"Not comprehension!"

An inquiry into pupils' perception of ability in reading assessments where the discipline of comprehension is at odds with reading for pleasure.[1]

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"Not comprehension!"

An inquiry into pupils' perception of ability in reading assessments where the discipline of comprehension is at odds with reading for pleasure.

1. Abstract

Children routinely demonstrate a love for reading and conversely a genuine aversion for reading comprehension in year 6. The aims of this research are to ascertain why this dichotomy exists, to establish how pupils view their identity as a reader and to align the strategies children use for reading for pleasure when completing reading assessments. The literature highlights the fundamental need for children to activate their prior knowledge and for schools and home environments to facilitate a rich reading culture that influences a child's reading experience and subsequent academic achievement. With children who demonstrate frequent and impassioned reading habits, but low academic concept in reading assessments, I hypothesised that if children could emotionally connect to the texts they encounter in assessments, they would subsequently find greater enjoyment and relevance in task, leading to improved results and more importantly, attribute a positive attitude and increased motivation towards comprehension. I investigated an interpretivist approach through qualitative research methods analysed through axiomatic analysis, and comparative assessment data. Through ascertaining the pupil reading habits and attitudes among year 6 pupils, I observed what restricts self-efficacy and motivation in assessments compared to reading for pleasure. The findings conclude that a child's independent reading experience and broader culture contribute to reading achievement. The findings indicate a positive correlation between discussion and investigation of the children's cultural capital through Ellis' *Knowledge* Domains and independent interrogation of a text using Chambers' *Four Questions* as a scaffold for textual analysis and appreciation.

2. Introduction

As dedicated English teachers, we strive to instil in our pupils a deep appreciation for literature because English has "a pre-eminent place in education and society," (DfE, 2013). The significance we place on the value of reading underpins not only the cognitive progress of our pupils in both cross-curricular and extra-curricular contexts, but aims to galvanise a life-long appreciation for reading that enables pupils to become empathetic, competent communicators who can "make their reasoning explicit, use language precisely, question and critique others' ideas... [and] rethink their own ideas," (Gibbons, 2009). Given the cognitive, academic, and emotional impact of reading, literacy learning and teaching is critical, and to supplement the National Curriculum, the UK government have placed further emphasis on the important of literacy through the recent publication of the statutory Reading Framework (DfE, 2023). Subsequently, assessment for reading and literacy is rigorous in all school settings, particularly within the primary ages, with particular emphasis on phonics, reading fluency, decoding, and comprehension throughout the primary stages.

With the urgency faced by educators to measure progress in reading, the omnipresent reading comprehension test has become a source of anxiety and aversion for pupils. Yet in our schools, we proudly promote a reading culture, and children, particularly in the primary ages are still enchanted with their personal reading, with most pupils maintaining a voracious enthusiasm for it. Inspired by insights derived from my year 1 project on pupil perceptions of English assessments in year 6, this project inquired into pupils' self-reported aversion to comprehension as a stand-alone form of assessment and address why children do not recognise that their autonomous intellectual pursuits in reading ability in reading assessments directly influences their academic ability in reading assessments. At this age and stage, pupils

are becoming increasingly disenchanted with the mandated reading in assessment due to the "interwoven and reciprocal relationships between motivation and reading comprehension" (Chambers-Cantrell et al, 2016). Subsequent reading in assessment becomes limiting, irrelevant, and isolated from their wider reading experiences.

I aimed to explore how teachers can better prepare children for regular and rigorous reading assessment by equipping them with the confidence an ability to reflect on their prior learning and knowledge to both engage with assessment more meaningfully, and to boost performance through conscious application of reading skills without diverting the children's innate interest in reading. We teach in an independent prep school, and we are not legally compelled to follow the National Curriculum or the Reading Framework, but as Head of Department, it is an irrefutable matter of integrity for me that the learning is in line with both policy documents.

Year 6 remains a crucial year for in-depth inquiry as children at this stage experience transition from between key stages, some progress to state secondary schools in year 7, and others are prepared for entry into a variety of selective private schools, all of whom have bespoke entry requirements. In the state sector, children sit SATs at the end of year 6, while in the independent sector pupils may sit the ISEB pre-test or the Common Entrance 11+. Structuring our curriculum to meet the bespoke requirements of individual schools would alienate some pupils who need to be on par with their peers at state secondary school, and to have a reductive curriculum that aims to satisfy summative examinations would be highly irresponsible. Therefore, the objective for the department is to continue research that facilitates improved and evolving pedagogical practice that is inclusive and inspiring for all learners.

Through the literature, I aimed to discover how reading underpins learning and the acquisition of knowledge from an early age, and how, through encouraging regular and meaningful reading habits in our young learners, our pupils' academic experience and achievements are positively impacted. Alongside academic achievement, the reading-induced spiritual and emotional development of children was of interest to me, and how external factors such as family attitudes, identity and culture have a correlation with inherent reading motivation. The issue of aversion to reading mandated, unseen texts in reading comprehension proved a significant factor in children's ability to see worth in assessments, as revealed in my first-year assignment, and investigating the subsequent tensions that arise from pupils' perceived ability including the wider detrimental impact on attitudes towards reading.

3. Literature Review

3.1 The power of reading in the Primary ages: motivation, autonomy, and impact

Reading and the promotion of reading for pleasure is at the heart of the curriculum for English and according to the Reading Framework (DFE, 2023) encouraging reading for pleasure in our pupils from their early years' education and creating a strong literate culture within our schools is a priority for educators of all children. In her discussion of human intelligence, Maryann Wolf (2008) explores how as a literate species, "reading... contributes to our capacity to think, to feel, to infer and to understand," (Wolf, 2008) suggesting a powerful connection between emotional development and our engagement with reading. Whereas the Reading Framework goes on to recognise not only the benefits for emotional development, but that competence in reading is "strongly correlated with reading performance...or socio-economic success," (OECD, 2021), indicating the far-reaching benefits

of developing strong and capable readers. However, performance in reading skill is subsequently aligned with reading motivation (Toste, et al., 2020) and as Schunk (1985) attests, self-efficacy, or the perception of ability in education, improves task accomplishment, which suggests that pupils with a higher academic self-concept might engage with reading for pleasure on a more significant level. Equally, individual motivation in reading directly affects achievement (Guthrie, et al., 2006) and without emotional engagement, a pupil's development is thwarted (DFE, 2023). Alongside emotional engagement, researchers have identified at least nine determiners for reading motivation: "a) curiosity or interest, b) preference for challenge, c) involvement, d) self-efficacy, e) competition, f) recognition, g) grades, h) social-interaction, and I) work-avoidance," (Guthrie et al, 2007).

Oxley and McGeown (2023) discovered in their study of reading for pleasure, that children are often more motivated to read outside of school if they encounter opportunities to discover and read books in school, indicating that increasing opportunities to read increases interest and motivation, and as explored in the Reading Framework, children adopt a "reading mindset", (DfE, 2023). Significantly, these opportunities need to be fostered because children attribute feelings and emotions to reading, and many children seek escapism through the books they read for pleasure (McGeown et al, 2020), thus amplifying the importance of reading for primary age children, not simply from an academic perspective. In the Reading Framework (DfE, 2023) there is reference to three strands of reading, wherein when children elect to read because of their ability and drive, they experience a "virtuous circle" (DfE, 2023) of comprehension.

Therefore, as the literature suggests, when reading for pleasure is nurtured, there is a significant academic impact. Further research by the Centre for Literacy in Primary Education

indicates that reading and fostering a love for reading is a core concern and imperative objective for primary school teachers in the wake of the pandemic (CLPE, 2022). Maryann Wolf (2018) explores the importance of reading for pleasure, how reading is “a catalyst for intellectual development” (Wolf, 2018) but further to this, she recognises how developments in technology are thwarting a “capacity to draw analogies and inferences,” (Wolf, 2018). Intellectual development is not simply embodied by academic achievement, and while educators might be interested in how reading enhances a pupil’s cognitive ability, reading invites positive prosocial behaviours (Mak & Fancourt, 2020) and the development of empathy. When a child reads a book, they are invited to engage with and understand the predicaments and emotions of the characters they encounter (McCreary & Marchant, 2016). While cognitively demanding processes such as development of analogical skills (Wolf, 2018) are exercised, children who are exposed to a variety of syntactical structures are more likely to “better understand the... language of others” (Wolf, 2018) alongside stimulating a positive sense of identity and emotional regulation (Mak & Fancourt, 2020).

Coupled with the range of influences that impacts a child’s comprehension of a text, including “cognitive processing abilities, perceptions, beliefs and motivations,” (Mokhtari, 2017), pupils in a modern primary setting do face a series of challenges in their reading and therefore in accessing assessment of reading. By acknowledging the wider virtues of reading, educators and parents have the responsibility to equip our pupils with the skills and confidence to comprehend texts more readily and accurately. Reading for pleasure with a willingness undoubtedly contributes to children’s funds of knowledge and subsequently, when children are able to activate their prior knowledge, they can comprehend a text more accurately (Smith et al., 2021) demonstrating the powerful influence of reading for pleasure,

without which poor comprehension of texts might be evident (Elbro & Buch-Iversen, 2013). The contribution and significance of a child's own funds of knowledge further enhances literacy, and when situated within "three knowledge domains" (Ellis & Smith, 2017) literacy is achieved, because children are able to define their own "literate identity" (Ellis & Smith, 2017) in accordance with cognition, cultural capital and their personal-social identity.

The dichotomy between reading for pleasure and the participation in reading assessment exists in the child's willingness to act upon their own volition to read, as indicated in the Reading Framework (DfE, 2023), and when reading is truly autonomous, children participate "wholeheartedly" (Ryan & Deci, 2017). Whereas, and in accordance with self-determination theory, if a child is forced to read, as is experienced in reading assessments, they may experience conflict (Ryan & Deci, 2017) and thus an aversion to the reading task. Equally, when children autonomously initiate recreational reading and they perceive a positive experience from their reading behaviours, performance in standardized testing is positively impacted (De Naeghel et al., 2013). However, the relationship between reading for pleasure and reading within a formal classroom setting may not appear to be clear to pupils who, according to Galloway et al (1998), seek validation in their academic pursuits in accordance with whether they have succeeded or failed. There is no rubric for success in a child's personal reading, and therefore the process might appear arbitrary to children who lack the motivation to read if the activity is not deemed relevant in terms of tangible successful or failed outcomes (Galloway et al, 1998). Blackwell et al (2007) explore the nature of entity and incremental theories that children may hold about their ability, and a child's willingness to engage in reading may be directly attributed to which of these theories they feel apply to them. It was Dweck et al., (1995) who reported how the "static traits" (Dweck et

al., 1995) of the reader who displays an entity theory perspective of their reading, may suffer or subscribe to feelings of helplessness. Whereas the reader with an intrinsic mind-set experiences a "less knowable reality" (Dweck et al., 1995) that invites in the learner a propensity for conscious effort in overcoming challenges.

