading in lessons

This video is available on the [DfE YouTube channel](#)

Who reads when?

All students need regular opportunities to read for academic purposes, but this can be independently or as a class, led by the teacher or led by students, aloud or silently

Key questions:

- How will you decide which texts should be read aloud and by whom, and which texts can be set as independent tasks?
- Do you know which students are confident in reading aloud and who might need support?
- Do you know how to support and motivate your struggling readers to read aloud and read independently?
- Do you have monitoring strategies to make sure they are engaging?

Possible actions:

- Again, consider the texts you intend to use in class alongside the reading data you have about your pupils. Decide before teaching how you will read each text.
- For more challenging texts, you may want to read it aloud yourself, or choose pupils who can read with fluency and expression to support other pupils' comprehension.
- For more straightforward choices, pupils may be able to read silently.
- Whole class reading strategies like choral reading can support weaker readers. Some pupils may feel more confident if they are allowed to prepare in advance for reading aloud.

Thoughts and reflections:

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Video 10: Checking student comprehension

This video is available on the [DfE YouTube channel](#)

Comprehension check

It is easy to assume students have understood more than they have, especially when their phonics knowledge is secure, and their reading aloud sounds fluent

Key questions:

- What is the core information students need to have understood from the text?
- How will you ensure all students have understood this before moving on?

Possible actions:

- Consider the key things pupils need to have understood from the text you are using. Avoid confusion by limiting their focus – they don’t need to understand everything all the time!
- Think about how you will assess how well pupils have grasped these key ideas. You could use some of the strategies above, or research other assessment for learning activities that will help you establish what pupils have understood.

Thoughts and reflections:

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Video 11: Post-training reflection and action plan

This video is available on the [DfE YouTube channel](#)

How has my conceptualisation of reading changed?

What do I know now that I didn't before? How does this relate to what I knew before?
Does it add to or change my knowledge? How might this impact my practice?

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How do I know who has reading needs and what can I do?

What assessment data might the school have access to? How does this link to other information about students (e.g. SATs, SEN)? What kind of reading needs do the students have (see 'Exploring the reading profiles of secondary students' section below)? Are needs focused on word reading or comprehension or fluency (being able to read words accurately, quickly and without effort)?

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How can I evaluate impact?

What kind of data do we have that looks at whether support or intervention has been effective? What was the support or intervention aiming to do? Was it successful? Will any improvements translate to learning in the curriculum? Was it feasible? Was it accessible to the students? Did they find it valuable?

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Where can I get further information and support?

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What can I do now?

What are the things that I can do right now? In the medium term? In the longer term? What are the challenges and opportunities that I can foresee? What do I need to be successful?

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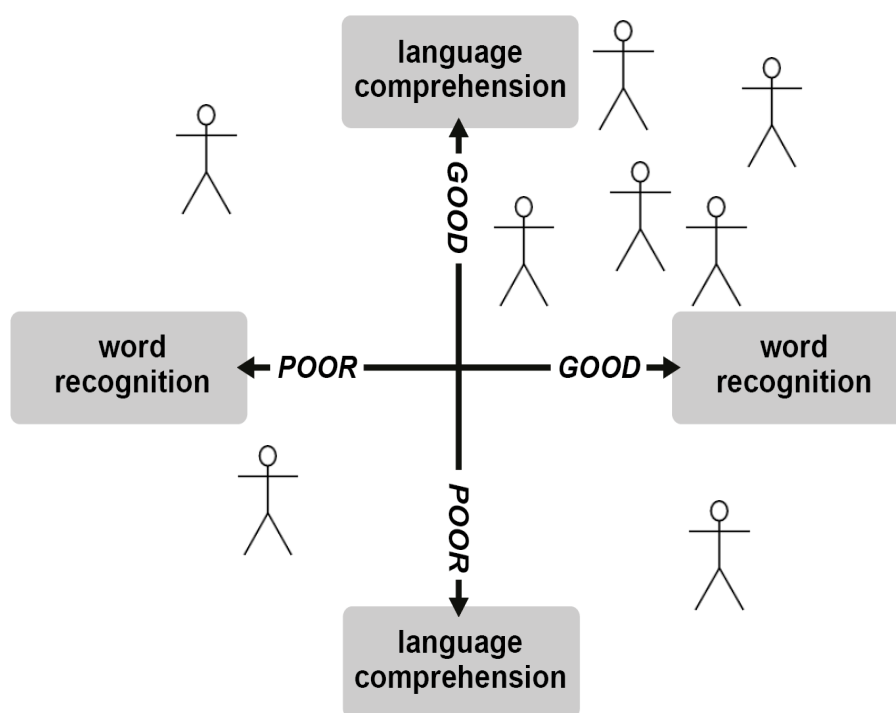
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Exploring the reading profiles of secondary students

