

### Problem (why?)

What problems are we solving?

What needs to change?

#### 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.

#### 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.

#### Teaching Assistants

- 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.

### Intervention description (what?)

What are the core components of the approach?

What will people do to address the identified needs?

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

##### Core component 1

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

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

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

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

##### Core component 5

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?)

What blend of strategies are required to implement the approach?

How will we draw on the behaviours and contextual factors to do these strategies well?

#### 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?)

How will we know the approach is being implemented well?

What milestones can we measure along the way?

#### 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?)

What do we want our plan to achieve?

How will pupils, teachers and the school benefit?

#### 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.

#### School

- 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.



**Read more**  
A School's Guide to  
Implementation  
guidance report