Implementation Plan

Supporting TAs to deliver the 'Fast Forward to Fluency' (FFtF) reading intervention

North East Combined Authority

Education Endowment Foundation

Problem (why?)

Pupils

- Some pupils arrive to secondary school reading below age related expectations, making it difficult to access they Stage 3 curriculum.
- Diagnostic assessment has revealed that a significant proportion of these pupils require a reading fluency intervention.
- High quality reading interventions are imperative to ensure pupils can be successful at Key Stage 3 and beyond.

TAs

- Some TAs know little about the teaching of reading and the most effective strategies to do this.
- Some TAs are unsure about how to deliver effective reading interventions.
- Feedback indicates that TAs would welcome focused CPD to develop their knowledge of relevant research around reading and the delivery of effective interventions.

Leaders

- Some existing interventions are in place in schools to support struggling readers, but they lack rigour, structure and are not evidence-informed.
- Training and support is needed to ensure leaders can use data to inform selection of an appropriate reading intervention.
- Leaders require support in accurately monitoring and quality assuring the impact of reading interventions.
- Leaders also need to allocate – and prioritise – professional development time for TAs to facilitate the FFtF intervention.

Intervention Description (what?)

Preparation and delivery for the 'Fast Forward to Fluency' intervention.

Core component 1

Build knowledge

TAs understand relevant research evidence around reading fluency, so they have clarity of purpose around the key elements of the FFtF intervention.

Core component 2

Develop teaching techniques

TAs understand the pedagogy of the intervention (developing background knowledge; syllabification; repeated reading; echo reading; choral reading and supporting retention of knowledge through retrieval and elaboration).

Core component 3

Modelling fluency

TAs understand the importance of modelling fluent reading, including reading with prosody and expression. TAs are supported to model reading with prosody.

Core component 4

Effective feedback

TAs can give targeted, granular feedback to support pupils' oral reading fluency. This includes appropriate challenge and support.

Core component 5

Timing and structure

TAs understand how to deliver an effective, structured FFTF intervention session, including that the balance of time being spent on pupils reading out loud.

Implementation Strategies (how?)

Initial training

- Deliver face to face training to TAs on the research-informed reading strategies with a focus on reading fluency.
- Training on core components of the FFtF intervention.
- TA are provided with all intervention resources: text anthologies, feedback mats and vocabulary cards.
- Model the delivery of the FFtF intervention.
- Provide video exemplification of the FFtF intervention in practice.
- TAs engage in deliberate practice to rehearse using the session structure and pedagogical strategies.

Monitoring and feedback

- Reading Leads to monitor TA delivery of the intervention every three weeks using a quality assurance tool which has been shared in advance.
- Meaningful feedback given to the TA at each quality assurance point, including the celebration of great practice.

Ongoing professional development

- Provide refresher training early in the intervention, using information from quality assurance tools and Reading Lead feedback.
- Give TAs access to peer observation.

Prompts and reminders

- Send weekly, bitesize reminder emails to support effective implementation.

Implementation Outcomes (how well?)

Short term

- TAs attend training and are enthusiastic about the intervention.
- TAs understand why they are being asked to complete each stage of the intervention: clarity of purpose.
- TAs are clear on expectations and the support that will be provided.
- TAs deliver the FFtF intervention as per the agreed structure.
- TAs improve their practice by responding to feedback.

Medium term

- TAs begin to apply their new knowledge in their own day-to-day practice.
- TAs feel the approach is helping struggling readers.
- TAs can identify the areas of reading that pupils need to improve upon, and act upon them.

Long Term

- The FFtF intervention is delivered consistently with fidelity.
- TAs use their knowledge of reading to support pupils outside of the FFtF intervention.
- The approach of iterative professional development for TAs, informed by focused quality assurance, is used by leaders in school to support effective TA deployment.

Final outcomes (and so?)

Pupils

- Pupils access a high quality, evidence-informed reading intervention to improve their reading ability and ensure they are able to access the full curriculum.
- Pupils make improvements in their reading fluency, according to words correct per minute counts (WCPM) and the EARs fluency rubric.
- Pupils use strategies from the FFtF intervention when working independently.

TAs

- TAs will apply their pedagogical knowledge in future interventions and also in their everyday support with pupils.
- TAs recognise the precise nature of interventions and the need to closely deliver an intervention with fidelity to its core components.

Leaders

- Time is dedicated to up-skill TAs: professional development is prioritised and informed by robust, light-touch quality-assurance.
- TA-led Interventions are more rigorous and efficient, leading to improved attainment for pupils requiring interventions.