

## North Yorkshire Local Authority – Reading Project 2023/24

This project is targeted at year 6 and the aim of it is to support schools and academies across North Yorkshire to improve attainment in reading at the end of KS2.

There are two tiers: tier 1 provides access to the resources for all year 6 teachers across the local authority to use with their children in year 6, and tier 2 is a more structured project for invited schools.

The project for tier 2 schools has the following aspirational objectives:

### **At school Level**

1. To raise school end of KS2 attainment in reading in 2024 so that outcomes are at least in-line with the national figure
2. For a target group of Year 6 pupils to attain the expected standard in reading
3. For schools to further develop their culture of reading

### **At LA Level**

To raise the Local Authority end of KS2 attainment in reading in 2024 so that overall outcomes are at least in-line with the national figure.

### **Target Group and Baseline Assessment**

Using a past reading SAT paper in the autumn term with your year 6 cohort will provide scaled score data as a baseline. On average, pupils make 7 scaled score points across the year, which would mean that a pupil attaining 93 in September should attain 100 in May. For this project, the target group will be those pupils who attain between 90/91 and 95 on the baseline test. In Tier 2, the progress of this group will be tracked using a further past reading SAT paper mid-year (February). Tier 1 schools can use the same principles to support focused improvement in reading in year 6.

### **Structure of the Programme and Resources**

The project will run from now until KS2 test week in May 2024 and follows a two-week cycle. The intention is for the resources to be used with a whole class, but if it will only work in your class for the target group, then that would be okay. The project's focus is on developing comprehension, however, these resources are NOT test based. They are meant to be driven by dialogue about what has been read; children talking with one another, and teachers shaping discussions with the whole class about answering the questions.

### 5 minute starters

Each set of resources includes a powerpoint based on a text, which includes an extract from that text on each slide, with some questions about the text underneath. There are at least 8 slides to use across a two-week period, every day for 8 days. On those 8 days:

- The teacher prepares the session by reading the extract and questions and considering what barriers the children may encounter when answering the questions. Why is this question tricky? Where can you find the evidence? If it is inference, how can you work out the answer? Etc. This preparation shouldn't take too long and could potentially be done whilst the children are doing their 5 minute discussion.
- The teacher reads the extract aloud to the class.
- The pupils are given a timed 5 minutes to work in pairs to discuss the questions and decide upon agreed answers.
- The teacher follows up with a whole class discussion to identify challenges, potential answers, how the evidence was found, importance of a second read, if skimming or scanning could be used as a technique, etc.

### 20 minute comprehension

For the final two days of the two-week cycle, the comprehension resources are used – this could be across two days, or during one longer session. These resources are in a word document and include a longer extract, a set of questions and a set of answers for the teacher.

- Pupils to complete the comprehension individually and independently, with written answers, within a timed 20 minute session. Some children may be supported with a pre-read, or with support to access the text initially. It may be that for the first few rounds, they don't all finish the questions within 20 minutes, and that is fine.
- The children then work in pairs, or threes to discuss some of their answers and where there are discrepancies, come to an agreed response. This session could take about 15-20 minutes.
- The teacher then leads a whole class discussion about the questions where there were challenges and, in a similar way to the 5 minute started whole class discussion, unpick how to answer those questions. This is where they could also consider responses according to the number of marks awarded.

The materials are purposefully challenging in order to promote discussion and to identify barriers and consideration of how to formulate the most appropriate response.

Any questions about the structure of the programme and/or resources, please contact [lindsay.miller@northyorks.gov.uk](mailto:lindsay.miller@northyorks.gov.uk) .