

Using Reading On Your Head in reading interventions





Mixing online & offline

This approach combines online and offline elements to deliver reading interventions using Reading On Your Head:

1. Pupils attempt an online quiz on the text selected for them-use a Skills Booster text from a year group of your choice. This should be done at the start of the intervention session.
2. Review pupil scores on the quiz. Discuss the questions they found difficult as a group.
3. Read the text aloud as a group - the adult running the group should decide whether to read aloud themselves or ask pupils to do so.
4. Clarify the meaning of unfamiliar vocabulary - encourage pupils to record on their copy of the text.
5. Using the reading comprehension worksheet for the quiz, pupils should attempt the comprehension. We recommend pupils work in pairs to answer the questions.
6. Mark as a group and compare outcomes from the online quiz and written answers given.





Mixing online & offline

Resources, tips and time needed:

Resources:

- 1 device per pupil to complete the quiz.
- Printed copies of the text.
- Printed copies of the reading comprehension worksheet with answers printed separately.

Tips:

- Ensure a Skills Booster activity has been selected prior to the session and assigned to the pupils in the intervention as a classroom activity.

Time:

- Allow 45 minutes for this intervention.





Mixing online & offline

Intended outcomes:

- Increased confidence in reading comprehension.
- Improved outcomes in reading comprehension.
- Improved ability to work in a team.
- Improved ability to work with a partner.
- Improved ability to text mark.





Working offline



This approach uses offline resources to deliver reading interventions using Reading On Your Head:

1. Listen to the text being read the text aloud as a group - the adult running the group should read the text.
2. Pupils should read the text aloud as a group to the adult. The adult running the group should then model the pronunciation of unfamiliar words. Pupils should echo the pronunciation of the adult.
3. Clarify the meaning of unfamiliar vocabulary - encourage pupils to record on their copy of the text.
4. Using the reading comprehension worksheet for the quiz, pupils should attempt the comprehension. We recommend pupils work in pairs to answer the questions.
5. Mark as a group. Pupils should self mark.
6. Discuss answers and model finding the correct answer for questions pupil struggled with.





Working offline

Resources, tips and time needed:

Resources:

- Printed copies of the text.
- Printed copies of the reading comprehension worksheet with answers printed separately.

Tips:

- Ensure all resources have been printed for the session, including answers for the reading comprehension.
- The adult running the session should allow themselves time to familiarise themselves with the text and identify words pupils are likely to find difficult before the session.

Time:

- Allow 45 minutes for this intervention.





Working offline

Intended outcomes:

- Increased confidence in reading comprehension.
- Improved outcomes in reading comprehension.
- Improved ability to work in a team.
- Improved ability to work with a partner.
- Improved ability to text mark.





Working online



This approach uses online elements to deliver reading interventions using Reading On Your Head:

1. Pupils attempt an online quiz on the text selected for them-use a Skills Booster text from a year group of your choice. This should be done at the start of the intervention session.
2. Review pupil scores on the quiz. Discuss the questions they found difficult as a group.
3. Read the text aloud as a group - the adult running the group should decide whether to read aloud themselves or ask pupils to do so.
4. Clarify the meaning of unfamiliar vocabulary - encourage pupils to record on their copy of the text.
5. Pupils then create their own 5 question quiz on Reading On Your Head on the text. The adult running the session should decide whether pupils should work individually or in pairs. Pupils should all create a quiz on the same content domain.
6. Approve the quizzes then allow pupils to attempt each other's quizzes.





Working online

Resources, tips and time needed:

Resources:

- 1 device per pupil to complete the quiz and printed copies of the text.

Tips:

- Ensure a Skills Booster activity has been selected prior to the session and assigned to the pupils in the intervention as a classroom activity.
- The adult running the session will need a Reading On Your Head login to be able to approve the quizzes that pupils create.
- The adult running the session will need to be familiar with using Reading On Your Head to run the intervention effectively.

Time:

- Allow 1 hour for this intervention.





Working online

Intended outcomes:

- Increased confidence in reading comprehension.
- Improved outcomes in reading comprehension.
- Improved ability to work in a team.
- Improved ability to work with a partner.

