1. **Explicit Vocabulary Instruction** 🔠

* **Select five key words relevant to your subject area and explain what they mean** ---- click [**here**](https://educationendowmentfoundation.org.uk/news/vocabulary-in-action-poster-a-tool-for-teachers)
* Model the use of these words in context during lessons
* Set a homework task that encourages students to use these words

1. **Modelling and Scaffolding Reading** 📑

* **Select a challenging text and model fluent reading with appropriate tone and expression**
* Use a ‘think-aloud’ strategy to demonstrate how to ask questions and infer meaning ---- click [**here**](https://educationendowmentfoundation.org.uk/news/eef-blog-the-student-as-apprentice-the-power-of-the-think-aloud)
* Plan a lesson that fosters collaborative and active engagement with a challenging text

1. **Promoting Disciplinary Literacy ✅**

* **Identify a common text type in your subject (e.g. a lab report) and teach its specific features**
* Create a checklist or guide for students to analyse other types of text
* Lead a class discussion on how to approach reading like an expert in your subject area ---- click [**here**](https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-disciplinary-literacy)

1. **Developing Fluency** 📕

* **Select a short, high-quality text for repeated reading during the week**
* Pair students for ‘choral reading’ and ‘repeated reading’ tasks ---- click [**here**](https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading)
* Listen to each pair as the week progresses and provide feedback

1. **Building Comprehension Skills** 🧠

* **Use graphic organisers (e.g. Venn diagrams) to help students process their thoughts** ---- click [**here**](https://researchschool.org.uk/sandringham/news/graphic-organisers)
* Plan comprehension questions that progress from retrieval to inference and evaluation
* Introduce ‘reading pauses’ during lessons so students can stop and reflect on what they’ve read

1. **Leveraging EEF Recommendations** 🧾

* **Revisit the Reading Profile data to pinpoint the specific challenges that your students possess**
* Use part of a department meeting to discuss resources that have supported students effectively
* Observe students during a learning walk to better understand their barriers to reading ---- click [**here**](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)

1. **Fostering a Reading Culture** 📚

* **Organise a ‘reading wall’ in your classroom that displays recommended books and articles** ---- click [**here**](https://educationendowmentfoundation.org.uk/news/eef-blog-school-transitions-reflecting-on-culture-curriculum-and-connections)
* Set aside 15 minutes of a lesson for silent, independent reading with a selection of high-quality texts
* Share an anecdote about how reading has influenced your life

1. **Incorporating Oracy to Support Reading** 💬

* **Plan a small-group discussion where students explore and share their interpretations of a text** ---- click [**here**](https://researchschool.org.uk/aspirer/news/how-oracy-education-gives-confidence-and-a-voice)
* Introduce a subject-specific vocabulary list and encourage students to use the terms in their speech
* Assign a presentation task where students summarise a short text to other in the class

1. **Engaging Families in Reading** 👨**‍**👩**‍**👧**‍**👧

* **Send parents and carers a reading list tailored to your subject**
* Provide parents and carers with a list of websites that contain useful information for your subject
* Identify texts in the school library that will help students to develop their subject knowledge ---- click [**here**](https://educationendowmentfoundation.org.uk/news/eef-blog-wrapped-up-in-reading-building-longevity-into-book-gifting)