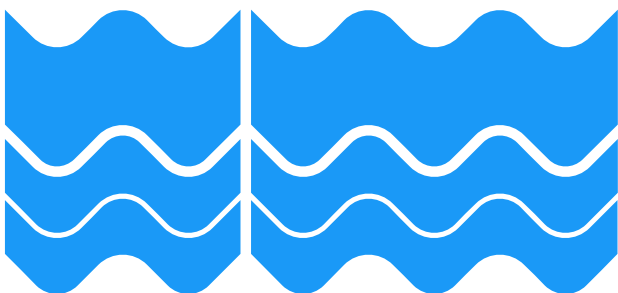


The East Sussex Way

Case studies in
oracy, reading and vocabulary



East Sussex
County Council



The East Sussex Way



This publication has been produced by a group of East Sussex teachers and funded by East Sussex County Council.

June 2023

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The East Sussex Way



Introduction

In summer 2022, the work of a group of primary and secondary teachers came together in *The East Sussex Way* - a document which set out the key research and fundamentals of good practice in oracy, reading, and vocabulary at the point of transition from year 6 to year 7. This collection of case studies takes a close look at what happened in the six months that followed.

The team of researcher-teacher-writers zoomed in on the challenges of leading literacy in a selection of different schools in East Sussex. How might secondary leaders in a group of schools collaborate to provide training, explore shared priorities and learn from each other's work? Can an all-through school secure effective vocabulary teaching in every phase? What is involved in creating a talk-rich environment in every classroom?

The case studies that follow - each a two-minute read - show how our literacy experts went about trying to resolve these questions and other thorny issues. As well as describing the actions taken and impacts achieved, their honest accounts also explain what obstacles were encountered, the costs of the projects and, vitally, each school's next steps. In case you have follow-up questions, the names and contact details of each project lead have been included.

Our case studies are a reminder of one certainty - literacy has no 'silver bullet' solution. Obviously then, the projects described will not necessarily provide answers to your own big literacy questions. Context is key, and your next steps will depend on what you have already tried, what has worked, and what has had less impact than was hoped. This publication will enable you to also take into account the learning of local colleagues as you plan for literacy improvement in the next academic year.

Jane Branson

Editor, *The East Sussex Way*



Case Study One: Leading literacy within and across schools

Context

St Richard's is an 11-16 secondary school in an urban area. It has a lower than average proportion of learners with EAL, a lower than average proportion of learners with SEND and a lower than average proportion of disadvantaged learners.

Following the publication of *The East Sussex Way*¹ in summer 2022, the Principal wished to maintain literacy development momentum in her own school and within the 'area group' of eight secondary schools, as well as supporting literacy at the point of transition by facilitating training and development for the four main feeder schools from which year 7 pupils come.

Focus

Maintain momentum of literacy development in and across the school through:

- Supporting the newly-appointed literacy and oracy lead.
- Creating a forum for secondary literacy leads to work together, train together and share resources.
- Facilitating training and development for the four main feeder schools to respond to the challenges of supporting literacy at the point of transition.
- Evaluating literacy policies and ensuring that they identify every teacher's role in supporting the literacy provision in school.

Preparation and action

- Meetings with literacy lead to review Disciplinary Literacy policy and action plan.
- Two area group meetings planned and facilitated by consultant.
- Sharing of problems and solutions across schools and areas, e.g. through meetings, shared resources and minutes.
- Gap tasks set and feedback about next steps taken.
- Cross-phase literacy session with a focus on teaching vocabulary and reading chosen by primary headteachers.

Impact

- Multiple opportunities for the sharing of good practice were created including at in-person meetings and through a shared online area. Participants were able to use and adapt training resources in their own schools.

- A new Disciplinary Policy (with a focus on reading for pleasure, disciplinary literacy demands, oracy, vocabulary, and teaching of writing) was written and approved by governors.
- Subject and literacy leads were supported in writing and reviewing literacy actions plans.
- Schools started working on a shared year 6 into year 7 academic word list.
- English teachers at St Richard's gained information about the texts (titles and level of challenge) used in key stage 2 classrooms in their feeder schools.
- All delegates who attended training evaluated CPD sessions 'very useful'. Following training they named next steps such as:
 - Refine and develop action plan;
 - Use vocabulary activities for oracy building in class;
 - Use shared resources for CPD and reassess action plan;
 - Review use of Word of the Week strategy. Is it working?
- Examples of comments made when participants were asked to comment on the most useful aspects of training:
 - Sharing of action plans and resources most useful. Thank you!
 - The most useful task for my role was going through how to write literacy action plans. This will be my responsibility soon and seems like a more manageable task after being able to go through what should and should not be included;
 - Thank you! The session was so informative and supportive. I really appreciate being part of such a collaborative team and look forward to continuing to share resources together;
 - Thanks for a very useful session - completely relevant and practical.