The Simple View of Reading (Gough & Tunmer, 1986) gives us a useful way of understanding reading success and reading need in students (Figure 2). Figure 2 shows the variation in reading that we expect to see and indicates that reading varies on (at least) two dimensions, word recognition and language comprehension. It also indicates a range of reading profiles.

Figure 2: The distribution of students across the Simple View of Reading



Gough & Tunmer (1986)

In the **top right-hand corner**, the students have good word reading skills and good comprehension of text – let's call them **successful readers**. This suggests that they can read most texts they encounter and are usually successful at understanding the text.

In the **top left-hand corner**, the profile suggests that these students have good comprehension (of spoken language and different types of texts) but find it harder to read the words on the page. These students have **word reading needs**.

Students who sit in the **bottom right-hand quadrant** are sometimes known as poor comprehenders. These students appear to be able to read text confidently, however they fail to make sense of much of what they are reading. They have **reading comprehension needs**.

In the **bottom left-hand quadrant** are the students who have more complex reading needs. They find it hard to read the words on the page and understand what they are reading. They have **needs with both word reading and comprehension**.

In summary, the Simple View of Reading (Gough & Tunmer, 1986) indicates four different profiles of reader:

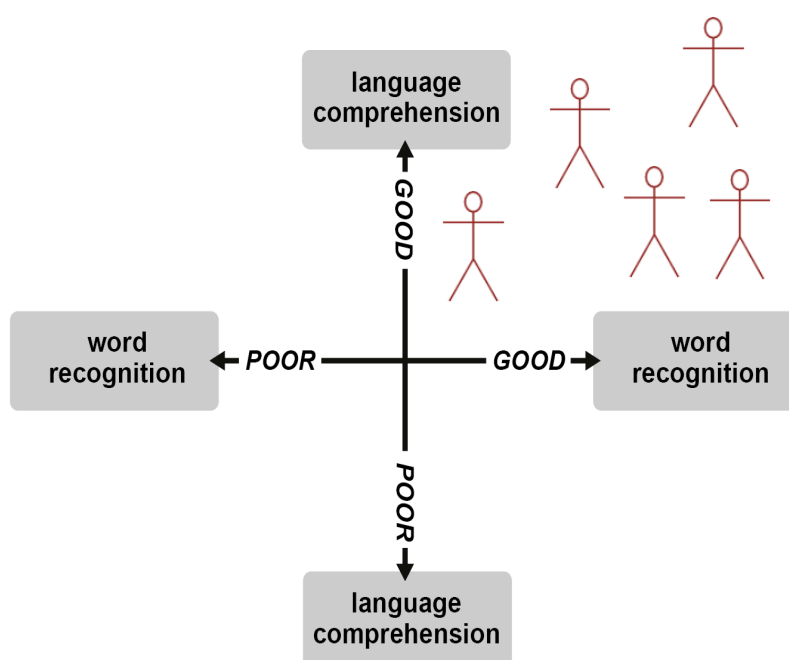
- Successful readers
- Word reading needs
- Reading comprehension needs
- Needs with both word reading and comprehension

Students who are closer to the centre of the quadrants will have milder reading needs and students who are further from the centre will have more substantial difficulties and need more support.

In the classroom, we need approaches for promoting reading in all students. The seven strategies described above, and in the teacher-led videos, will benefit all students in the mainstream classroom. This section explores the most common reading profiles that we find in secondary classrooms and considers how these strategies can be used to support and develop reading for these students. In many cases it will be useful to discuss students with the SENCO and other colleagues in the school to ensure that you have a full understanding of the students' strengths and needs.