Despite the intention to procure a culture of reading at school, and the Government's new Reading Framework, educators report an increase in reluctance for reading in secondary school pupils (GL Assessment, 2024). While this report discusses readers at KS3, such reluctance and behaviours leading to an aversion in reading are founded in KS2, or certainly, the findings of the report may predict future reading behaviours of our year 6 pupils as they progress into secondary school. The report suggests that teachers believe that most children do not engage in 15 minutes or more of daily reading, citing social media and the habits of parents as influential factors in a reduction and reluctance in reading, (GL Assessment, 2024), determining how technology, is detrimentally shaping and thwarting the reading habits of children. This indicates a shift in culture, home literacies and the value attributed to reading in the home.

3.2 Reading Assessment at KS2 and the misalignment with reading for pleasure

The Reading Framework (DfE, 2023) cites KS2 assessments as an essential determiner of ability and performance in relation to age-related expectations, so in English primary schools, KS2 pupils sit Standard Assessment Tests (SATs) at the end of year 6. In the private sector, termly New Group Reading Tests and Progress Tests in English measure children's reading ability, or children sit summative assessments directly linked to their destination senior school. Grammar schools require children to sit the 11+ at the end of year 6, while other schools are increasingly turning to the Independent Schools Examination Board (ISEB)

pre-test which is sat in the November of year 6 to determine year 9 entry to senior schools. In addition to this, children sit a termly NGRT (New Group Reading Test) in which children read a series of texts and complete an adaptive comprehension, measured to their performance against the national average (GL Assessment, 2004). Due to the use of unseen texts in these tests, there is a greater risk that children will not engage deeply with the text, because of a child's potential feelings of disconnect with the text. They do not bring their own context or experience to an isolated extract. Wigfield et al. (1996) determined that *Reading Efficacy* can only be achieved when children believe that they can read therefore suggesting that teachers, parents, and other influential adults in a child's education must nurture a distinctly positive attitude towards reading and their child's ability if the child is to feel confident and able in their reading. This is supported by Zimmerman's study of self-regulated learners, defining children as being, "metacognitively, motivationally, and behaviourally active participants in their own learning process," (Zimmerman, 1986).

In KS2 NGRT and ISEB reading tests, cognitive demand is matched to a marking rubric and therefore may ignore fact that interpretation is personal, because children bring their own identity and experience to the understanding and decoding of a text (Morgan, 1997) thus potentially alienating readers who may not participate in reading outside of school. Further to this, Ellis and Smith (2017) confirm that a reader's social and cultural capital, alongside their identity are crucial determiners of ability (Tennent, 2021). However, ironically, or restrictively in KS2 SATs tests, a pupil's performance in a single test is the single determiner of ability (Tennent, 2021) and similarly, pupils in the private sector who sit ISEB pre-tests are subject to the same scrutiny. In summative assessments, children are faced with an unseen text (STA, 2023; ISEB, 2023) however, Wixson (2017) observes that the singularity of one

assessment is unlikely to capture a complete picture of a pupil's ability, and children may be unfairly disadvantaged (Tennant, 2021) due to the lack of background knowledge they bring to their reading. Measuring reading in this manner appears to seek only to draw out the pupils' ability to decode and overlooks the importance of deep reading that encourages the reader to delve analytically and inferentially into a text (Wolf, 2018) and therefore bypasses the need for emotional engagement with a text in favour of linear, rational, and reasoned responses.

Summative reading comprehension in either CAT tests or ISEB pre-test are completed online and comparing Wolf's view of deep reading to the act of reading to complete an assessment, presents a conflict. Children do not read the material in its entirety, with both self-proclaimed readers and non-readers opting to scan a text for the answers (Strommen & Mates, 2004). Not only does this suggest that children are reading texts in an assessment differently from their own personal reading, but that there is a sense of helplessness attached to the process. The unseen nature of the reading assessment potentially impacts a child's motivation of perception of success because the environment is uncontrolled (Dweck, 2017) and instability in the event may drive lower self-esteem (Weiner, 1985) thus creating a negative association with reading. Dweck (2000) draws comparisons to the helpless response and the response to challenge, and if reading becomes a threatening obstacle for children, "pursuit of these goals will surely be compromised," (Dweck, 2000). By reflecting on helpless and mastery-orientated patterns of behaviour, if children do adhere to the helpless pattern and experience failure in assessments, one can surmise that they inevitably lose sight of their past success (Dweck, 2000) including in reading. Therefore, the relationship between assessment and reading for pleasure cannot be understated, yet it is evident that educators

and parents must nurture continued reading for pleasure in the face of perceived poor assessment results.

If personal motivation to read is lacking in the pupil, educators can expect “variance in comprehension scores beyond that attributable to conventional cognitive assessments,” (Conradi, et al., 2014). A pupil’s academic self-concept is subsequently impeded, which itself may be further exacerbated by the rigidity of the framework for assessment that has “important implications for... performance and behaviours,” (Marsh et al., 2014). Thus, these behaviours and self-concept contribute to shaping a child’s reading identity, indicating that literacy is not simply mechanical, but a representation of how the child relates to the text based on their beliefs, experiences, and motivations, (Wagner, 2021). The underlying issue of assessment inevitably impacts a child’s motivation to read and alters the attitudes towards reading, and perceived failure may instigate an inherent aversion to reading for pleasure according to internal attribution theory, (Weiner, 2000).

The role of the teacher is both empowering and limiting for learners because it is often the teacher selects who contributes to discussion (Elliott, 2021) and in preparation for assessment risk stifling pupil engagement through structured learning (Thompson, 2015). In a recent study completed by the University of Sussex, researchers discovered that reading class texts at a faster pace, without the interruptions of persistent checking of knowledge, decoding of language and developing inferences (Westbrook et al., 2019) children were not only more engaged and excited by reading, but their reported reading ages increased significantly. Emphasis on enthusiasm is a repeated theme in the literature, indicating that motivation to read is the precursor and determiner for success. When provided choice, challenge, control, the opportunity to collaborate with authentic and relevant materials and

rewards (Brandt, et al., 2021) pupils experienced more meaningful engagement while teachers became less concerned with assessment outcomes. Skidmore and colleagues (2003) reported on the pedagogical dialogue between pupils and teachers, which further demonstrates the impact and influence a teacher may have on a child's sense of interpretation of a text. They discovered that opportunity for illuminating and original discussion was "lost when the pupils' own ideas... are 'cooled out' of discussion," (Skidmore et al., 2003) and they make an interesting assertion that teachers are at risk of believing that they "possess the truth [and] instructs someone who is ignorant of it and in error (the pupil)," (Skidmore et al., 2003). This would detrimentally contribute to a child's participation in reading in class.

Teacher subjectivity in the assessment of reading therefore threatens engagement, and more notably the emotional engagement required for pupils to believe their learning is meaningful. A negative response to a teacher threatens to "influence willingness to do the work," (Fredericks et al., 2004) and if anxiety is increased, cognitive engagement in the light of assessment might be undermined. When we consider what defines assessment, Smagorinsky presents the notions of transmission and constructivism. Notably, he addresses the presumption pupils and educators have that knowledge is objective (Smagorinsky, 2008) and in this theory, we can surmise that when teachers reject pupils' ideas and interpretations, they abandon faith in the value of their thinking. It is the *constructivist* theory that supports the idea learners' individual experiences shapes the acquisition of knowledge, understanding of codes, along with the influence of their cultural background, (Smagorinsky, 2008). By taking a more constructivist approach to assessment, pupils might feel more emotionally engaged with their learning, and inherently more motivated. Galloway (2004) cites motivation as being

elusive, due to being determined by drive, behaviour, and achievement (Galloway, 2004) but also explores the complex web of factors that contribute to motivation supported by self-determination theory and the human need for competence, autonomy, and relatedness, (Deci & Ryan, 2020).

Reading habits change at primary level as children move from the act of “learning to read, to reading to learn,” (Loh et al., 2022) which might suggest that reading for enjoyment is at risk. Alternatively, if pupils might begin to perceive reading as a gateway to learning, for those for whom learning is a challenge, they may conflate success or failure with reading. When ascertaining reading ability, the literature shows that avid readers are at a developmental advantage because print exposure may equate to heightened skill (Bergen et al., 2020), indicating that children who are exposed to a rich culture of reading are more likely to be positively pre-disposed towards reading, (Baker and Scher, 2002). In the establishment of a “scholarly culture” (Neuman and Moland, 2016) a child is academically advantaged. Therefore, pupils with a genuine interest in reading are more positively predisposed to perform better in assessments than their peers who may not experience the same literary exposure at home.

Reading comprehension relies on a child’s working memory with ability being “underpinned by verbal and semantic skills” (Cain et al., 2007). This study suggests that working memory is a key component to success, children must utilise funds of knowledge to activate comprehension, thus achieving success, achievement, and subsequent increased motivation. Highly effective readers must deploy a range of strategies according to McEwan-Adkins' (2007) seven strategies of highly effective readers (activating, inferring, monitoring/clarifying, questioning, searching/selecting, summarizing, and visualising).

Reading fluency alone is not a secure determiner of reading comprehension without the concurrent vocabulary and background knowledge required to access a text (McEwan-Adkins, 2004). Endorsing a learning environment where pupil-led co-operative talk replaces a "teacher dictated model of how book-talk should be conducted," (Chambers, 2011). In becoming more metacognitive in their reading, motivation is enhanced and academic achievement improved, (Smith, 2016) and through self-regulation, pupils "internalize and apply strategies to repair, facilitate and enhance comprehension, and set goals for reading," (Smith, 2016). Chambers promotes metacognition and the funds of knowledge a child possesses, and through his *Tell me* approach using the *Four Questions*, Chambers recognises how "as this talk develops, new insights will be added," (Chambers, 2011). Through willing engagement with strategies, pupils are more likely to "persist with challenging reading and tasks," (Chambers-Cantrell, et al., 2016).

