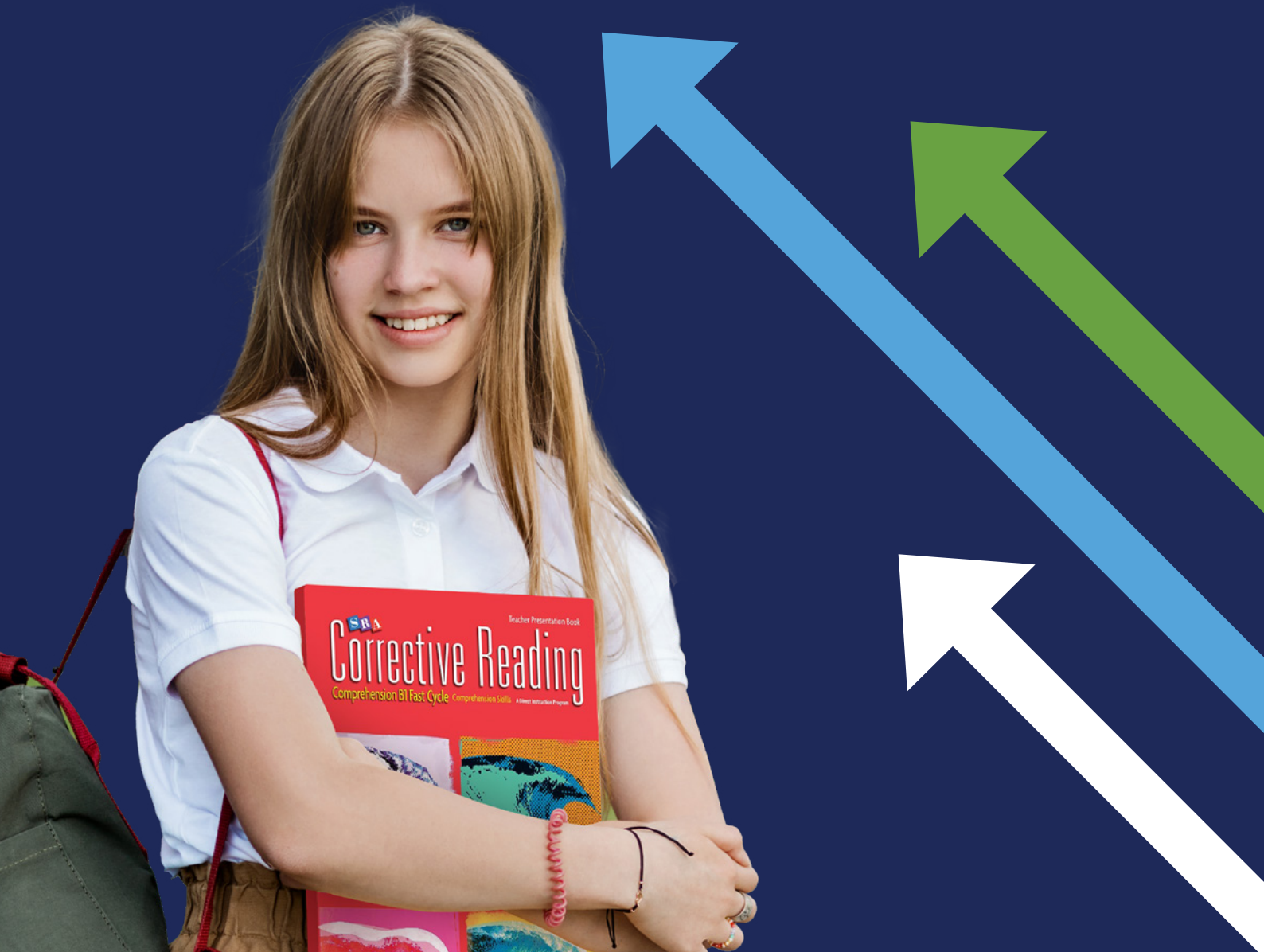




**DIRECT**  
INSTRUCTION

# McGraw Hill Direct Instruction (DI) Corrective Reading Programme

Alignment to Ofsted Guidance on Reading



“ Without identification of their reading needs and targeted additional teaching, pupils who arrive in secondary school as poor readers are likely to continue to struggle. As the secondary curriculum places increasing demands on reading comprehension, older pupils who struggle with reading comprehension do not catch up. Each year, only 10% of disadvantaged children who leave primary school with their reading below the expected standard get passes in English and mathematics at GCSE.”

*With ref to Ofsted document: 'Now the whole school is reading': supporting struggling readers in secondary school*  
- GOV.UK ([www.gov.uk](http://www.gov.uk), 31/10/22)

## Placement Testing for Differentiated Learning

**Ofsted say:** schools which are EFFECTIVELY supporting struggling readers are those in which “Senior leaders prioritised reading. They invested in additional, bespoke help for struggling readers and training for staff who taught reading”. They praise schools who run diagnostic tests to determine which aspects of reading pupils struggled with ... This analytical approach meant that the schools could design additional teaching and intervention programmes to meet pupils’ specific reading needs ... This meant that they knew precisely what to teach”.