Costs

Literacy Lead time.

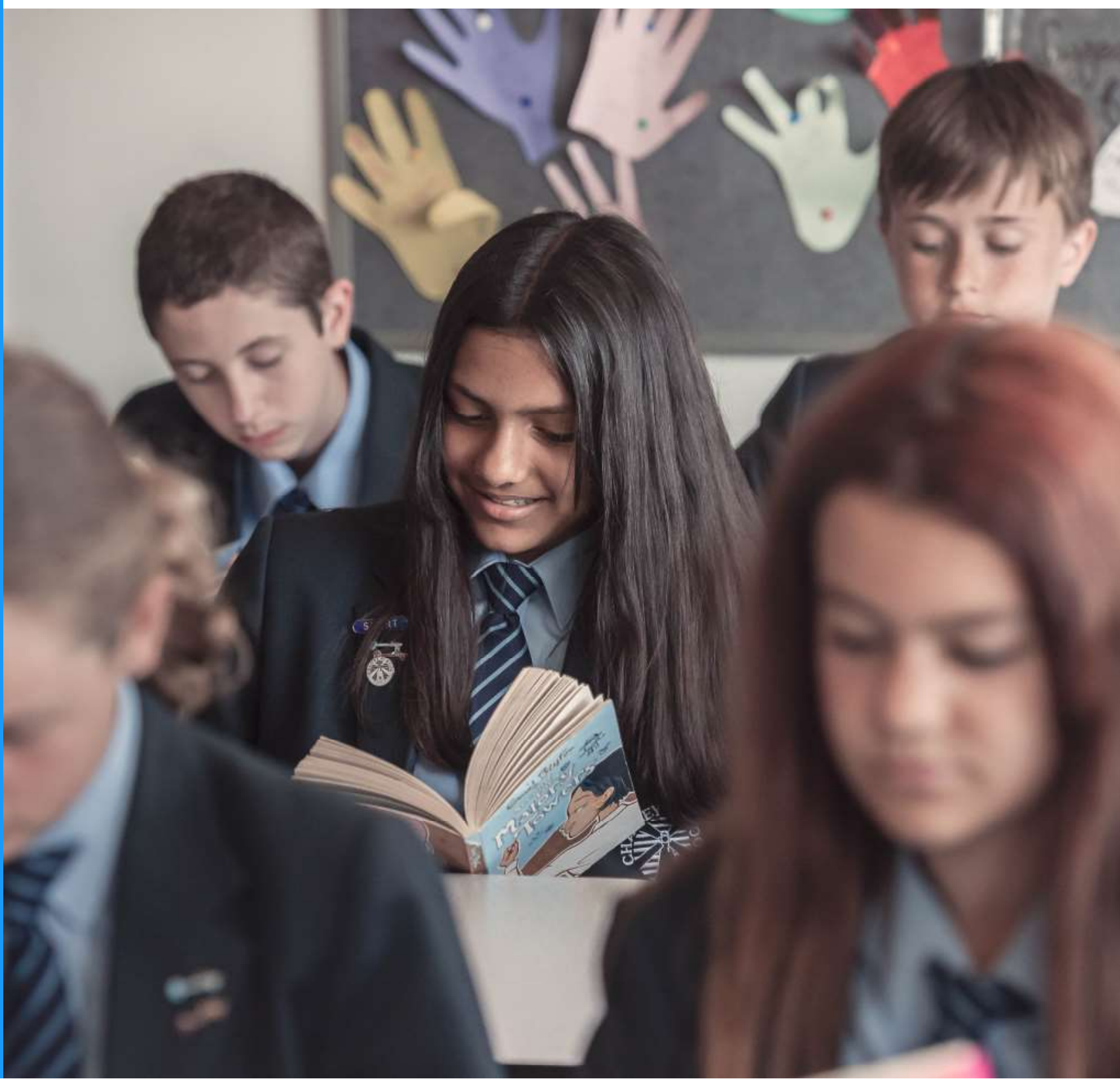
Consultant time.

Cover costs to release colleagues.

Learning points and next steps

- Oracy, vocabulary, and reading are interrelated but separate challenges - a planned strategic approach is needed to maintain momentum with all three, and it is advisable for schools to identify carefully what needs to be prioritised.
- When it comes to literacy, participants agreed it is better to do one or two things really well rather than attempt to implement too many initiatives at once. Choosing the right actions for each school's context is key to achieving impact: sometimes school leaders spend a long time pushing strategies without teacher buy-in and/or where impact is limited.