When cognitively challenging inferential questions are interweaved into shared reading experiences, young children can readily respond (Hogan, et al., 2011) and recall and distancing are suggested by the Education Endowment Foundation as effective prompts for literacy development (Higgins, et al., 2021). This report echoes how development of literacy and reader experience are interdependent: when children connect what is being read to a subject recalled from what is already known, levels of understanding, motivation and attention are increased, (McEwan-Adkins, 2007). Ultimately, examining how literacy is taught requires educators to "adopt more socio-culturally and individually responsive approaches to their teaching" (Ellis & Rowe, 2020) wherein all learners are situated within an "equitable curriculum in which every student feels like a successful reader," (Ellis & Rowe, 2020).

3.3 Inclusion in Reading

Socio-economic factors impact educational progress in children, and researchers have observed a gap in cognitive skills "between richer and poorer children [which] is evident from a very early age," (Jerrim & Vignoles, 2012). However, Buckingham et al., (2014) stress the importance of not simplifying the link between economic status and literacy, but that "disadvantaged backgrounds impact more heavily on some children than others," (Buckingham et al., 2014) and children of a lower socio-economic status are at risk of not demonstrating comparable reading and comprehension skills to their peers, (Hagans, 2013). The reality that books are a financial luxury and therefore reading is not a priority, or unattainable in some households provides a very real barrier to children's literacy, (Egan et al., 2022) with this study also indicating that some parents report being time-poor and unable to allocate reading time for their children on a regular basis.

In terms of gender, autonomous participation in positive reading behaviours is more likely in girls, suggesting that male pupils are disadvantaged in reading assessments (Marchant & Hall, 2003). According to Baker & Wigfield (1999) girls display more positive attitudes towards reading, and therefore hold increasingly positive beliefs about competence. Historically, and most recently figures show that girls tend to outperform boys in reading assessments (DfE, 2023) indicating that boys are already at an academic disadvantage compared to their female counterparts, with test scores having distinct consequences on the boys' learning and prospects (Bearne & Marsh, 2007). However, Scholes et al (2021) sought to disrupt the view that in dominant discourse, males are "homogenised as reluctant, disengaged and... adversarial readers (Scholes, et al., 2021) and in their study, they discovered that teacher influence over the material that boys engage with subsequently impairs their

reading self-concept (Retelsdorf, et al., 2015). While taking into consideration gender, social class is a likely contributor to literacy success in males. “Middle class boys are more likely to be successfully literate than working-class boys” (Skelton & Francis, 2011) as notions of masculinity and a perception that literacy might be considered more feminine pursuit (Skelton & Francis, 2011) may be having a detrimental impact on boys’ grades in reading. Achievement and a pupil’s expectation to perform might be impacted, and if girls are seen to value reading more than boys (Eccles et al., 1993) this is likely to negatively impact achievement for boys according to the expectancy value model (Wigfield and Eccles, 2000).

The presence of Dyslexia, limitations in processing, and SEN raises further questions about inclusion in the reading assessments. Dyslexia manifests in many ways, but consistently presents the reader with difficulty in decoding, grammatical issues, the need for context and memory, speed and reading long words (Brante, 2013). Glazzard (2010) confirmed in his study that children with Dyslexia associate reading ability with intelligence, and coupled with Dweck’s work on entity theory and how a pupil’s perception of intelligence is fixed and impacts their learning behaviours (Dweck, 2000), asserting the disadvantage children may feel with regards to their reading, both in class and at home. From a Cognitive Evaluation Theory perspective, an event such as an unseen reading comprehension for any learner (but in this instance a Dyslexic leaner) to measure ability might be detrimental to autonomy and “diminish intrinsic motivation,” (Ryan & Deci, 2017) further alienating them from the process of assessment, learning and the act of reading itself. Measuring academic self-concept in pupils with Dyslexia is complex as there are multitudinous aspects to their perceptions of self and of their learning, but Polychroni et al., (2007) observed in their study that children with learning difficulties consistently were more likely to display negative assertions pertaining to

their academic ability compared to their peers. However, it would be reductive to suggest that children with learning difficulties automatically possess a lower academic self-concept, as in the same study, children with Dyslexia reported a higher academic self-concept compared to children in mainstream schools, (Polychroni et al., 2007) highlighting that the context and environment in which the learning takes place for children with learning difficulties is critical.

3.4 Creating a culture of reading at home

Educational attainment can be directly linked to cultural participation (Sullivan, 2008) and Bourdieu defined cultural capital as being the transmission of generational values and knowledge that, when combined with the pedagogy and practices of schools work "harmoniously to transmit a cultural heritage which is considered as being the undivided property of the whole society," (Bourdieu, 1973). Furthermore indicated the relationship between cultural wealth and educational level, (Bourdieu, 1973). Children who interact regularly with parents or carers in the home regarding their reading are more likely in inherit and attribute value to reading (Sonnenschien et al., 2000) alongside increased acquisition of competence, (Vygotsky, 1978). However, motivation is nuanced, as parents risk thwarting their child's motivation for reading if the activity is deemed comparable to work (Baker et al., 1997). The quality of the reading experience, rather than the frequency is more likely to impact reading motivations (Baker & Scher, 2002). Nevertheless, imposed literacy activities may even hinder childhood motivation for reading, and we must not dismiss the "active role of children in choosing their own experiences," (Georgiou et al., 2021).

"Literacy is inseparable from the social contexts of families, homes and communities," (Ellis & Smith, 2017) and learned behaviour is a contributory factor to a child's desire and

persistence in reading (DfE, 2023). Parents themselves play a significant role in their child's propensity and willingness to read, and given that "human life pivots round stories," (Korat, 2001) the parental role of shared reading matters. Positive literate attitudes exhibited by parents have a notable impact on children's literacy and reading achievement (Park, 2008) suggesting that conversely, those parents who may have a predetermined negative attitude towards reading may impose an inherent aversion to reading in their children. Children inherently mimic parental reading behaviours (Strauss & Bipath, 2020) because they "learn by interacting with and observing more knowledgeable others", (Niklas, et al., 2020). Similarly, and the importance of culture at home is significant here, because if pupils are diagnosed with a specific learning need such as Dyslexic, parents may enforce limitations on a child's reading, in accordance with an entity theory, wherein parents may make "global trait judgements and [foster] helpless coping cycles" (Dweck et al., 1995). Parental involvement in a child's development in the early years holds profound consequences because it is "heavily influenced by the quality, not simply the quantity, of involvement," (Orkin et al., 2017). Further evidence attributes to how motivational encouragement increases a pupil's "task engagement and skill building," (Orkin et al., 2018) which is not only relevant in the classroom, but at home.

Sénéchal and LeFevre (2002) conducted a five-year longitudinal study of how literary experiences in the home of middle- and upper-class families influenced the acquisition of literacy skills, and how home experiences had a "clear link" (Sénéchal & LeFevre, 2002) to literacy skills, including reading fluency. The home learning environment contributes significantly to a child's language and literacy skills (Georgiou, et al., 2021) and promotes literacy learning when parents provide access to reading materials and place a higher value

on reading because when parents interact positively with reading time, there is a direct correlation with the child's attitude to reading, (Vuong et al., 2021). Children observe their parents' reading habits and therefore parents become reading role models in the home, (Merga & Mat Roni, 2018). However, there is a threat that reading becomes an "orphaned activity" (Merga & Mat Roni, 2018) due to parents and teachers both placing higher significance on the other's responsibility for creating reading opportunities. The act of reading is a shared activity (Levy et al., 2018) rather than an isolated one, and in sharing the act of reading, children acquire language skills, vocabulary and enhance inferential reading skills, (Pillinger & Wood, 2014).

The power of home culture and parental behaviours are paramount in developing a child's reading habits, with intergenerational reading behaviours transmitted from parents to children (Pfost et al., 2016) and alongside the influence of shared reading, Ryan and Deci (2017) discuss the influence of autonomy support, structure and involvement (p.321) as being critical dimensions that facilitate development in the child. These can be applied to the reading and literary culture created in the home. Giving validity to a child's perspective through their own initiative and voice harbours a sense of ownership and value in their academic achievements (Ryan & Deci, 2017). In addition to this, the literature discusses the prevalent influence of a child's funds of knowledge, and when given agency, children "develop working theories about their knowledge and the connection or relation to the academic knowledge," (Moll, 2019) that enhance learning in school and their subsequent academic achievements.

Literacy inequality widens in the UK between children who receive Free School Meals and those who do not due to a self-reported lack in confidence (Clark & Ackerman, 2006).

While the evidence does suggest a socio-economic divide in literacy gains, some of the research contradicts the notion that shared reading at home will enhance literacy levels and Evans et al., (2000) discovered in their study that “phonological sensitivity and knowledge of letter names” (Evans et al., 2000) were not amplified. Thus, a conflict arises, and Phillips et al (2008) attest to how reading to children does not satisfy or compensate for gaps in the child’s knowledge of vocabulary, phonics, or comprehension. Conflicting data from these findings indicates that exposure to books, while increasing the child’s funds of knowledge and contributing to heightened appreciation literature, is an inadequate intervention alone in improving academic attainment. Only when we supplement reading with literacy behaviours, such as questioning abstract language or eliciting ideas pertaining to open-ended questions (Roberts et al., 2005) can children experience cognitive development. When a parent has a propensity for non-immediate (Morrow, 1988) interaction that elicits predictions and inferences pertaining to the text, the affective quality of the interaction is high, attributing to greater reading motivation in children, (Sonnenschein & Munsterman, 2002).