Reading profile 1. Supporting successful readers

Figure 3: Simple View of Reading - Ahmed



Gough & Tunmer (1986)

Ahmed is in Year 8. When reading aloud he reads with a confident voice and strong intonation. He understands what he reads, across most texts, and knows when he does not understand. He is confident to decode words and can use a wide range of strategies to read and understand unfamiliar vocabulary, such as identifying chunks in words and reading around to infer the meaning of the words in the context they are used. Ahmed enjoys reading and reads a wide range of texts regularly. He can discuss the types of texts he likes to read and is confident to try new genres. His assessments show he reads at a level that is appropriate for his age. He is making good progress in reading.

Supporting Ahmed to continue to develop his reading skills

It is important to ensure Ahmed continues to make good progress. All the core strategies mentioned in this training will be helpful for Ahmed, but in particular he will benefit from:

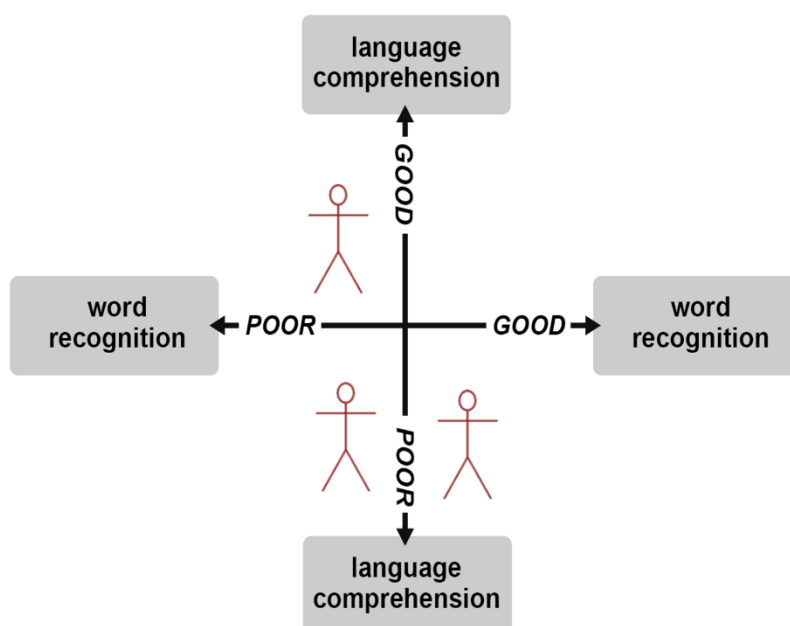
- using reading comprehension strategies (prediction, clarification, questioning and summarising) when tackling an unfamiliar text (Video 8: Teaching reading comprehension)
- discussing vocabulary that he is unsure of and understanding the meaning of words and phrases in the context they are used in (Video 6: Exploring vocabulary)
- experiencing a wide range of texts, being introduced to new genres and text types and having the opportunity to discuss these texts across the academic curriculum (Video 9: Reading in lessons)
- having ample opportunities to engage with new and enjoyable texts (Video 4: Choosing curriculum texts)

Key questions:

Do you know which students in the classes you teach meet this profile? How do they read in your lessons? What can you do to support them in your lessons? Where can you find out more?

Reading profile 2. Supporting mild needs in students

Figure 4: Simple View of Reading - Maryam



Gough & Tunmer (1986)

Maryam is in the first year of secondary school. She was successful in primary school and met age related expectations reading in the Year 6 national statutory assessments. Since starting in Year 7, she has found it harder to engage with the curriculum and is not making the expected progress in many areas of the academic curriculum. She reads slowly and finds it hard to tackle more complex multi-syllabic words. She finds texts that are more subject specific and include technical vocabulary challenging and has begun to avoid engaging with them. She lacks confidence in reading and rarely reads anything for enjoyment within or outside of school. It has been noticed by her teachers that she often needs support in the classroom when using reading to access the curriculum.

Supporting Maryam to continue to develop her reading skills

It is important to remember that a child who meets age-related expectations in SATs may encounter challenges after transition to secondary school due to changes in context, curriculum and expectations. Maryam's reading was sufficient to support good performance in SATs but doesn't seem to be sufficient for what is required of reading in secondary school. Maryam has not had longstanding reading needs but instead they have emerged later as the challenge of reading has changed. Screening and diagnostic assessments will help identify where she will benefit from further targeted support. It may be that she needs additional support to develop her word reading skills so that she can read more complex vocabulary or read more fluently. She may have lower levels of comprehension that affect her reading.