- Literacy leads do not always have the training they need but they are very keen to learn. For example, some to need support with action planning while others are juggling too many roles in school to be effective as a Literacy Lead. There was strong agreement that developing literacy (oracy/reading) champions across a range of subject areas can help to promote good practice across the school. They need to be well-placed to effect change within their schools: training, seniority, authority, expertise.
- There are many common issues with different solutions: sharing resources and approaches can save time but literacy actions need to be carefully aligned to school priorities. With time and opportunity to share resources and ideas, colleagues can learn from each other.
- Strategic, long-term work is best, with consistent and strong leadership over time. Literacy Leads who are non-English teachers in positions equivalent to assistant or deputy head bring cross-curricular authority and weight to the role.
- Literacy policies should be focused on ensuring that they identify the role and responsibility of all stakeholders, including support staff, governors, middle leaders and class teachers.



Case Study Two: Becoming talk rich: whole-school professional learning and development on oracy

Context

Chailey School is a smaller than average, 11-16 secondary school in a rural area.

Following the pandemic, senior leaders identified oracy as a school improvement priority. After an extended period away from the classroom followed by a period when classroom talk was restricted, leaders decided that a whole-school focus on developing students' ability to talk would benefit all students, particularly disadvantaged and vulnerable learners.

Through a year-long professional learning programme, it was hoped every teacher would meet the oracy teacher benchmarks created by Oracy Cambridge¹ so that the school could meet the oracy school benchmarks and become talk-rich.

Focus

Oracy is not just an educational choice but a moral imperative. By empowering our children with language capital, they stand a greater chance of levelling the uneven playing field. The vision for oracy at Chailey School is for every child to find their voice and for every voice to be valued, by:

- Putting oracy at the heart of everything the school does and becoming a talk-rich school.
- Empowering teachers and learners to value oracy for its own sake.
- Giving faculties time to define and develop what good talk looks like in their curriculum areas.
- Providing high-quality CPD and coaching for staff so they know how to teach oracy effectively.
- Monitoring and evaluating the quality of oracy provision.

Preparation and action

- Leaders appointed two oracy lead teachers and a research lead teacher.
- One oracy lead teacher co-authored the oracy chapter of the *East Sussex Way* whilst the other attended support sessions provided by Voice 21.
- The oracy professional learning programme was based on the EEF implementation guide² and resources from Voice 21 and Oracy Cambridge.

- Five cycles of professional learning around oracy took place during terms 1-3. These included whole staff central learning sessions, cross-faculty professional learning groups and the completion of reflective journals.
- Terms 4-6 will be devoted to the development of domain specific speech in curriculum areas.

Impact

A staff survey was completed at the end of term 3 to evaluate impact to that point. Teachers were asked to evaluate themselves using a scale of 1-10, against each of the oracy benchmarks. Average results out of ten were:

Sets high expectations for oracy	6.6
Values every voice	7.4
Teaches oracy explicitly	6.5
Harnesses oracy to elevate learning	6.6
Appraises progress in oracy	5.8

Furthermore, teachers were asked to evaluate the professional learning they had participated in. These were given a grading out of five:

Central professional learning sessions	4.4
Professional learning groups	4.3
Reflective journals	3.8
Professional learning libraries	3.1
Professional learning newsletters	3.6

Comments on the professional learning included:

- "Some of the best CPD I have seen both inside and outside of teaching."
- "Incredibly useful content, well delivered."
- "These sessions were thoughtfully delivered, gave high-quality, yet simple examples of how to improve practice and have been the most valuable CPD sessions I have ever been part of."

Costs

Research lead and oracy leads were allocated one extra non-contact lesson per week.

The school purchased a one-year membership from Voice 21.

The school invested in books related to oracy and membership of professional associations so staff could access subject-specific advice.

Learning points and next steps

Staff respond well to directed professional learning when they are directed to try specific activities in lessons. They responded less well when given direction to engage with literature and research to independently find strategies which work in their classrooms. This is something the professional learning team wish to address by supporting staff to engage with research to enhance their practice.

School leaders remain focused on oracy development for the rest of the academic year, now moving on to a faculty-led focus on domain-specific speech. In the next academic year, oracy developments will continue within a school improvement context of supporting the most vulnerable learners.

Engagement with local primary schools is planned so that the most successful strategies for professional learning and oracy development may be shared.



Case Study Three: Developing explicit teaching of vocabulary in an all-through school

Context

Gildredge House School was established in 2013 as a Free School and provides for a range of age groups from Reception to year 13. The primary phase is two-form entry (60 pupils per year group) and the secondary is around 140 pupils per year group. Most pupils are from white British backgrounds. The proportion of pupils with SEND is in line with the national average and the proportion of disadvantaged pupils is below the national average.

