### Implementation Plan

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







#### 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, evidenceinformed 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.