Strategies that will support her in the classroom include:

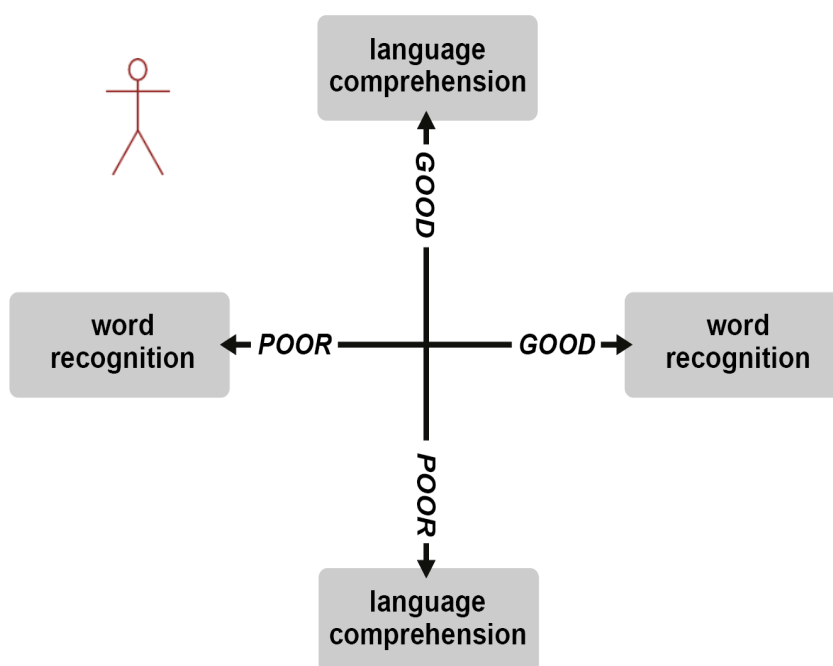
- Being introduced to, reading and discussing more complex vocabulary (Video 6: Exploring vocabulary)
- Developing reading comprehension strategies (prediction, clarification, questioning and summarising) when tackling an unfamiliar text (Video 8: Teaching reading comprehension)
- Experiencing a wide range of texts, being introduced to new genres and text types and having the opportunity to discuss these texts across the academic curriculum (Video 9: Reading in lessons)
- Having ample opportunities to engage with new and enjoyable texts (Video 4: Choosing curriculum texts)
- In addition, re-reading texts to help her develop her pace and fluency of reading so she can read words and texts with accuracy and ease

Key questions:

Do you know which students in the classes you teach meet this profile? How do they read in your lessons? What can you do to support them in your lessons? Where can you find out more?

Reading profile 3. Substantial word reading needs

Figure 5: Simple View of Reading - Jack



Gough & Tunmer (1986)

Jack has not been a confident reader since starting secondary school. Now he is in Year 9, he avoids situations when he knows he will need to read. When he must read, he reads aloud, slowly with many hesitations and repetitions. The reading assessments he has completed suggests he is not reading at the same level as his peers. His word reading skills have not yet developed to the level where he can comfortably tackle most texts he has to read in school, and he finds this challenging to manage. His ability to access the curriculum is limited.

It may be that Jack does not have the knowledge of how letters, sounds and words work that he needs to draw upon when he reads unfamiliar texts (phonics and word decoding skills) or that he cannot apply this knowledge fluently (with ease). Careful assessment should be used to understand whether Jack needs support with phonics, developing skills for reading longer, multi-syllabic words or word reading fluency.