**Corrective Reading can help:** it provides a bespoke programme. The simple-to-administer placement tests will allow you to identify which learners to target and where to start them in the programme.

## Decoding and Comprehension Strands Included

**Ofsted say:** the need for word recognition and language comprehension means that readers who struggle to recognise words accurately will also struggle to understand what they read. Good readers are strong in both word reading and language comprehension.

**Corrective Reading can help:** there are four levels for decoding plus four for comprehension which address the varied reading deficits and skill levels found among older students. (Many other corrective reading programmes on the market do not address comprehension).

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## Comprehensive Programme Training Available

**Ofsted say:** the best schools are ones where staff who taught reading had the expertise they needed to teach weaker readers.

**Corrective Reading can help:** continual training is a key part of DI. Various options are available to you. Discuss it with your rep for more information.



## Meets the Needs of Students Exactly Where they Need Help

**Ofsted** praise teachers who diagnose difficulties and meet needs: “When we’ve done the NGRTs [New Group Reading Test] we pick out those children who are below and have a standardised reading score of below 80, and we dig down and do diagnostic reading assessment. And we do that so that we can actually look at what is it with reading that you are struggling with. So we know if it is decoding then we have some phonics work to do and if it’s word-finding difficulties, it’s about fluency or comprehension. Then interventions are put in place to address those very specific skills.”

**Corrective Reading can help:** our placement tests will determine which strand of CR will best suit each pupil. There are two main strands - decoding and comprehension. Within these, there are several levels. Placements tests will define your learners’ starting points.

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## Mastery Learning Methodology

**Ofsted say:** as pupils’ reading improved, they gained confidence and became more motivated to engage with reading in class. Some of these pupils told us that reading had previously caused them stress and anxiety, but that the help they got for reading was improving their confidence and motivation to read.

**Corrective Reading can help:** self-esteem is central to the premise of DI. By teaching to mastery, learners can become confident and proud of their fast, measurable progress. They are never tested on anything they haven’t learned so that tests are proof of success. Continual reviewing of skills, systematically over time, is called distributive practice. It is a hallmark of all DI programs.



## In-built Continuous Testing and Data Monitoring

**Ofsted say:** effective schools had clear procedures in place to monitor this teaching and its impact on struggling readers. Regular assessment meant that staff knew what progress pupils were making, and could make changes when pupils were not improving as quickly as expected.

**Corrective Reading can help:** testing occurs every ten lessons, and you can use SRA 2Inform to track your class data and identify any learning gaps. It will even guide you on which lessons to review with specific students.

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## Research-Validated

**Ofsted say:** HMI said they rarely see leaders developing a coordinated strategy for struggling readers that identifies and addresses their specific needs, and matches individual programmes and additional help to those needs ... and ... without a carefully thought-out and implemented strategy behind improving reading, what some secondary schools are doing is ‘tokenistic’.



**Corrective Reading can help:** this is a programme with a long-history and over fifty years of research and evidence backing. The structure and sequence of lessons is provided for you to work through and you will see results. Forget the ad-hoc interventions, no more planning - just work through the lessons that have been designed by experts.

**Ofsted say:** in each of the 6 schools visited, leadership of reading was at a senior level. This meant that reading was prioritised so that pupils left school as proficient readers. Leaders invested time and resources in staff training and bespoke teaching for struggling readers.

**Corrective Reading can help:** This is an investment but this is what is needed to help struggling readers.

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## Meticulous Program Design: Proven to Work With all Students

**Ofsted say:** where they were most successful, pupils made rapid progress because there was an order to the teaching. Teachers assessed the pupils regularly. Pupils were only moved to the next stage when they had succeeded, and not before.

**Corrective Reading can help:** the program is designed to be delivered four or five times a week. We understand it can be challenging to find the time, but Ofsted, in this document, encourages and permits you to prioritize reading above all else.

**Ofsted say:** in some schools, paired reading programmes helped the weakest readers.

**Corrective Reading can help:** paired reading forms part of the lesson structure.

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## Designed for Daily Intervention

**Ofsted say:** they understand that "Schools have to make difficult decisions about when to timetable additional reading lessons." They quote a teacher saying "We sometimes have to put literacy over something else ... this is controversial ... but we've made the ethical judgement as a school that, in terms of access to the wider curriculum, they would benefit more from having that focus."

**Corrective Reading can help:** the program is designed to be delivered four or five times a week. We understand it can be challenging to find the time, but Ofsted, in this document, encourages and permits you to prioritize reading above all else.

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## Science of Reading Aligned: Content You can Trust

**Ofsted say:** school leaders recognised that secondary teachers might not know how children learn how to read.

**Corrective Reading can help:** you cannot all be experts. Using a scripted programme, written by experts and supported by good staff training means meaningful content is delivered every lesson.

**Ofsted say:** HMI said in focus groups that schools often did not know whether any strategy to help struggling readers was working.

**Corrective Reading can help:** The platform SRA 2Inform allows you to track all the data from the regular tests. It creates easy to analyse feedback and graphs that you can use to track progress. Many schools reinforce this with NGRT assessments to track reading ages.

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For more information on  
Corrective Reading