As previously explored in this literature review, children’s reading habits are evolving with the presence of the ever-ubiquitous smartphone and other devices. All-pervasive technology and the reliance on devices at home might pose a formidable threat (Kerridge, 2023) to the literary culture that children grow up in, but this is not to mark the dearth of a literary culture in homes, nor does it indicate a decrease in the perceived value in reading from children and parents alike. The use of tablets does still invite the use of “multiple cognitive resources” (Liu et al., 2021) and can be linked to a child’s ability to activate other high-order processes (Wartella et al., 2019). Discussion of the impact of technology is oversimplified here, but recent statistics reveal that “a quarter of three- and four-year olds in

the UK own a smartphone" (Milmo et al., 2024) which is a significant indicator of the changing literary landscapes in the home and the subject of important future research.

Children are highly motivated to use devices, but overuse of tablets has the potential to negatively impact literacy and language development (Neumann, 2020) and therefore parents should exercise caution in the frequency with which children use tablets. The motivation to use tablets, coupled with a diminishing motivation to read is a potent combination: as children spend more time engaging with social media, they conversely spend less time on academic pursuits, (Al-Menayes, 2015) indicating a threat to motivation in reading if pupils are granted access to social media. In recent studies, a cyclical outcome wherein pupils who feel detached and disengaged from their studies at school might use increased social media usage as a coping strategy. This subsequently contributes to further poor academic performance (Evers et al., 2020), highlighting how as technology advances, and our pupils have greater access to devices and smartphones, encouragement, and promotion of academic pursuits such as reading becomes more challenging for educators, parents, and guardians.

Therefore, we cannot overlook the emphasis on parental influence and positive modelling behaviours. The literature indicates how the concept of cultural capital is significant in depicting competence in reading. Literacy is the outcome of a range of influential factors pertaining to "signals, skills and behaviours that can be used to obtain more or other forms of capital," (Breinholt & Jæger, 2020). Previously, Bourdieu defined cultural capital as being influenced by economic factors that might invite teachers to misinterpret cultural capital, as proof of academic brilliance (Breinholt & Jæger, 2020) revealing that socio-economic factors affect a child's access to literature, but it is important that we do not conflate access to

literature and being literate. In fact, when children have access to high-culture including access to literature at home and attending the theatre, teachers have assumed that child to be more cognitively developed (Sullivan, 2001), of higher intelligence or acquiring a distinctive academic advantage, (Kingston, 2001). An inherent prejudice against pupils who do not have access to cultural wealth emerges, because "the educational system demands of everyone alike that they have what it does not give," (Bourdieu, 1973).

For many children, teacher choice shapes the quality and range of literature available to them, alongside the selection of books from school libraries. It is the teacher's enthusiasm for reading that shapes the idea of being a reader (Martin, 2003) for pupils, offering recommendations for pupils displaying low self-efficacy in reading (Vuong et al., 2021) and inevitably, it is the teacher selects the books for reading and study in English lessons. While this could be considered problematic, as the selection may not satisfy the interests of all children resulting in disengagement and alienation from reading, schools have a responsibility to facilitate a wealth of reading material that entices reluctant readers. Pupils may engage more with comics that offer a visual break from narrative texts (Bradley, 2021) and the growing popularity of graphic novels entices reluctant readers of all genders and abilities (Lesesne, 2007). What constitutes reading for our pupils is not limited to novels and oral traditions offer rich learning opportunities. Sénéchal et al (1998) discussed informal and oral literacy activities, including reading traditions that vary between cultures, and adopting the benefits and practices of the African oral tradition could enhance literacy activities in the classroom, (Grace et al., 2004). With the act of oral story telling contributing to the "powerful literary experiences" (Isbell et al., 2004) of our children, they inevitably become more proficient in comprehension and language development.

3.5 Research Questions

1. How far can we adapt our pedagogy in the classroom to emulate and replicate the meaningful experience of reading that the children experience at home?
2. How can we improve pupils' academic self-concept in reading comprehension?
3. What strategies can children develop for themselves when participating in assessed reading comprehension?

4 Methods

4.1 Research design

According to the literature, a child's reading habits enhances their capacity to empathise and understand their world but as they progress through school, their habits shift, the frequency with which they read reduces, and the threat that reading becomes merely an academic pursuit impacts motivation to read for pleasure. Concurrently, children perceive the rubric and criteria used to assess reading as obscure and misaligned from their own understanding of a text. Hence, pupils are at risk of becoming alienated from the reading process as they struggle to decipher the meaning of multiple-choice selections and feel that the assessor does not value their personal interpretation.

In collaboration with my year 6 pair teacher, we embarked on a three-stage research design and intervention sequence to determine pupils' performance in an unseen comprehension. Our objective was to create an environment in which the children could connect their reading at home with the reading they participate with at school, enhance their perception of themselves as readers, and increase their motivation in reading assessments by

encouraging them to utilize and capitalize on their own knowledge, while becoming intentional in their reading.

The *Three Knowledge Domains Tool* (Ellis & Smith, 2017; Ellis & Rowe, 2020) instructs us to question not only the cognitive strategies that children must use to access and comprehend information, but also the cultural capital they bring to their reading. This includes identifying how previous reading shapes understanding of current reading, the physical resources available to the child, and where the child is situated within the reading culture both in and outside of school. With the first domain detailing practices for teaching cognitive knowledge and skills such as phonological awareness, the second and third domains asks the pupils to investigate their own reading identity and how they position themselves as readers, from competency, ability, and personal enjoyment. Encouraging this level of autonomy and self-regulation would nurture, and will encourage with continued focus in the future, self-development (Ryan & Deci, 2017) and therefore, I hypothesised that once children had secured a more grounded impression of their reading identity, and we might be able to overcome barriers to reading in class and the aversion to reading in assessments.

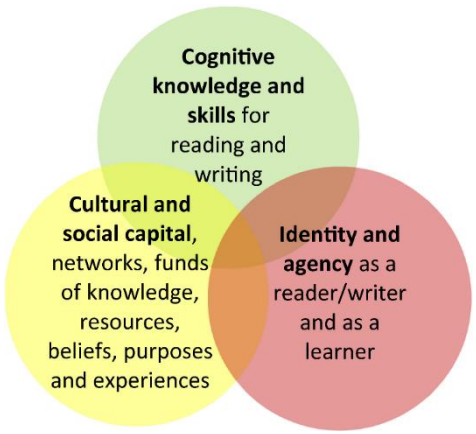


Figure 1. *The Strathclyde Three Domain Tool* for literacy teaching and assessment (Ellis & Rowe, 2020)

Using Chambers' (2011) *Four Questions* I wanted to explore if children would be able to give a more personalised, authentic response to the texts. The *Four Questions* comprise of, but are not exclusive to:

1. What do you like / notice?
2. What do you dislike?
3. What puzzles you?
4. What connections can you make?

Rather than focusing primarily on the first domain in the *Three Knowledge Domains,* in which cognitive strategies take precedent, we deliberately moved away from those traditional methods in favour of pre-empting reading with discussing and acknowledging the children's prior knowledge, taking into consideration values, beliefs and home literacies and practices. In enquiring about reader identity, I asked pupils to consider their aspirations, how they position themselves as a reader, and how the shape their reading identity. Following the T*ell me* approach through the *Four Questions* children would be able to explore and appreciate the texts' "peculiarities... [and] readers will discover those particularities for themselves," (Chambers, 2011). Allowing the pupils to be more noticing in their reading but facilitating an opportunity to discuss their subjective responses to the texts would allow them to hold a valid and valued opinion. Inviting the children to notice their subjectivity when they read might remove the perceived irrelevance that many pupils feel in relation to the unseen texts they are confronted with. Further to the assertion that Ryan and Deci (2017) make about removing controlling language, which can be present in lessons as teachers attempt to elicit a certain response, this framework for questioning satisfies the theory in "encouraging initiative and

voice" (Ryan & Deci, 2017) and might promote positive and meaningful autonomy in the children's reading.

Stage	Intervention design and process
Week 1 Pupil perceptions	• Establish pupil perceptions of reading efficacy, enjoyment, and experiences in the classroom through qualitative questionnaires and open-ended interviews with volunteers; code and analyse through thematic and axial coding.
	• Host initial comprehension assessment to establish percentage scores and translate into standardised scores.
Weeks 2 – 3 Teaching sequence and intervention	• Teach sequence of lessons based on the class text 'Macbeth'. Record observations and field notes pertaining to pupil engagement and responses.
	• Children respond to questions prompted by the *Three Knowledge Domains* to encourage pupils to identify their identity as a reader, and to acknowledge how to access their prior knowledge; pupils are positioned to refer to their funds of knowledge in lessons.
	• Children consciously refer to, unlock, and activate their prior knowledge in all reading tasks, including drama, transformative writing, and creative writing as a method of developing comprehension skills.
	• In addition, the children refer to a framework influenced by the *Four Questions* as a prompt when responding to new reading to become more noticing readers.
	• As teachers, transfer responsibility to the children without interrupting reading, and adapt and reframe questioning in class to reflect on the *Four Questions* in class discussion to prompt inference and deduction, connections, and queries.
Week 4 Final data collection and pupil evaluation	• Host a final unseen comprehension assessment in which the children use the *Three Knowledge Domains* and *Four Questions* frameworks to notice details about their reading identity and the text before they answer the questions.
	• Final questionnaire: Children evaluate the efficacy of the intervention strategies. • Compare initial and final assessment data to observe impact.

Table 1. *Summary of Intervention.*

4.2 Collaboration

Together with my colleague, we elected to teach *Macbeth* offering a text the children had not encountered before that may have elicited preconceived notions of difficulty and inaccessibility and provided significant challenge. My colleague felt particularly passionately about teaching Shakespeare and having that sense of agency indicated stronger collaboration

and thus would attest to Hargreaves' (2019) observation that collaborative culture derives greater results. Using unabridged Shakespeare without redactions allowed me to test the efficacy of the intervention as children have commented on the unseen, unknown and irrelevant nature of texts in reading comprehension being a barrier to their enjoyment of the task.

We designed the intervention sequence[2] following completion of the first questionnaire with the intention of reflecting and acting upon the insights provided. Despite the children frequently devising creative writing based on their reading, performing moments from texts, and participating in discussion, they were unable to make connections between these tasks and developing the skill of comprehension, so making this process and the significance of these tasks more explicit was a priority. The sequence of lessons commenced with a baseline comprehension task and evaluative questionnaire.