Supporting Jack to continue to develop his reading skills

It is likely that Jack will benefit from some additional support to develop his reading skills so he can access the curriculum easily. Screening and diagnostic assessments will help identify where he will benefit from further targeted support. Targeted word reading support often takes place outside of the classroom and so this may replace curriculum time. In the classroom, there are a range of strategies that will support Jack to develop his reading further. These include:

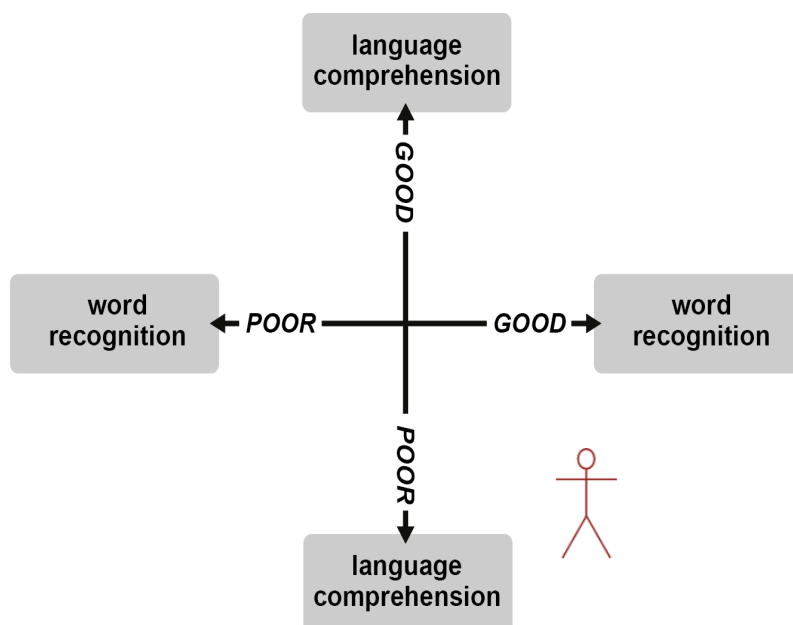
- Being introduced and understanding explicit text types (Video 5: Identifying text features)
- Being introduced to, reading and discussing more complex vocabulary (Video 6: Exploring vocabulary)
- Exploring prior knowledge and understanding prior to reading a new, unfamiliar text (Video 7: Activating background knowledge)
- Experiencing a wide range of texts, being introduced to new genres and text types and having the opportunity to discuss these texts across the academic curriculum (Video 9: Reading in lessons)
- Having ample opportunities to engage with new and enjoyable texts (Video 4: Choosing curriculum texts)

Key questions:

Do you know which students in the classes you teach meet this profile? How do they read in your lessons? What can you do to support them in your lessons? Where can you find out more?

Reading profile 4. Substantial comprehension needs

Figure 6: Simple View of Reading - Nina



Gough & Tunmer (1986)

Nina is an accurate and fluent reader when she reads aloud. When reading in the classroom, she can usually identify most of the words in an unfamiliar text, including longer, multi-syllabic words. However, when she is using texts to find out information, it becomes clear that Nina has very little understanding of the text. This limits her ability to access the academic curriculum and learn from any text she is using. The difficulties she has in understanding texts should be explored further to understand which aspects of the reading comprehension process she is struggling with.

Supporting Nina to continue to develop her reading skills

Reading comprehension needs can be difficult to identify so it will be important to work closely with Nina to understand which aspects of the reading comprehension process are challenging. She may have difficulty with using and understanding vocabulary, sequencing texts, drawing on text organisation, making inferences and integrating the text into a coherent whole. It will be important to identify if Nina has any wider difficulties with spoken language in general.

Strategies that will support Nina in the classroom include:

- Reading and discussing unfamiliar vocabulary in a text, considering what the vocabulary means in the context of the text (Video 6: Exploring vocabulary)

