**Cleves Visit – Whole Class Reading Trial - Summer 2021**

|  |  |
| --- | --- |
| **Trustee** | **Doris Neville-Davies** |
| **Subject Lead** | **Alice Pisano** |
| **Date** | **10th June 1921** |
| **Subject** | **Whole Class Reading Trial** |

|  |  |
| --- | --- |
| **QUESTIONS** | |
| As something newly introduced to Cleves. can you describe this trial? | It was felt that guided reading in ability groups had possibly. become outdated (although this still continues for the classes in the trial during their library slot) and this idea was supported by pupil and teacher voice surveys. The trial was briefly started prior to lockdown and is continuing since the return. Each year group has at least 1 class participating in the trial and it is slowly being rolled it out to more.  All children have the same text and it is read in four stages: first the teacher reads the text, demonstrating phrasing, pronunciation, expression etc.; then there is a choral read by everybody; then the teacher and pupils alternate, changing possibly mid-sentence, so everyone has to follow the text and concentrate in order to come in on cue; the final stage is for individual pupils chosen at random to read the text. There are also related activities, e.g. challenging the text; going into in greater depth; sometimes relating it to other curriculum areas*.* |
| How have you gone about setting up this trial? | This is a project for Alice’s National Professional Qualification for Middle Leadership course and chosen after consultation with CH. |
| How do you see this progressing? | This being rolled out gradually and will be across the whole school from next September. A further development may be to move on to reading a short book. |
| How long have you been subject leader? | Since the start of the trial. |
| Were you given sufficient training to be subject leader? | Alice has had support from the schools’ literacy consultant and has also conducted her own research. |
| Who do you go to if you need support? | The literacy co-ordinator if necessary, CH and her own research. |
| Do you feel well supported? | Yes, by CH and through her course. Initially Alice was very apprehensive, as she was young and very early in her career, and found it daunting introducing this to older, experienced teachers. |
| Can you explain the curriculum intent for the subject for children’s four years at Cleves? | For pupils to have the confidence to read a variety of age-appropriate texts that they might not choose themselves, including texts related to other subject areas; to be able to progress to harder texts and to build on skills of fluency and retrieval. |
| What have you done to implement it? (Can you give one or two examples.) | Research – led whole-school inset training – planned lessons for years 3 & 6 – trained teachers joining the trial – observed all other teachers in the trial, also meeting and discussing with them – held Zoom sessions. |
| What feedback have you received? | Alice has received very positive feedback. The staff find it is clear, has a good structure and they look forward to delivering the lessons. |
| What impact are you aiming to achieve over children’s four years at Cleves? | Pupils are immersed in high-quality, varied text, helping them to enjoy reading and develop their skills in fluency, expression, vocabulary, imagination, analysis; non-fiction texts expand their knowledge. |
| How do you know you’re on track to achieving that impact? | GL Assessment tests will show the outcomes for individual pupils*,* although it is difficult to see an overall outcome. The enjoyment shown by year 6 class pupils, together with the improvement in their reading skills and incorporation of extended vocabulary in their work, shows that the trial is on track. |
| Do you get the opportunity to carry out any monitoring (prior to Covid disruption?) | Alice has been able to monitor through carousel observations, looking at books, numerous meetings about how to develop the trial and through teacher voice. A learning walk had been planned but had to be paused – it might be possible this half term. |
| Do you keep evidence of your own work and of children’s work samples? | This is not yet on the drive – it is difficult because of the frequent changes and improvements necessary in a trial. Alice is aware of what each class is covering which provides an overview of progress. She is currently in the process of creating an overview for each year group to start from the next academic year. |
| Why do you think identifying key knowledge is important? | This is more about skills than knowledge e.g. improved reading, fluency, expression, sequencing, creativity, summarising and analysing text, etc. |
| How do you support colleagues? Can you give an example? | Inset training, lesson planning, observations and meetings to discuss progress. This role is rather different to that of a subject co-ordinator in that it involves the setting up of a trial from scratch, so delivering more training than might otherwise be required. |
| What next for your subject – is there scope for even more? | Rolling this out across the whole school and making improvements as necessary; considering trialling a whole book |
| How do you link your subject into other subjects’ curricula? | Improved reading and analysis skills aid all subjects; also non-fiction text can be chosen to align with current areas of study in other subjects. |
| Does safeguarding feature in your curriculum – and if so, how? | Topics in texts lead to discussions about bullying, mental health, etc. Care is taken to choose appropriate material. |
| How do you find being a subject co-ordinator? | Alice came to Cleves as an NQT and spent three years in year 3 before moving to year 6 this year; she loves teaching. She acknowledges the pressures of being a subject co-ordinator in terms of reports, observations etc – plus, of course, Covid. Maintaining a good work-life balance is not easy but she is organised, tries to manage her time and prioritise. She has an open door and hopes staff will come to her with matters large or small. |