During the sequence, I observed some reluctance from my pair teacher to engage wholeheartedly, which I initially considered a significant limitation in the success of the intervention. Despite agreeing to the process and collaborating with the design of the lessons, during the intervention process I became aware of significant deviation from the scheduled lessons, disengagement from the process and an unwillingness to engage with the theory underpinning the sequence. I was acutely aware that as researcher, my investment in the project was greater and observing the limitations of collaboration, Hargreaves (2019) indicates that the prospect of collaboration unnerves some teachers due to the fear of external evaluation and critique. In this case, my pair teacher – an established, senior member of staff – was demonstrating evidence of this: delayed expedition of the lessons, poor

[2] Appendix 1: Lesson Sequence

preparation of resources, frequent requests for cover for English lessons because of other duties and responsibilities, and a reticence to provide feedback and field notes from the lessons. Despite initial enthusiasm for the project, the departure from his usual pedagogical style and philosophy (Vangreiken et al., 2015) hindered the collaborative process as I had intended.

Individualism is important in education. We bring our own philosophies and ideologies to the classroom, which enriches the learning experience for our pupils, who benefit from the idiosyncrasies of their teachers. Through this project, the collaborative element provided crucial insight for my department: collaboration must be further encouraged and nurtured to share those individual ideologies and ideas, and it became apparent that historically, collaboration had not been a facet of the department I inherited two years ago. It is imperative for the success the children we teach that we evolve from being friendly yet independent to becoming "interdependent and operate as a learning community," (Quintero, 2017). This unexpected, yet positive outcome from the project highlighted the fundamental need to reassess monitoring, planning, and CPD, indicating that I need to facilitate further opportunities to enhance meaningful collaborative practice, and outside of the findings from this study pertaining to pupil perceptions and outcomes, has become a critical objective. Discussion, collaboration, and implementation is already underway.

4.3 Sampling

Year 6 is a pivotal year for pupils, and while the children who attend my school do not sit SATs, many participate in ISEB pre-tests to determine entry to their senior school, and all complete NGRT tests and PTE tests. Additionally, key indicators in the literature indicate that children's reading habits shift at this age. All children from two classes in year 6 were invited

to take part and parents were given the opportunity to opt their child in to the study as per the conditions of CUREC approval[3]. Of the 39 pupils in year 6, 25 pupils offered to take part.

Year 6 is of particular interest to me from a pedagogical perspective, as we take many of the children from KS2 into KS3 at my school. During this transition, children experience "sustained challenge at critical points in their lives" (Blackwell et al., 2007) due to increased rigour in academic expectations. Research at this educational stage is an important venture and influential to pedagogical practices not only for year 6, but for preparatory teaching in the lower years, as well as indicators for teaching at KS3. The academic profile in this year group is mixed, but one class has a greater proportion of children with SEND needs, including Dyslexia. Destination schools also vary within the cohort: children attend comprehensive secondary schools in September, while others will attend academically selective independent schools in year 9. Implementing the intervention to a broad range of pupils, rather than accommodating for selective schools' bespoke entry requirements would glean more compelling and constructive results offering broader educational benefits outside of the independent system. This includes state primary education where end of key stage SATs tests feature reading comprehension assessments.

4.4 Ethical Considerations

Pupils in year 6 are either 10- or 11-years old, which governed the process for ethical approval in this project. Being acutely mindful of how research should "maximise benefit and minimised harm," (BERA, 2024) it was critical to the project to ensure that in following CUREC guidelines, I communicated the purpose and process of the project to both participants and

[3] Research ethics reference: EDUC_C1A_23_331

parents. After obtaining permission from my Head to commence research, I invited pupils to participate via an opt-in process and I sought parental permission. In accordance with the *Ethical Guidelines for Educational Research*, I introduced pupils to the project, set out my aims and offered the children an opportunity to ask further questions. In writing to parents, I explained the process of the project, the child's right to decline to participate, their right to anonymity and their right to withdraw at any time (BERA, 2024). Parents returned an online opt-in form to me via my university email allowing me to protect the integrity of the data in the password-protected University of Oxford NEXUS 365 system. One child exercised his right to withdraw, and personally withdrew before the project began.

Pseudonyms protected pupil anonymity, and I provided the pupils with their individual code to complete questionnaires. Their code denotes gender through M or F; I attributed each child with a randomised number between both classes to protect against identification. As per the CUREC guidelines, the opt-in process included parental permission to take audio recordings on a password-protected device. Following transcription, I deleted the audio as per the GDPR stipulations to ensure that data is "kept for no longer than is necessary," (Data Protection Act, 2018). We hosted questionnaires on Microsoft Forms in English lessons and saved the corresponding data on the University of Oxford Nexus 365 platform.

Asking pupils to illustrate their experiences in the classroom raises ethical issues. In asking for pupils' authentic experiences, I assured them confidentiality and impartibility irrespective of their truth. Confidentiality was the utmost priority but managing the potentially "hurtful" (Head, 2020) truth and acting upon it was a "moral obligation" (Head, 2020) while simultaneously protecting members of the department from pupils' feedback

was an important consideration. The inquiry into pupils' experiences in the classroom also threatened to reveal negative experiences pertaining to varying pedagogical practices. In accordance with BERA (2024) guidelines, maintaining the integrity of my colleagues was a paramount consideration. Any attributions to colleagues were anonymised in the original data, and because the data collected was protected from third party access, the comments made by pupils were inaccessible and secure.

4.5 Baseline Data Collection

In external assessments such as NGRT, ISEB pre-test and PTE, the children complete computer-based multiple-choice questions. To emulate those conditions for the purpose of research, the pupils sat an unseen comprehension using the online platform *Literacy Planet* (Literacy Planet, 2024). This allowed for familiarity, contributed to validity, and removed teacher bias in both the construction of questions and final grading.

I translated the percentages into a standardised score[4], which allowed me to create a comparison between NGRT and ISEB pre-test results. In these tests, a score of 100 translates to a child meeting threshold, and translating their raw scores into standardised scores was an important venture in ascertaining rigorous, further allowing me to isolate the pupils who had underperformed, derive results that are comparable to KS2 SATs results, and achieve greater validity and accuracy in analysis.

4.6 Data Collection: Questionnaires

With the participants being aged 10 and 11, I wanted to use both questionnaires and interviews that elicited authentic responses about the children's reading and learning

[4] Appendix 2: Raw Scores and Standardised Scores

experiences. My sample included both boys and girls and did not discriminate against pupils who have SEN diagnoses or EAL. Including all children was pivotal to my research because, as is indicated in the literature, children with Dyslexia are at risk of disengaging with reading outside of school, and establishing truth or a deviation from this theory was of interest. Particularly given that outside of the reasonable adjustments that children with an Individual Education Plan are entitled to, the general structure of the comprehension remains uniform for all children.

Given the mixed ability cohort of participants, I wanted to reduce the cognitive load in deciphering the questions and opted to avoid the use of a Likert scale as this may have influenced or thwarted the children's sense of personal expression (Cohen et al, 2011). Instead, adopting qualitative methods allowed me to achieve the "practical accomplishment of meaning and its relation to... action," (Denzin & Lincoln, 2008) or educational intervention. Choosing qualitative methods was deliberate on order "to go beyond the personal to include the interpersonal and intersubjective," (Head, 2020).

4.7 Question Types

The use of open-ended questions, which would in supply word-based data, invited a "deliberate openness" (Cohen, 2011) which was critical to the inquiry nature of this research, and would illuminate the pupils' attitudes towards reading and comprehension without researcher influence or leading questions. Birks and Mills (2010) cite the importance of generating new theory through the data, and through the collection of qualitative data, I then determined an axiomatic narrative from the children. Qualitative research methods are appropriate because "enquiry is a major focus" (Cohen, 2011) and the project stems from a "single focus... rather than a hypothesis," (Cohen, 2011). The initial questions about the

pupils' preferred learning activities were intended to add balance and to elicit a genuine response. While the questions narrow down to the act of reading in lessons, assessments and at home, the children were invited to express their overall views of English which enabled me to "understand the world from the perspectives of those living in it," (Hatch, 2002) and as Head of Department I am situated to respond to their feedback.

Establishing the differences between pupils' reading habits was a complex task and asking pupils to recognise and articulate their reading experiences was ambitious. Through the literature, we understand not only the cognitive elements of reading, but the social, cultural, and emotional elements that influence reading, so without wanting to lead the children, I framed the questions with "Think about why..." and "Tell me..." statements in accordance with Chambers' (2011) methods. Distinct reference to "reading" and "reading comprehension" was deliberate as pupils tend to separate the two activities. Using open-ended questions for this year group had limitations, including a risk that they do not possess the vocabulary or self-awareness to offer the detailed and unique responses I wanted to collect and Cohen (2018) warns that the respondent might not possess the insights or information we seek, but I wanted the responses to be authentic and unlimited (Allen, 2017). Using qualitative data collection methods would afford me the opportunity to "probe... more detailed information," (Mwita, 2022) and discover genuine insights (Taherdoost, 2022) from my pupils based on the idiosyncrasies of their experiences. Even though the research is "driven by pre-existing theories or values" (Seale, 1999) my intention was to uncover truth from the children that would be valid and credible.

Dweck (2000) explored the entity and incremental ability theories, and I sought to uncover a correlation between a pupil's perception of their ability and their reading

frequency. Competent and capable readers still voice an aversion to the act of reading in assessment and ascertaining why confidence or perception of ability is impacted was central to my study. Equally, I wanted to discover if those children who possess a lower perception of their reading ability were more averse to reading in general, which offered the opportunity to triangulate the qualitative data I obtained from the questionnaires, interviews, and assessment data.

