

A Recovery Curriculum Guide to Reading



As the foundation for accessing the curriculum and engaging with learning, there is no doubt that reading will be an important part of the recovery curriculum. The following guide contains some tips and advice to help you review your resources and re-establish an effective reading routine before children re-enter the classroom.

Establishing a baseline.
Tools of the trade.
Reading and wellbeing.



Read to Succeed!

As the old saying goes: It takes a village to raise a child. The National lockdown and pandemic have made us look at this concept of 'village' in a very different way.

Certainly, in terms of the education of children, the blended learning that has been going on throughout the country has highlighted the different roles that people can play as part of this 'village', such as parents juggling work and home learning and educators teaching those in school as well as children working remotely.

This whole guide could focus solely on the disparity between the experiences of different children, whether in terms of access to books, good quality internet, computers and support, not to mention access to a hot meal and a quiet place to work. The National Literacy Trust, in their recent report on the impact of the pandemic, highlighted this disparity and spoke of the 'inevitable impact' on learning across the curriculum. Anyone working with children will highlight the necessity of good speaking and listening skills which lead on to high quality phonics, which in turn supports reading development.

This then greatly impacts upon writing skills. In a curriculum that is based upon reading and writing across the board, the importance of this cannot be underestimated. As the great intellect Dr Seuss succinctly said: "The more that you read, the more things you will know. The more that you learn, the more places you'll go."

So where do we go from here? First of all, we need to know where the children are at right now and be aware that this may not be where they were in September or even December.



Establishing a Baseline.

Never underestimate the value of our deep understanding of the children we teach. Once all children are back in school, we need to use this knowledge together with the assessment tools at our fingertips to identify exactly where these children are at, in relation to their reading.

We must be mindful that some of our children will have really benefitted from high levels of parental support in terms of reading and these children have needs as great, as those who have fallen behind.

An incredibly useful tool in our armoury, can be the Lexplore Analytics AI Assessment. Using eye tracking technology combined with machine learning, the Lexplore Analytics reading assessment provides a rapid 2-5 minute paperless assessment that can deliver the following:

This is the only assessment anywhere in the world assessing silent reading.

- It is paper free and provides instant online results, following a 2-5 minute assessment.
- The quick assessment covers fluency, decoding, reading speed, comprehension and more and determines reading ability by reading age, giving a standard score, whilst being able to objectively identify reading difficulties and where challenge is required.
- In addition, it can also provide early identification of optical/sight/tracking difficulties.
- A dedicated interventions programme is also provided to support pupil and teachers alike – Lexplore Intensive.
- This test is based on 30 years of peer reviewed research and is assured by the British Dyslexia Association.

Tools of the Trade - Phonics

As was previously alluded to, high quality phonics is crucial to early reading development. Lexplore Intensive is a programme which has been designed to develop all students' reading ability at all levels from emergent to fluent readers

Approaching phonological learning in a multisensory way will ensure that all children will be engaged and learn in the most effective manner. A few quick examples of this could include:

- Using plastic, wooden or pebble letters, children can be encouraged to build an alphabet arc. This can then be used to overlearn the letter names and sounds, sequencing, together with playing games, building words and decoding and segmenting.
- Encouraging children to write letters, phonemes and words in either glitter, sand, shaving foam, or even squirting water mixed with food colouring on the playground outside, will all help to embed their knowledge and understanding of the building blocks of reading.
- TRUGS (<https://www.readsuccessfully.com/>) card games can be a quick and fun way of overlearning the reading and spelling patterns required for successful reading.
- There are a huge number of good quality traditional (e.g. Bananagrams, Boggle and Scrabble Junior) and online games which can be used to enhance and support phonological development such as: <http://www.letters-and-sounds.com/> and <https://www.phonicsplay.co.uk/>

Tools of the Trade - Reading

Nurturing a love of reading is the key here. The material that is being read is not really the issue, more, that children are reading something. On a really positive note, the National Literacy Trust report highlighted that a third (34.5%) of children and young people said they were reading more during lockdown. Whilst this is not the case for all children, fostering a love of reading and finding the 'spark' for each individual will ensure that children develop this necessary, lifelong and life-enhancing skill. This can be anything from the latest David Walliams or Julia Donaldson, to 'Lego' instructions, recipes, magazines, comics, online articles and even subtitles on television programmes!

A great way to introduce a child to age appropriate (rather than ability appropriate) material is 'Paired Reading'. This is probably the most effective way of understanding text, especially for a child who thinks faster than they currently read. The child chooses what to read, which is a key principle in terms of reading as a purposeful activity. The child and teacher/TA/parent/peer read out loud at the same time – the stronger reader may track the words with a finger or marker if appropriate. Any unknown words are read without pause or comment by the stronger reader – they will slow down and point to words as they read, to enable the child to catch up. It is vital that there is no teaching, criticism, or learning points highlighted during this activity – the emphasis is on reading for pleasure in a non-threatening and supportive environment.