In the previous academic year, primary staff implemented Word Aware, Parsons & Branagan (2017)¹, a structured whole-school approach to vocabulary development. Currently, school leaders are working on developing an all-through curriculum, progressive from EYFS to year 13. During this work, staff and pupil feedback revealed that consistent, explicit teaching of vocabulary was evident in the primary phase. In the secondary phase, there was some identifiable vocabulary teaching but it was less consistent.

The project described set out to reduce the vocabulary gap, and provide all staff and pupils with a consistent approach to the teaching and learning of vocabulary.

Focus

- To reduce the vocabulary gap at Gildredge House School.
- To develop the explicit teaching of vocabulary in the secondary phase, building on Word Aware as used in the primary phase (using STAR method for teaching).
- To achieve explicit teaching of vocabulary through from EYFS to year 13.

Preparation and action

1. Research explored prior to implementation

- The National Literacy Trust (NLT, 2019)² states that vocabulary size is a strong predictor of academic attainment and therefore schools are required to recognise the importance of conscious, planned vocabulary teaching to enrich pupils' store of words.
- Beck, McKeown and Kucan (2013)³ define tier 1 words as words that most pupils will pick up through natural, everyday conversation and therefore do not normally require explicit teaching. Tier 2 words are defined as ambitious words that pupils are likely to come across in a variety of contexts and across all subjects, whereas tier 3 words are subject-specific, used within a particular field. Often, tier 3 words are essential to teaching content for discrete subjects.

- *Closing the Vocabulary Gap* Quigley, (2018)⁴ outlines the importance of explicit vocabulary teaching due to the increasing demands of the curriculum and how closing the vocabulary gap between our 'word poor' and 'word rich' pupils is vital to the difference between academic success or failure. Quigley also outlines the importance of all teachers understanding that all subjects have their own "language" and for pupils to succeed in all subjects, we have to recognise the need for teaching the "language" of the subject.

2. Word Aware - primary phase

Primary staff received CPD around the teaching of Word Aware. Each year group from EYFS to year 6 created vocabulary maps for the academic year. Vocabulary was divided into subjects and specified as either Anchor, Goldilocks or Step-On words. Phase leaders monitored the use and impact of Word Aware across primary classrooms in the academic year of 2021-2022, through drop-ins to Word Aware sessions.

3. Planned actions at the point of writing

- Share bank of strategies developed for staff to use to teach vocabulary.
- Provide all teaching staff with CPD on:
 - o STAR model to introduce new vocabulary: Select, Teach, Activate, Review;
 - o Impact of teaching vocabulary using tier 2 and tier 3 vocabulary (secondary).
- Require all teaching staff to create their first word lists of tier 2 and tier 3 vocabulary (secondary).

Impact

- Staff voice identified that using the structured approach provided by Word Aware has supported them to provide pupils with a consistent, simple approach to explicit vocabulary teaching. Pupils' feedback shows that they are excited by learning new words, and understand this is a key part of learning.
- At first, identifying which words were classed as "Anchor", "Goldilocks" and "Step On" words was challenging. Time to develop shared word lists using this terminology was vital. Some initial vocabulary lists were too long. Teacher discussions about which words were most important were vital: Which words were most necessary for subject learning in the moment? Which words would help them make connections across the curriculum? Which words would they encounter again?
- Due to the demands of the curriculum, staff have sometimes found it difficult to timetable Word Aware sessions, which should take place daily. Careful thought has to be given to placing these sessions.

- At the time of writing, developing vocabulary teaching in the secondary school was only in the initial implementation stage. The short term desired impacts are as follows:
 - Staff have a clear understanding of explicit teaching of vocabulary theory and principles;
 - Staff are aware of and understand the vocabulary demands in their subject;
 - Staff begin to use a range of practical strategies for teaching vocabulary in their lessons;
 - Staff demonstrate increased confidence in preparing for the teaching of vocabulary and can draw on a range of practical strategies to support it.
- Longer term planned impacts include:
 - Vocabulary becomes an important aspect of teaching and learning at Gildredge House;
 - Further developing vocabulary teaching including tier 2 and tier 3 words;
 - Improved student motivation, cognition and metacognition - pupils have strategies to work out unfamiliar vocabulary;
 - Consistent, embedded approach to teaching of vocabulary across Gildredge House;
 - Staff feel confident and empowered to explicitly teach vocabulary.

Costs

Time

- CPD session to support staff to understand the importance of explicitly teaching tier 2 and tier 3 vocabulary.
- CPD session to support staff with practical strategies around teaching of vocabulary.
- Staff allocated time to develop tier 2 and tier 3 vocabulary lists (secondary only).

Learning points and next steps

Next steps for Word Aware

- Monitoring to continue to inform further training and development.
- Parental engagement to be developed, in the form of 'Fridge Words' sent home each term in the primary phase. Each year group will identify 30 words that are either 'Goldilocks' or 'Step On' words which will be taught within class.