Using qualitative, open-ended questions extends limitations as not all pupils completed every question, or they typed illegible responses. Pupils may have experiences fatigue or limitations in expression, but omissions in the data may have skewed results or given inconsistent data. Qualitative data was illuminating but in the pursuit of truth, pupils may have felt disengaged with these methods; a limitation of attempting an interpretivist approach is the researcher may not derive the results they expect, or the truth that the participant holds for the data can hold "a myriad of meaning," (Black, 2006)

4.8 Interview 1 (Semi-structured)

Following from the initial pupil questionnaire, the children participated in two semi-structured interviews. In hosting interviews, I assumed the role of listener (Neumann, 1987) and allowed the children to speak freely amongst themselves. Using interviews was imperative to my study as I was seeking to uncover the complexity of the children's deeply personal everyday reading experiences that quantitative methods may not allow me to capture (Marshall et al., 2022) and to enquire further about insights that were inconclusive from the questionnaire. In my capacity as Head of Department and as a familiar teacher, I believed that the children would feel at ease communicating their experiences honestly with me, and equally I would bring a "non-judgemental and non-partisan stance" (Marshal et al.,

2022) to analysis. However, the issue of power balance, and my position of authority did have the potential to pose a certain threat to children's willingness to be transparent and open (BERA, 2024). The first of these interviews took place during form time rather than lunchtime, which was critical, as I wanted the children to participate wholeheartedly and willingly. Six volunteers of a 4:2 female to male ratio participated.

4.9 Interview 2 (Semi-structured)

In the second interview, I invited children to share stories of their personal values, motivations experiences in reading (Cresswell, 2014). Using Guthrie's nine determiners of reading motivations (2007), I asked the children to comment on which of the determiners best matched their reading experience and why. As with qualitative data, the data itself generates the codes (Braun & Clark, 2012) so commencing with open coding is an appropriate starting point. Issues may arise with having a predisposed plan for axial coding, which may limit the analysis and subsequent outcomes, but using an interview for this approach still enabled me to derive narratives and "spontaneous stories or examples" (Flick, 2014) that would enhance the quality of the data and suggest themes and codes. I hosted this interview during form time during which four volunteers of a 2:2 male to female ratio participated.

4.10 Final Data Collection

On completion of the intervention sequence, the children sat a final comprehension assessment on Literacy Planet (2024). Before the assessment, we gave pupils the *Three Knowledge Domains* Venn diagram to complete as a warm-up activity with the intention of reminding the pupils about the funds of knowledge they could draw upon. In addition, we instructed the children to read the unseen text in its entirety and answer the *Four Questions* scaffold before accessing the multiple-choice answers. The motivation for this was multi-

faceted: the questions encouraged intervention in the act of reading the text in its entirety, but separately prompted the pupils to respond subjectively and to notice techniques and ideas in the text before responding to questions. I translated the assessment data into standardised scores, and compared to the baseline data.

4.11 Coding and Analysis

Lindqvist and Forsberg (2022) argue that following a constructivist grounded theory approach would be beneficial for educational research as our concerns are to address the concerns of our pupils. The exploratory approach allows for the analysis of a concept, "rather than measuring the distribution of persons along some dimension of a concept," (Corbin & Strauss, 2008) even at the expense of oversimplification. However, the qualitative nature of the research allowed me to triangulate my data across methods and data from multiple sources to achieve validity in my findings from data-rich qualitative questionnaires, interviews, and comparative assessment scores. Triangulation of the data collection methods from various sources (Flick, 2004) permitted me to cross-reference and compare data from individual participants, or indeed seek important anomalies.

When responding to the raw data from the questionnaires, I generated codes at semantic level. With reference to Braun and Clark (2012), the process required reading and re-reading the responses to immerse myself in and respond to the data at word level in accordance to grounded theory (Johnston et al., 2021), but also to derive themes in the codes[5]. Questions that required a closed response: *How often do you read? Do you think your reading ability is fixed,* or *Can your ability change over time with effort?* offered

[5] Appendix 3: Questionnaire 1 Table of Axial Codes (Codebook and Criteria for Application)

straightforward statistical analysis and clear comparison. For the questions that require the participant to *Tell me,* I devised descriptive codes and then developed the codes to reflect thematic similarities. To negate the risk of oversimplification, my codes consisted of differing themes, as there was some crossover within individual responses particularly when participants offered two, or even three-part responses. This made statistical analysis difficult but allowed me to grasp the deeper individual experiences of my pupils and identify incongruous responses and significant insights. Statistical analysis was possible for some of the data as there were congruent themes within the children's responses, which allowed me to identify trends in attitudes according to frequency of mentions within the axial codes. Supplementing these insights with extraneous details from the data gave greater depth to the analysis and acted as potential caveats to the general themes.

The advantage of having audio recordings allowed me to listen again to the data and interpret meaning in utterances, choral speaking, hesitations and repetition, which Braun and Clark (2012) determine as highly relevant. Coding consisted of succinct responses at semantic level and progressed to engage with the interpretative concept of pupil experience. Limitations in interpretation exist within qualitative research as the data yielded from the unstructured responses given invites greater difficulty in coding (Cohen, 2011). Bias in interpretation and coding is potentially inevitable, but any subjectivity in analysis will still be illuminating and important in the pursuit of positively intervening with the children's progress in English and association with reading in English and future planning for learning. Beginning with open coding on the original transcript and then refining the codes into axial, or thematic codes allowed for trends, insights, and anomalies to emerge which I recorded in a codebook containing subsequent criteria for application to ensure rigour and validity in the analysis of

the data[6]. I was able to identify the most prevalent insights, seek patterns, and derive discrepancies in individual narratives from themes that featured less or had fewer mentions. In future research ensuring greater rigour and validity in the results through further triangulation. Thorough research into unlocking pupils' knowledge domains is required, and addressing the limitations such as investigator triangulation to include "different researchers and extend the perspective" (Flick, 2018) would corroborate and enrich data analysis.

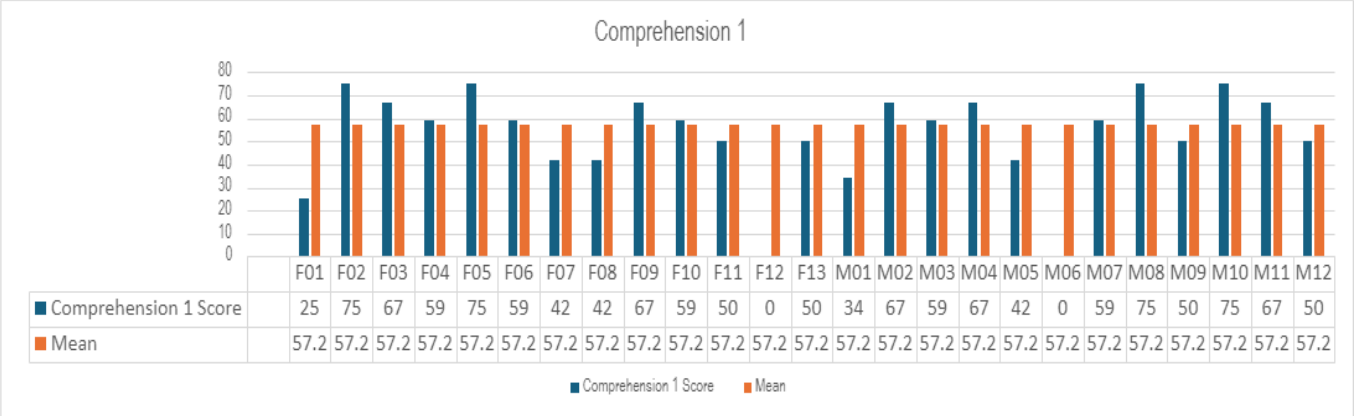
For the second interview, I presented the children with the nine determiners for reading motivation as explored by Guthrie et al (2007) before the interview and asked them to explain if they felt an affinity with any of the categories. Excerpts from the transcript were coded and recorded in a codebook[7] and my intention to use Guthrie et al (2007) to generate axial coding transpired to be appropriate. However, I supplemented them with an additional code, *Emotional Engagement*, which is in line with the fundamentals of grounded theory research: the oversimplification of the data would be a limitation in deriving insights (Lindqvist & Forsberg, 2022). However, as Flick (2018) warned, I repeatedly assessed the codes I generated in order to "avoid over-generalisation... [and] reflect on the boundaries" (Flick, 2018) of the collected data and found that in my second interview, devising a separate codebook[8] that included criteria for application to capture the reading experience of the children in the classroom. In this second table, I omitted four of the categories: competition, challenge, recognition, and work-avoidance. Having zero data in these categories was a strong indicator of the reading experience for some pupils, which contributed to important findings.

[6] Appendix 4: Interview 1 Table of Axial Codes (Codebook and Criteria for Application)
[7] Appendix 5: Interview 2 Table of Axial Codes (Codebook and Criteria for Application)
[8] Appendix 5: Interview 2 Table 2. Table of Axial Codes (Codebook and Criteria for Application)

5 Data Analysis and Findings

5.1 Baseline Data

The data derived from this assignment[9] indicates the range of ability and attainment at this stage of the year. The percentage results given by the online platform itself range from 25% and 75% giving an overall average of 57.1%. Within the department and other departments in the school, this translates to *meeting expectations* or meeting threshold. To emulate external assessments devise scores, and to give credence to the online platform's assessment of *working below*, *working towards* and *proficient*, I translated the scored into a standardised score, wherein a score of 100 denotes average ability, or *meeting expectations.* Twenty-three children sat the initial comprehension assessment.



	F01	F02	F03	F04	F05	F06	F07	F08	F09	F10	F11	F12	F13	M01	M02	M03	M04	M05	M06	M07	M08	M09	M10	M11	M12
Comprehension 1 Score	25	75	67	59	75	59	42	42	67	59	50	0	50	34	67	59	67	42	0	59	75	50	75	67	50
Mean	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2

Chart 1. *Data collected from initial comprehension assessment showing percentage scores and mean score.*

The data revealed a broad range of results wherein 39.1% (n=9) of pupils who sat the test scored below the mean, and their standardised score confirmed that in this assessment, they performed below threshold. 60.9% (n=14) of pupils scored above threshold in this assessment and 2 pupils were absent on the day of completion.

[9] Appendix 2: Raw Scores and Standardised Scores

5.2 Research Question 1

RQ1: How far can we adapt our pedagogy in the classroom to emulate and replicate the meaningful experience of reading that the children experience at home?