The National Literacy Trust highlighted that the engagement gap between boys and girls has broadened over the pandemic. They did highlight however, the role that audiobooks can play in helping to engage boys in reading. When audio books are listened

to, with the text alongside (where possible), for the child to follow as they listen, more complex texts can be accessed. A number of audiobooks can currently be freely downloaded from the following websites:

- <https://stories.audible.com/discovery/enterprise-discovery-21122356011>
- <https://www.harpercollinschildrensbooks.co.uk/listen-for-free/>
- <https://www.borrowbox.com/> (the child needs to be a member of the library service)
- Additionally, a number of e-books are available at <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Tools of the Trade - Wellbeing

It is well-known and widely accepted that the emotional well-being of children is paramount to supporting successful learning. Media reports are littered with studies highlighting the critical impact that the pandemic has had upon a wide range of people across society, including children. Indeed, in the last few days the government has introduced 'Psychological First Aid Training' for all those working with children and young people affected by the pandemic (<https://www.gov.uk/government/news/phe-launches-new-psychological-first-aid-training>), highlighting that this needs to be at the forefront of our minds, on the return to full school opening.



There are a wealth of resources available to support schools in the development of their well-being toolkit. TTS recently provided a free well-being booklet which can be downloaded at:

- <https://e.tts-group.co.uk/4U16-GKFU-A456538CEE8F7BEA3AFXQ139E07F4E8B0429E8/cr.aspx>

Lancashire Education Authority developed resources and training for teachers before the start back to school in September, many of which are once again applicable now. This incredibly useful resource can be found at:

- <https://www.lancashire.gov.uk/send-specialist-teaching-service/news-and-resources/stepping-back-into-school-support-package/>

Additionally, linking both reading and well-being, 'BounceTogether' (<https://www.bouncetogether.co.uk/>) have developed a survey measuring reading attitudes and wellbeing within school as part of their digital platform for measuring physical and mental wellbeing and the attitudes of your school's pupils, staff and parents.

The final word must go to one of the children who contributed to the National Literacy Trust survey who highlighted the escapism that reading can bring when they said that "There's not really much to do...so I read, and when I do it makes me feel like I'm in a different place, not stuck inside."

** This guide has been put together in partnership with literacy specialists Pamela Hanigan and Rachel Gelder, founders of Lancashire Dyslexia Information Guidance and Support (LDIGS).*



**Lancashire Dyslexia
Information Guidance and Support**



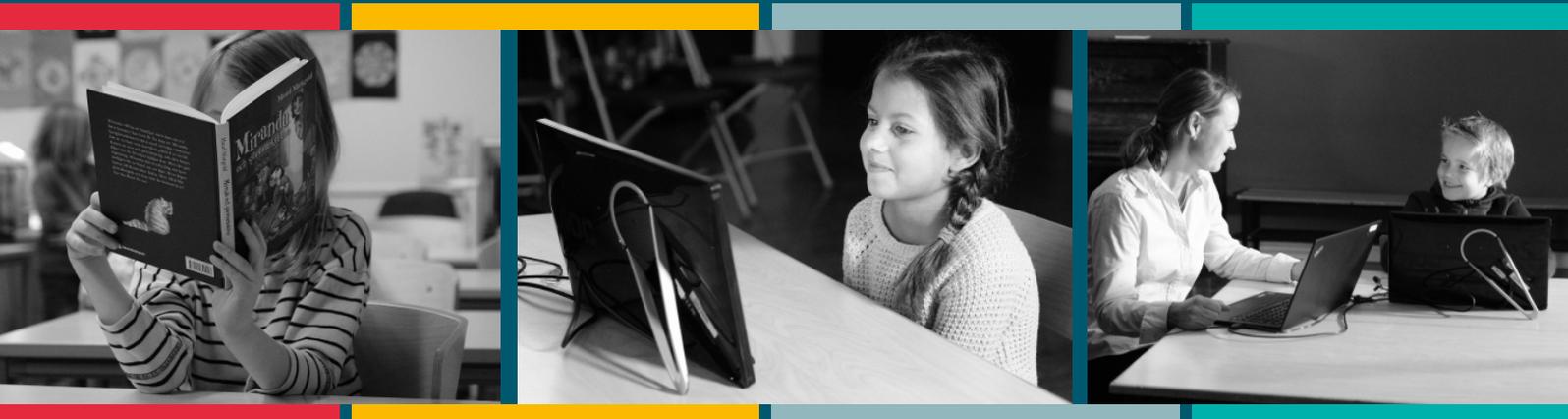
About Lexplore Analytics

Lexplore is a pioneering and mission-driven company, which provides schools with new technology and resources to promote reading development.

At the core of our offering is a ground breaking method of measuring reading attainment, which uses artificial intelligence and eye tracking technology to offer an entirely new insight into literacy.

By measuring when, where, and how a student's eyes move in relation to the words they are reading, our paperless assessment quickly analyses a their skills across key reading components, determines their attainment, and highlights potential barriers in a matter of minutes.

With immediate, fully objective and in-depth results, teachers can then work with our dedicated intervention package to support both emerging and fluent readers in their development.



Lexplore

ANALYTICS

A clear view of reading

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