Next steps for developing all-through school vocabulary (once initial actions have been completed)

- Pupil voice to explore impact of explicit teaching of vocabulary.
- Additional training sessions to follow up initial implementation to find out what is working well, share good practice and to set along with follow-up tasks.

Case Study Four: Building the skills and motivation to read: a whole-school approach

Context

- Manor Primary School, Uckfield has 403 pupils on roll ranging from age 4 to 11.
- The school has a hearing support facility and a high-needs facility with all pupils fully integrated into classes.
- Manor has a high proportion of pupils on the SEND register, standing at approximately 27%. Pupil Premium eligibility is 20%.
- There is a high percentage of pupils accessing speech and language support and a high proportion of children across the key stages with limited vocabulary.

After the pandemic, reading and writing outcomes at Manor saw a decline across the key stages and this became an area of focus in the School Development Plan. English subject leaders have been driving improvement in this area with a particular emphasis on reading into writing and acquisition of vocabulary. The use of quality texts has been central in enforcing an integrated English curriculum with literature supporting teaching and learning of subject areas. A range of fiction, non-fiction and poetry supports pupils' access to excellent models for writing, whilst reading expectations remain high and opportunities for exploration of language are maximised.

Leaders intend that the development of English teaching and strategies across the school will improve reading outcomes, not just at a fluency and word recognition level, but for language comprehension. This will enable pupils to acquire reading literacy, supporting them as they move through primary and on to secondary and beyond. Scarborough's Reading Rope¹ supported development of key strategies, helping pupils to own their reading skills. To support this, school leaders are also working to enhance pupils' love for reading, by creating a reading culture and establishing a 'reading school' ethos.

Focus

- To improve the profile of reading across the school.
- To understand the skills required for reading and how these support pupils in fully comprehending a text.
- To support staff in the use of strategies for teaching and modelling of reading.
- To improve reading outcomes across the school.

Preparation and action

1. Research and development

Initial research around Scarborough's Reading Rope and the design of the ROPES resources, alongside the VIPERS acronym (already in use in the school):

- ROPES - Read, out loud, phonics, enquire, sight recognition.
- VIPERS - vocabulary, inference, prediction, explanation, retrieval, sequence or summarise.

This was followed by training of teaching staff across all phases to introduce resources and expectations. Resources were made and distributed, including reading stems to be used by every adult reading with pupils, to be made accessible by all pupils across the school.

2. Home contact

Resources were sent home to help parents read more effectively with their children. This support focused on getting parents to use the same reading strategies as children encounter in the classroom.

3. Reading for pleasure

Reading areas/book corners around the school were redesigned with pupils. The aim was to reflect the interests of the cohort and encourage pupils to use the reading areas effectively. Weekly opportunities were created for children to partner up with a reading buddy, talking about their current reading book and making recommendations. Reading Ambassadors (RAs) were appointed and assigned to each classroom with weekly meetings taking place in the library. They planned and led assemblies throughout the year to introduce and recommend new books to their year groups. RAs also played a key role in promoting reading during World Book Day. Author visits were planned. For example, during one visit the author worked with year groups separately to ensure the workshop was pitched at the right level, engaging and captivating the audience.

4. Guided practice

Guided practice in reading was modelled to all members of the teaching team and Guided Practice expectations shared with all:

- In EYFS to year 3 - to take place three times a week.
- In year 5 - to take place once a week.
- In year 6 - to take place once every two weeks or weekly as an intervention.

5. Interventions

In pupil progress meetings, pupils who were making limited progress in reading were identified. These pupils took part in a daily reading session with reading partners using VIPERS resources to help with questioning. In addition, the lowest 20% of readers were identified for intervention using LEXIA².

6. Monitoring

Leaders regularly monitored daily reading sessions and put extra training or support in place as needed. Termly monitoring took place of Guided Practice and use of VIPERS, including observing lessons across the school and 'book looks'. Outcomes were reviewed at data capture points and discussed in follow-up pupil progress meetings.

7. Phonics and early reading

A new phonics scheme was implemented - Supersonic Phonics Friends (SPF). Training was extended to all support staff and SPF resources were displayed in each classroom and available to all pupils. Phonics mats were sent home for children in key stage 1 and parent workshops have taken place to support parents using the resources.

Foundation Stage established a core of 20 books which they share throughout the year. These start at nursery level to support transition and are referred to throughout the year as pupils move to year 1, supporting skills such as comparing texts and internalising the structure of a story.

8. Disciplinary reading

Subject leaders undertook a review of the texts across the curriculum, to ensure pupils are exposed to high-quality reading opportunities in subject-specific learning.