Questionnaire 1

Investigating the dichotomy between reading for pleasure and the aversion to reading in assessments began with establishing the reading habits of the children. From the questionnaire, 87.5% (n=21) of participants claimed to read either every day or every two days; 62.5% (n=15) of participants attested to reading every day, indicating a strong reading appetite among our pupils. Given that the literature suggests that reading habits shift and decline at around this age group, these are pleasing results. Motivation for frequent readers ranged from academic challenge to simply reading for fun, whereas the children who read less cited dislike, boredom or having autonomy removed from reading. The children's positive responses to reading were aligned because children revealed that engagement and emotional connections were key motivating factors to read, with most participants' comments coded in these categories. 25% (n=6) attributed their motivation as being therapeutic, with iterant comments pertaining to relaxation emerging, while F10 explicitly seeks escapism from emotional challenges through reading which "takes my mind off things I don't want to think about", confirming the correlation between emotional development and reading, (Wolf, 2008).

Infrequent readers cited that the causes of demotivation were pure dislike: 12.5% (n=3) of the pupils were explicit in their aversion, citing that they "can't be bothered" (M08) or that "it's boring and not interesting to me," (M01) while M11 explained, "my mum forces me to do it." Of all the pupils who declared a negative response to reading, those who did are

male, echoing the literature that suggests that reading is implicitly seen as a feminine pursuit, particularly as reading engagement diminishes as pupils progress through school. However, responses to reading in English were overwhelmingly more positive, and 41.6% (n=10) pupils expressed that reading was their favourite part of English lessons. Even though the majority of pupils favoured creative writing, the data gleaned a strong appreciation for reading. Of the male pupils who did not enjoy reading for pleasure, two cited that the slow pace of class reading was a contributory factor to their low enjoyment of it in lessons: “MX explains something for too long and we already know it.” MO6, not a keen reader by his own admission, offers a sentiment echoed by his peers about the reading pedagogy in lessons. Their experience, according to the data, is that of frustration and risks to literacy development are apparent (DfE, 2023).

The data indicates a predictable aversion to technical instruction such as spellings and grammar in English, but as a cohort of self-reported voracious readers, 37.5% (n=9) pupils commented on how class reading fails to satisfy their appetite for reading due to teacher influence and interruptions. These results revealed an unexpected perspective on some of the children’s learning experience: A rigid and didactic pedagogy, focused on cognitive cues and practical knowledge which interfered with, and was detrimental to, pupils’ engagement with the text. Pupils cited feeling patronised by the practice that fails to challenge them in favour of consolidating “something that we all know,” (F04). Further to the appetite for reading, F02 remarked on how learning activities were not meeting her need for challenge. The literature suggests that reciprocal reading and initiatives such as the Faster Read project (Sutherland et al., 2023) enhances both enjoyment and cognition for reading comprehension, but there were several responses to the experience of group reading for one class. Pupils

found that a purely cognitive approach to reading impacted enjoyment and led to tedium; reading took too long, alienated pupils from the meaningful texts they were exposed to and subsequently risked leading to disengagement, threatening amotivation due to removed value or interest, (Ryan & Deci, 2020) and preventing acquisition of comprehension skills (Torppa et al., 2020). While these results were an unexpected outcome of my original inquiry into the experience of comprehension and assessment, which was determined by 25% (n=6) of respondents as being their least favourite element of English, this offered a crucial insight into the learning experience of the pupils in English and what can be done to replicate the reading experience. Addressing this within the department has become vitally important for me.

According to Swaffield (2008), who describes behaviourism as a conditional response to stimuli, the approach described by these pupils in English is similarly limiting and removes any poignant sense of connection to the text. Pupils appear to be describing what the literature explores as the attitude of the teacher holding a truth to be bestowed upon those who do not possess knowledge. Our pupils are capable thinkers and deep readers: reading stimulates their curiosity, and pupils describe it as “interesting” (F01; F07) and “thrilling” (F05) with reading transporting one pupil “into a different dimension in my imagination.” Even though 58.3% (n=14) pupils indicated a preference for creative writing, the correlation between reading and writing is irrefutable, and a reminder of the escapism children experience through literature (McGeown et al., 2020), and opportunities to extend some of these pupils’ thinking have been missed. This data was a strong determiner in the use of the *Four Questions* as part of the planned intervention, as it removed teacher interference but

provided a helpful, predictable pattern (Chambers-Cantrell et al., 2016) that permitted greater autonomy in the reading, appreciation, and inevitable deconstruction of a text.

The children's reflections of the comprehension task revealed levels of challenge for the pupils when accessing the assessment. Of the 6 codes devised for this question, only one had positive connotations in which 12.5% (n=3) found the process inspiring and was the catalyst for further reading or curiosity. One pupil recalled how a comprehension prompted her to "read 'His Dark Materials'," (F03) while another pupil finds comprehension "fun and calming because I'm reading," (M07). This response was rare. No other pupil attributed joy to the reading task, despite the general positive attitudes towards reading. Outside of these three pupils, a further 12.5% (n=3) claim the reading to be "boring" (F04; M03) or of being "bored quite a few times" (M10) during the assessment. As teachers, we cannot control the extracts used in an assessment, but unlocking a sense of appreciation in the text is key to inspiring a more positive and immersive response to comprehension that instigates increased involvement in the reading.

45.8% (n=11) of pupils felt confident with the reading element of the assessment, but comprehension on a deeper, analytical level was not realised. Pupils met layers of comprehension, increasing cognitive load: decoding the text, decoding the questions, and higher-order reading skills such as inference and prediction proved more challenging for the pupils. 29.1% (n=7) of pupils expressed challenge in decoding the questions, but responses to this question were inconclusive. Pupils' responses ranged from, "I find understanding the questions difficult," (M03) suggesting that identifying the requirement of the question is challenging, to more ambiguous responses such as "the questions," (M07) or "I find the questions difficult," (M06). These offered limited insight, which threatened to invite

misinterpretation of the data, so caution must be exercised. Pupils may be alluding to decoding the language of the question, adding a further cognitive demand on pupils during a reading assessment, or alluding to their reticence to identify the answer. F10 specified helplessness: “I just do not know the answer, so I sometimes just give up and guess (sic),” and M02 expressed that “understanding what the questions are asking is difficult,” further attributing feelings of heightened challenge, inefficacy, and conflict (Ryan & Deci, 2017).

Interrogative questioning and inferential reading are features of English lessons, where discussion and discourse take place regularly, but the insecurity shown by pupils here indicated that they either cannot decode the questions, or their belief that there is one single truth to be derived from the text limited their performance. 12.5% (n=3) were more specific in illustrating their insecurities, and each pupil alluded to a high-order cognition, either inference or prediction. Self-doubt prevents F02 from securing a definitive answer, impedes her self-concept because “I think differently from the people marking them, so therefore give a different answer.” A facet to her reading that should be celebrated is perceived as an impediment to her because the inference question in response to a text that is unrelated to her reading is perceived to be high-risk. A conflict arises because this pupil reads every day, stating “I love reading and visualising things in my head,” yet she is detached from the assessment process where, theoretically, she should thrive.

Pupils categorically rejected the notion that they reflected on prior learning to complete the assessment. 33.3% (n=8) either found the task completely disconnected from their previous learning, or could not articulate a connection, demonstrating no acknowledgement of skillset or metacognition. Where pupils did express activation of skills it was either from lessons or due to familiarisation with the test itself, rather than a reflection

of ideas or themes they had encountered in their reading before. Reference to techniques made 16.6% (n=4) of participants' responses, and within that, pupils cited recognition of "words... I learnt around 1 week ago," (M01) or "alliteration," (F07; M09). Identification of devices accounts for few marks in the assessment, but citing these terms and techniques arguably gives confidence to pupils when they feel insecure. When F03, another frequent, passionate reader expressed the task as being "verrrry fake (sic)" it was a clear indicator that her distrust in the process and how it is administered removed her capacity to engage, and the meaningful experience she takes from her reading could not be replicated here. Any sense of self-regulation is not realised (Zimmerman, 1986). The absence of any reference to inferential reading skills, metacognition or activation of cultural capital further proves that pupils view the process of assessment as an isolated activity and is unconnected to funds of knowledge they already possess through their self-reported high appetite for reading. Activating an imaginative response to comprehension from capable readers and equipping them with the confidence to assert, "strategies to repair, facilitate and enhance comprehension," (Smith, 2016) was a key intervention.

Interview 1

Pupils' pervasive aversion to comprehension was derived from its singularity: pupils identified a disconnect from the process of comprehension, believing it to be an ungratifying, stand-alone, isolated task associated with assessment, and through the questionnaire, pupils confirmed the absence of connection to comprehension assessment and the enriching experience of reading at home or in the classroom. Axial codes derived from the data were helplessness and self-efficacy, aversion to comprehension, cognitive and physical demands, autonomy, and curiosity.

In their discussion of comprehension assessments, the pupils were vociferous in their collective aversion, and initially repeated notions of disappointment and dejection: “It kills the vibe!” (M05) invited the choral reiteration of “it kills the vibe!” and speaks volumes of how dispirited comprehension makes them feel. Immediately, the comparison between reading for pleasure and comprehension was made: “It takes the fun out of [reading]... that’s not what reading’s supposed to be,” (F12). Further comparisons emerged pertaining to the conflicts between reading and comprehension as M05 expressed that “when you are reading you are quite free, but in a comprehension... you’re pressured,” therefore undermining reading efficacy, (Wigfield et al., 1996). Comprehension taints the sense that reading is a therapeutic and enjoyable pass-time, and pupils separate the two explicitly. Pupils appear to protect the sanctity of reading where they are unimpeded by rules. A previous assertion made in the questionnaire was that “English has so many rules,” (F02) and this lamentation of being constricted juxtaposes the sense of freedom and liberation the children feel when reading for pleasure. Therefore, we can understand why children are keen to protect their reading, which is a source of fun, respite, and escapism according to the questionnaire. Thus, the negative perception of reading comprehension presents as a self-fulfilling prophesy: while pupils continue to separate their meaning reading from the act of comprehension, they in turn prevent themselves from capitalising on their individual reading skills that would enhance academic performance.

Deci and Ryan (2020) attribute self-determination to the need for autonomy, competence and relatedness, all of which are absent because of the irrelevance of the reading material. This is key to their attitudes, and pupils view mandated reading as worthless: “I am never going to use that information,” (F13) is a clear indicator of the hostility felt towards the

material presented, and equally, the disconnected nature of the text, which can often be non-fiction, invited extreme reactions from the children. “I despise, like factual books. I don’t like, I hate,” (M05) confirms the challenges that English teachers have in preparing children for assessments. However, we cannot change the nature of the text, and realistically, while M12 would “be very interested” if the texts were about football “or about horses,” (F10), this does not satisfy the interests of all children, so we must adapt not only our practice, but the children’s thinking by encouraging objectivity.

