**Supporting Struggling Readers in Secondary School: Audit and Action Planning**

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| What do successful schools do? | What does this look like in our school? |
| 1. Senior leaders prioritise reading. | |
| Senior leaders invest in additional bespoke help for struggling readers. |  |
| Senior leaders invest in training for staff who teach reading. |  |
| Leaders make sure the bespoke help is part of a well-thought-out-curriculum and a wider school reading strategy for all pupils to become proficient readers. |  |
| Senior leaders communicate the school’s commitment to all staff, raising the visibility of reading across the school so that all staff know the part they play in supporting struggling readers. |  |
| 2. Accurate identification of gaps in pupils’ reading knowledge. | |
| All new pupils are screened for reading. |  |
| Screening is followed up with diagnostic tests to determine which aspects of reading pupils struggle with. |  |
| Diagnostic tests include assessment of fluency rates, word reading accuracy and efficiency, and phonic knowledge. They give more detail than initial reading age assessments. |  |
| Assessment outcomes are analysed, pupil needs are diagnosed accurately. |  |
| Additional teaching and intervention programmes are planned to meet pupils’ specific reading needs. |  |
| 3. Staff who teach reading have the expertise they need to teach weaker readers. | |
| Staff who teach specific aspects of reading, or particular reading programmes, have receive training. |  |
| Trained staff support other members of staff. They share their expertise and deliver internal training. |  |
| Subject teachers also receive training in how to support struggling readers. They then understand what pupils need to know to become proficient readers, and what gaps in their knowledge might prevent this. |  |
| 4. Leaders share information about struggling readers with staff. | |
| Teachers and support staff know:   * which pupils are getting additional help, * what aspects of reading they struggle with, * and what intervention they are receiving. |  |
| Staff use shared information in lesson planning. |  |
| Staff have a consistent approach to teaching struggling readers. |  |
| 5. Clear procedures are in place to monitor additional teaching and its impact on struggling readers. | |
| Regular assessment is used. |  |
| Staff know what progress pupils are making. |  |
| Staff make changes as necessary when pupils do not improve as quickly as expected. |  |
| The effectiveness of reading programmes is evaluated. |  |
| 6. Qualitative outcomes are collated are shared. | |
| Staff are asked to comment upon their confidence in supporting struggling readers. |  |
| Staff are asked to comment upon their pupils’:   * reading confidence levels, * reading engagement and motivation levels, * and willingness to read aloud in class,   during/after receiving additional support. |  |
| Pupils are asked to comment upon their:   * reading confidence levels, * reading engagement and motivation levels, * and willingness to read aloud in class,   during/after receiving additional support. |  |