Impact

Reading for pleasure

Across the school, the profile of reading has been raised. Opportunities to read books, listen to books being read and for the children to share books have increased across all phases. Posters are displayed on every door showing current reading books, not just in classes, but also on office doors and in reading areas. Reading corners are inviting and engaging and pupils enjoy opportunities to regularly 'dive' into them and explore new books during reading for pleasure sessions. There is a reading display in the main hall and space to collect new language as it comes up during whole-school assemblies. Regular reading assemblies are led by the RAs – pupils enjoy these and show engagement. During World Book Day, a key text was used across all year groups; learning and outcomes around this were shared in an exciting whole-school assembly.

Pupils' attitudes

Pupil voice has demonstrated how much the children are enjoying exploring a wider range of books every term, including fiction, non-fiction and poetry. When speaking to the children about their class books, they are animated and excited to talk about what is happening in the story and what they know about the characters. Books linked to learning themes are supporting pupils in their learning and understanding of the wider context. Pupils are able to talk confidently about this in every year group. Pupils have enjoyed sharing their texts in whole-school and class-led assemblies. These increased opportunities for pupils to talk about their reading is also supporting oracy skills across the school.

Quality of teaching

Teachers have expressed excitement about the new books they have introduced and use of the medium-term planning template has raised expectations of the range and variety of texts they introduce to pupils. Teachers are more confident with teaching and modelling reading on a whole-class basis which is ensuring all pupils access quality first teaching of reading strategies, and have an opportunity to read to a partner. This is supporting teachers in assessing reading across the whole class rather than on a one-to-one basis and pupils are able to lead the learning as they become resources for each other, supporting and encouraging their peers.

Support staff feel more confident when reading one-to-one with pupils, using phonics mats and VIPERS sentence stems to help them maximise impact on their daily readers.

Analysis of year-end data will provide an opportunity to review the impact on reading outcomes across the school and make comparisons with term 1 data. This will inform further improvement.

Costs

Staff meeting time

INSET following research from Scarborough's Reading Ropes - 3 hours.

Introduction of ROPES/VIPERS - 1.5 hours.

Introduction of Guided Practice - 1.5 hours.

Sharing expectations and how practice had moved forward - meeting time.

Planning integrating fiction/non-fiction/poetry - 1 hour.

Resources

Photocopying resources for ROPES - classroom posters.

VIPERS - sentences stems for bookmark/treasury tag books £55.00.

Annual subscription to Literacy Shed Plus £273.00.

Supersonic Phonics Friends £299.00.

LEXIA (for a period of 5 years - 100 student access capacity) £1380.00.

Learning points and next steps

A focus of the School Development Plan is 'to improve the teaching and outcomes of reading and writing' as part of the quality of education for our pupils. At the halfway point in the academic year, it is clear that there has been a lot of change which has been led by the two English leads in the school. Discrete skills for teaching reading through Guided Practice are embedded and the new phonics scheme has led to a positive impact across key stage 1, evident in termly assessments.

Pupils across the school are confident when explaining the specific skills for reading through regular use of the VIPERS acronym, and older pupils recognise how this supports them in fully comprehending a text. Staff feel that VIPERS is integrated into the English curriculum and they are regularly using this language to support pupils. The agreed visual icons are evident in books, allowing pupils to easily identify focus skills.

There is now less disparity between the integration of ROPES and VIPERS, which has improved with the introduction of the new phonics scheme across the school. Key stage 2 teaching and support staff have become more proficient in integrating the teaching of phonics into reading sessions, supporting transition from key stage 1 to 2. This has also been evident when support staff are reading one-to-one with pupils, although there still remains a need for further training and support, in particular with new members of staff.

The School Development Plan this year specified under the leadership and management section that 'subject leaders will continue to develop their roles'. With the two English leads both relatively new to their roles, the promotion of English across the school has been a weighty task, but one which has enabled them to develop and extend these roles and have impact across the whole-school. In support of this work, there was an increased focus on leading writing through the Greater Reading into Outstanding Writing (GROW) project including support for planning of English in each year group. Both these areas are likely to continue to be focus areas for the next academic year as the school embeds good practice.

For the second half of the year, the following is planned to continue to lead improvements in reading outcomes:

- To introduce reading buddies as classes come together, share and recommend books to each other and read to one another.
- Key members of staff across the whole-school staff to be assigned pupils who they partner up with for opportunities for reading for pleasure, sharing their own books, reading to each other and using VIPERS to support them (twice a week).
- Lunchtime open library session led by a member of SLT - for children to attend, read, share, and talk about books. This will be on a rota system for the RAs to attend.
- 'Reading for Pleasure' Communicate in Print signs are in the process of being distributed to classes as part of the daily visual timetable.
- Book club - after school session to focus on picture books through a literature circle activity. RAs will be encouraged to attend to disseminate their findings to the rest of the school in regular assemblies.