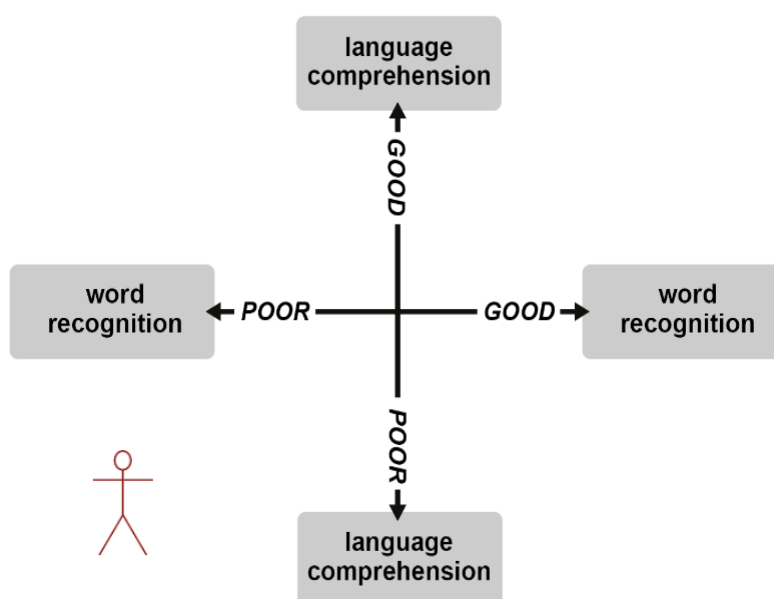
- Discussing her background knowledge of a subject or topic before accessing the text (Video 7: Activating background knowledge)
- Developing her reading comprehension by teaching comprehension strategies like prediction, clarification, questioning and summarising (Video 8: Teaching reading comprehension)
- Taking part in regular comprehension checks as she reads to ensure she is following the text (Video 10: Checking student comprehension). This may include the use of text marking strategies and graphic organisers when tackling an unfamiliar text to identify the sequence and organisation of the text.
- Experiencing a wide range of texts, being introduced to new genres and text types and having the opportunity to discuss these texts across the academic curriculum (Video 9: Reading in lessons)
- Having ample opportunities to engage with new and enjoyable texts (Video 4: Choosing curriculum texts)

Key questions:

Do you know which students in the classes you teach meet this profile? How do they read in your lessons? What can you do to support them in your lessons? Where can you find out more?

Reading profile 5: Substantial needs with word reading and comprehension

Figure 7: Simple View of Reading - Noah



Gough & Tunmer (1986)

Noah is not a confident reader and actively avoids any situation when he knows he will need to read. He reads aloud slowly and with hesitation. He is quick to stop reading when he feels it has been too challenging. When a text is read aloud, he shows some literal comprehension, but he often fails to make inferences and use and understand vocabulary. He can recall some elements of a text, often recalling isolated details. Now he is in Year 8, Noah is finding it increasingly hard to manage in the classroom. He often disengages from the learning and looks to distract himself and others.

Supporting Noah to continue to develop his reading skills

It is likely that Noah will benefit from some intensive, additional support to develop his reading skills. Screening and diagnostic assessments will help identify more precisely where the support should be targeted. It may be that he needs additional support (delivered in addition to classroom support) to develop his word reading skills so that he can read more complex vocabulary or read more fluently. He may have lower levels of comprehension that affect his reading. It is possible there are other, unrecognised needs that have affected his ability to become a proficient reader. It may be useful to discuss his strengths and needs with colleagues, including the SENCO. Targeted word reading support usually takes place outside of the classroom and so this may replace curriculum time. There are a range of strategies that can be used to support Noah in the classroom.

Strategies that will support Noah in the classroom include:

- Reading carefully selected texts to ensure he can access the curriculum (Video 4: Choosing curriculum texts)
- Understanding the features of different text types that are used in each subject and text type (Video 5: Identifying text features)
- Being introduced to, reading and discussing more complex vocabulary (Video 6: Exploring vocabulary)
- Experiencing a wide range of texts, being introduced to new genres and text types and having the opportunity to discuss these texts across the academic curriculum (Video 9: Reading in lessons)
- Having ample opportunities to engage with new and enjoyable texts, that build on his interests and experiences (Video 4: Choosing curriculum texts)
- Taking part in regular comprehension checks as he reads to ensure he is following the text (Video 10: Checking student comprehension)

Key questions:

Do you know which students in the classes you teach meet this profile? How do they read in your lessons? What can you do to support them in your lessons? Where can you find out more?

What should I do now?

Review your notes and reflections and develop an action plan for how to embed this training in your practice.

Discuss this with the school leadership team and subject leads.

Follow up with further resources, guidance and references at the end of this document, including the Reading Framework and Education Endowment Foundation Guidance.

Please take 5 minutes to provide [feedback](#) on this training programme. Your feedback will be extremely valuable for future developments of this work.

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Resources and further guidance

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van der Kleij, S. W., Burgess, A. P., Ricketts, J., & Shapiro, L. R. (2023a) 'Tracking vocabulary and reading growth in children from lower and higher socioeconomic backgrounds during the transition from primary to secondary education', *Child Development*. <https://doi.org/10.1111/cdev.13862>

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