Case Study Five: Building a positive reading culture

Context

The Eastbourne Academy (TEA) is a secondary school for years 7 to 11 with 851 students currently on roll. 401 students are currently receiving Pupil Premium funding, while 348 are entitled to FSM, 111 are learners with EAL and 166 are on the SEND register.

According to national data close to one in four children in England cannot read well by the age of 11. This figure rises to two in five among children from low-income families. Many students at TEA are reluctant readers who see reading as boring. Just under half of all key stage 3 students have a reading age below their chronological age. This can mean that they lack the confidence to read due to lack of comprehension skills, a barrier which can in turn lead to a negative relationship with books.

By exploring how local primary schools instil good reading habits and encourage a love of books, the focus of this project is to sustain reading habits over the summer holidays between year 6 and 7 and into the secondary phase, to better support students' learning and bridge the reading gap.

Focus

- To accelerate reading ages for identified pupils with the lowest scores in key stage 3.
- To improve engagement with the school library.

Preparation and action

Reading intervention

1. A learning support assistant was employed and students for literacy intervention were identified by their reading age score. Each student took an NGRT at the beginning of the academic year. The students with the lowest scores were then identified. It was considered important to promote positive peer interaction so the groupings were very important. Next, books were selected, with a focus on texts that would be suitable for each group. Students were able to vote on the text they wanted to read.
2. Each session leads on to the next. Students spend 30 minutes completing 'Nessy' (a game based reading programme for reading ages 6-11)¹ and 30 minutes on their books using VIPERS prompts.
3. Each week, a 'VIPER of the week' award is given. Students are celebrated in the weekly parent newsletter and on social media and are rewarded with a token prize. This builds on routines created in local primary schools, in an effort to create positive routines around literacy.

4. The intervention is closely monitored by lesson drop-ins, bi-weekly meetings with the intervention leader, attendance figures and repeated use of the NGRT test.

Engagement with school library

1. Research into effective school libraries was undertaken². A librarian was employed to work full time in the library and to support students during their library lessons. Students were given access to the school library at break times and rewarded for writing book reviews to appear in the library. Student librarians were appointed to assist and encourage others to choose suitable books. A book swap with parents aimed to encourage reading across the community. Money was spent on updating books, both fiction and non-fiction, and on improving displays. The library advertises three books of the term, including books that have been adapted for TV shows and film.
2. The staff duty rota was extended to include library duty at break times. An official library launch took place to promote the space and contents to students, staff and parents.
3. Key stage 3 lessons were monitored and adapted to promote improved reading habits. Staff training on running library lessons was provided.
4. Library software now tracks how many books are being taken out and by whom and rewards are given to students who reach their reading goals.

Impact

Reading intervention

Students were first tested in September to determine their reading ages to see who would benefit from intervention, and then again in March to track the impact of the reading intervention. Ongoing reading test data will soon provide an insight into its success.

Engagement with the school library

Since scheduling one KS3 English lesson per week, there has been a significant increase in the number of students using the library, reading books and engaging in tasks that are set. The library layout allows students to read silently, complete Bedrock on Chromebooks and group-read without causing disruption. Specific groups less engaged with literacy are targeted and particularly benefit from the library environment.

Student voice around the library is positive - students say they feel that they can read in a safe space and make book suggestions. The book reviews are popular and have given students a way to encourage their peers. Students asked for a book club to be held in the library once a week, which has recently begun.

Twenty-six applications for student librarian roles were received and a rota system is now in place. Student librarians recommend books to their peers and use the book loan system. Opening to parents/carers and local school librarians was a success and provided opportunities for networking as well as allowing parents to see the library space and feel involved with their child's education.

Costs

Reading intervention

LSA: full-time salary.

Nessy: price depends on number of students signed up.

Time: 2x hours per week per group.

Engagement with the school library

Librarian: full-time salary.

Community publicity.

Learning points and next steps

Reading intervention

The literacy intervention is very beneficial to students. They enjoy being in small groups, having ownership of a book and working with others on the same level as themselves. This has helped to build confidence and oracy skills. The impact on reading age scores has been positive. This in turn is having a positive effect on whole-school literacy. Graduation ceremonies are being considered for those that have improved to a point where they no longer need the intervention.

Some students did not want to engage with reading intervention as it would mean missing classes they enjoyed. This could not be helped due to timetabling but moving forward will be something to consider.

Engagement with the school library

Plans for the future include termly book swaps for staff, students and parents/carers to encourage reading in the community and making sure that everyone has access to books at home. A book vending machine is to be installed in the library, which will take tokens that students receive as a reward for literacy engagement. Another plan is to use social media to show off the library to the community and to advertise book swaps. We are also researching a Reading Scholars programme. This is in the early stages of exploration but will involve students being able to apply to be a part of the programme with a real push toward disadvantaged students. They will potentially have their Reading Scholars lesson during their usual library lesson and will work towards a level 1 award in reading/literacy. The aim of this would be to build confidence and a love for reading and, to help towards bridging the reading gap in our community.



Appendix

Case Study One: Leading literacy within and across schools

Emma Rowland

St Richard's Catholic College

¹ <https://www.janebransonlearning.co.uk/#resources>

Case Study Two: Becoming talk rich: whole-school professional learning and development on oracy

Catherine Michica de Oliveira

Chailey School

¹ <https://oracycambridge.org/oracy-benchmarks/>

² <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

Case Study Three: Developing explicit teaching of vocabulary in an all-through school

Lucy Cunningham

Gildredge House School

¹ Parsons, S., & Branagan, A. (2017). *Word Aware 1: Teaching vocabulary across the day across the curriculum*, Routledge. <http://thinkingtalking.co.uk/word-aware/>

² National Literacy Trust. (2019). <https://literacytrust.org.uk/resources/vocabulary-building/>

³ Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing Words to Life: Robust Vocabulary Instruction*

⁴ Quigley, A. (2018). *Closing the Vocabulary Gap*

Case Study Four: Building the skills and motivation to read: a whole-school approach

Sarah Smith

Manor Primary School

¹ Scarborough, H. S. (2001). *Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice*. In Neuman, S. & Dickinson, D. (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

² <https://www.lexialearning.com/>

Case Study Five: Building a positive reading culture

Tara Hobson

The Eastbourne Academy

¹ <https://www.nessy.com/en-gb/product/nessy-reading-and-spelling-school>

² For example: *Impact-and-effectiveness-of-school-libraries.pdf* School libraries: A literature review on current provision and evidence of impact (2017). National Literacy Trust

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Jane has worked in schools in East Sussex since 1994. Drawing on her experience as teacher, leader, trainer, adviser and governor, she now runs her own educational consultancy. She is an avid enthusiast of children's and YA books, and has worked with over 100 schools to improve outcomes in reading and writing. A self-confessed word and grammar nerd, she is also an experienced Philosophy for Children trainer, and has written numerous student and teacher text books.

Lucy Cunningham - Year 4 teacher and lower key stage 2 phase leader

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Lucy is literacy lead, LKS2 lead and year 4 teacher at Gildredge House School in Eastbourne. She is currently completing her National Professional Qualification for Literacy Leadership. Lucy believes that embedding literacy within all areas of the curriculum is fundamental for pupils to succeed, and that every teacher must ensure this happens.

Tara Hobson - Assistant headteacher - literacy

The Eastbourne Academy

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Tara joined The Eastbourne Academy as assistant headteacher in January 2023 with literacy as her main role. She previously worked at Hailsham Community College teaching in key stages 3 - 5 and as assistant director of learning for social studies, PSHE and literacy lead. Tara has a passion for literacy and a strong belief that everyone has the right to learn to read, and that it is every teacher's duty to ensure this happens and secure success for all pupils.

Catherine Michica de Oliveira - Associate assistant headteacher and faculty leader for humanities

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Catherine has been teaching at Chailey School for ten years where she is now faculty leader for humanities and curriculum leader for history. She is currently studying for an MSc in Senior Leadership in Education.

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Emma is subject leader of English at St Richard's Catholic College in East Sussex. She has held a number of roles within schools, including literacy lead and KS3 coordinator, and recently has acquired her National Qualification for Middle Leadership. Emma is passionate about helping pupils become successful readers, writers, and speakers who read widely around the curriculum for educational purposes and pleasure.

Sarah Smith - Assistant headteacher

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Sarah has worked at Manor Primary School for 15 years. She is a year 6 teacher and assistant headteacher with responsibility for key stage 1 and assessment. She has recently achieved the National Professional Qualification for Senior Leadership. Sarah is convinced that strong literacy skills support pupils to make a positive transition from primary to secondary education - better able to build relationships, express themselves and develop into lifelong learners.



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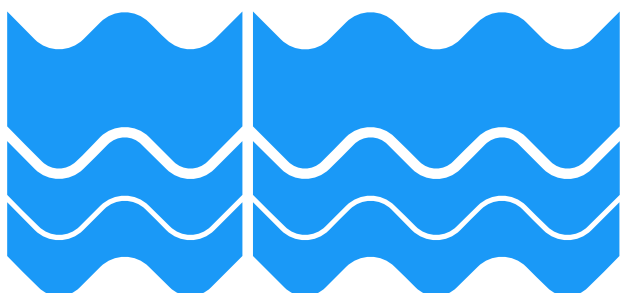
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