Enjoyment and interest stimulates enthusiasm for reading. Children, as they proceed through their school career and beyond, will not always have the luxury of having to read something they inherently enjoy, but educators and examiners need to respect and protect the importance of reading in these young ages. Children read to “escape my world and look at their world through the character's eyes (sic)” (F12) and this magical response to reading, if nurtured in the assessment process, would surely engage and extend the thinking of our pupils, resulting in heightened cognitions and greater academic achievement. The removed autonomy in comprehension “makes me feel limited” (F10) leaving pupils feeling helpless (Dweck, 2000) with their own expression and interpretation rendered inconsequential.

Interview 2

I wanted to establish trends in the children’s reading habits, how they perceived reading for pleasure and how they identified as a reader. In this interview, I presented the participants with the nine categories as explored by Guthrie et al., (2007) to ascertain whether they had an affinity or connection with these motivating factors for reading, which might influence the intervention design.

However, the pupils did find articulating themselves more challenging under these semi-structured conditions, as it is likely that the language did not match or reflect their own perceptions. Ironically, this proved to be a limitation and potentially posed the same threat that multiple-choice questions pose in a reading comprehension, which removes autonomy of expression. To mitigate this, I could have hosted a pilot or introduced the terms earlier in the study to allow pupils to feel familiar with the language.

Pupils revealed a propensity for challenge, competition but mostly for curiosity in their reading. The children disclosed a voracious appetite for books because they are “interesting,” (F04) and “you want to find out what happens” (M02) more than with a “schoolbook” (M02). The sense of challenge they seek in their reading is encouraging and we must not underestimate our readers who find it is “fun to find a book above your level” (M04) and take the opportunity to “adjust” (M04) accordingly. A preference for challenge validates data from the questionnaire and confirms that it is not the difficulty of the text that invites diminished feelings of self-efficacy, but the relevance of the text itself. In the questionnaire, few pupils mentioned higher-order thinking skills, in favour of the majority leaning more confidently on rudimentary reading skills such as retrieval, indicating a discrepancy between what pupils seek in their own reading and what they feel confident in during assessments.

Emotional engagement was a significant theme in this interview. The sense of challenge, the need for excitement and nurturing a sense of curiosity were expected, but similarly to the data taken from the questionnaires, the pupils further articulated how reading is therapeutic and even “nostalgic - very nostalgic,” (M04). Listening to the children discuss their reading in these thoughtful terms was a timely reminder that reading is not simply a conduit for academic success, and the literature warns educators that the relationship

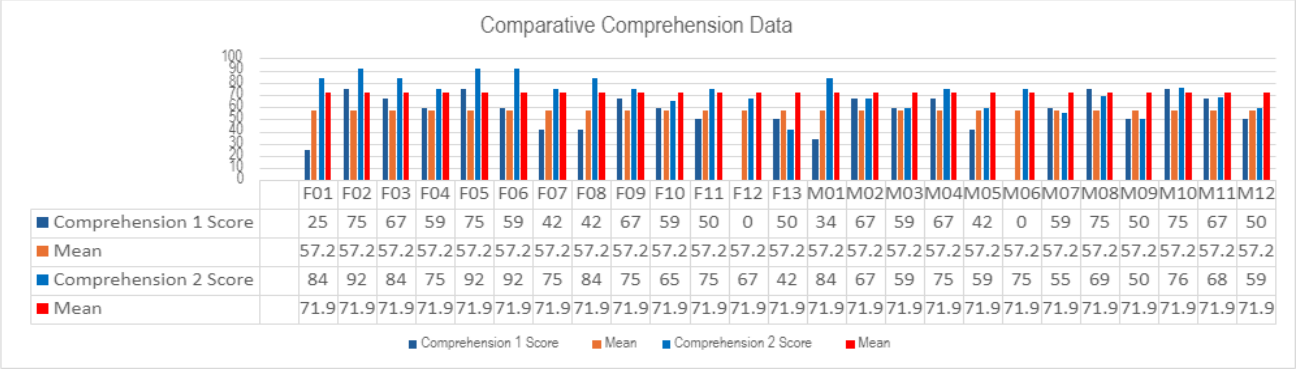
children have with reading is fragile in this transitionary time between key stages. F04 seeks respite with her reading as “it feels like a break” and reading is not exclusively useful for challenge: “I like reading low things. Last night I was tired, so I read Winnie the Pooh, and it was excellent!” (F03). The significance of these formative reading experiences that shape our learners should be capitalised upon, but interestingly F03 describes this book as “low” indicating that she may now underrate its worth (or demonstrates caution because as her Head of Department, she may be trying to impress me) from an academic perspective. The purpose and pursuit of reading is changing for these pupils but her nostalgia for The Hundred Acre Wood should be celebrated as part of her cultural capital and protected as an important facet to her reading identity that should be unlocked and applied by drawing connections between her home reading and class-based reading.

We have a conundrum: the therapeutic love children have for reading is not replaced but coincides with feelings of stress and inefficacy in assessments, and this antithetical response to reading indicates conflict. Together, the children agreed (“yeah!”) about how reading “brings back memories” (F04) proving the deep connection children have with literature and the emotional impact reading has on shaping them. Capturing this connection and enabling pupils to galvanise this self-awareness and knowledge is paramount for pupils to situate themselves more successfully as readers.

Conversely, the codes I discovered when the children spoke of their reading for pleasure were absent in the data provided when they reflected on reading in school in lessons. There was zero data pertaining to recognition, preference for challenge, competition, and positive emotional engagement indicates how the pupils’ reading identities are not fostered or acknowledged, and what might have been considered a limitation in coding has

given a clear indicator about learning experiences. Repeated themes of dislike for the interrupted reading in lessons that interferes with pace that were evidenced in the questionnaire were consolidated here, and despite the self-efficacy that the children expressed ("I feel very confident in reading," F04; "Yeah," M04) there were fewer opportunities to enhance ability or participation and pupils become disaffected. Ironically, it appears that the well-intentioned cognitive cues that were employed by their teacher to promote improved literacy behaviours indicated in the literature review and deepen thinking, such as discovery of etymology and close reading of language, felt regressive to the pupils who likened it to "backtracking," (M04). In fact, these cues prevented discussion and stifled learning (Thomspon, 2015) because "everybody knows but cannot be bothered to put their hands up to answer," (F04). The temptation by teachers to proffer omniscient instruction (Skidmore et al., 2003) must be replaced with reinstating agency and autonomy in lessons. By removing the controlling teaching environments that ostensibly result in poor learning motivation (Bartholomew, et al., 2018), we need to entrust the children to discover the texts and allow them to question for themselves what they do not know.

Final Comprehension Data



	F01	F02	F03	F04	F05	F06	F07	F08	F09	F10	F11	F12	F13	M01	M02	M03	M04	M05	M06	M07	M08	M09	M10	M11	M12
Comprehension 1 Score	25	75	67	59	75	59	42	42	67	59	50	0	50	34	67	59	67	42	0	59	75	50	75	67	50
Mean	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2	57.2
Comprehension 2 Score	84	92	84	75	92	92	75	84	75	65	75	67	42	84	67	59	75	59	75	55	69	50	76	68	59
Mean	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9	71.9

Chart 2. *Data collection showing marks from initial comprehension assessment and final comprehension assessment post-intervention.*

Data generated from the final comprehension indicates an improvement in attainment post-intervention, with 73.9% (n=17) pupils enjoying improved scores which increased the mean score from 57.2% to 71.9%. 13% (n=3) saw no improvement in their raw score, but this in turn saw their standardised scores fall significantly. Raw scores fell for 13% (n=3) of pupils and 8.6% (n=2) of pupils did not provide comparable data as they did not complete the first comprehension.

Initially, the increase in average scores is a clear indicator that attainment rose following the intervention, with 56.5% (n=13) of participants scoring above the 71.9% average. 17.3% (n=4) scored a higher attainment score in the final assessment but were below average. These results present a paradox and conflicting information about attainment, the academic self-concept and perceived failure due to the instability of the event (Weiner, 1985). Personal scores increased, but due to the significant improvement in the average scores, both pupils suffered under the standardised scoring system, which placed them as below average, which could contribute to perceptions of failure and lower self-esteem. The fragility of academic self-concept in relation to reading comprehension is evidenced throughout this project, only to be exacerbated by an assessment system that measures pupils against their peers.

Questionnaire 2

Following the conclusion of the intervention sequence in which the *Four Questions* replaced teacher-led questioning in class and were used by the pupils in the final comprehension to extend thinking, pupils were invited to explicitly reflect on the cultural

capital they bring to the assessment based on learning from the sequence and previously. Twenty-two pupils completed a final evaluative questionnaire[10].

The intervention sequence was interweaved with opportunities for pupils to recognise and activate their cultural capital according to a constructivist approach (Smagorinsky, 2008), utilising what the literature suggests as a crucial supplement to cognitive skills. Using *Macbeth* as the class reader offered the opportunity to explore the pupils' cultural capital, and contextually connected tasks such as reflecting on prior knowledge of familiars, or watching popular films, and reading related poetry contributed to enjoyment. 18.1% (n=4) remarked on watching 'The Witches' but one pupil began to explain the significance: "so we could find similarities with *Macbeth,"* (F03). Pupils were able to articulate how learning was contributing to their funds of knowledge, particularly the act of performance "because it helped me understand more," (M04). Pupils were alluding to a more connected response to their learning, finding that they could "turn a script... into a piece of writing," (F06) or write their "own horrible song and [talk] about the theory... behind it," (M06).

In questionnaire 1, pupils reflected superficially on their prior knowledge when accessing a task, but post-intervention pupils were proved to be more willing to activate that prior learning with 40.9% (n=9) of participants referring to funds of knowledge. Of this demographic, pupils started to acknowledge how "I planned for how I was going to read the text," (M04) and "I used my cultural capital and my previous knowledge knowing Shakespeare is a confusing writing (sic)," (M08), indicating greater ease and confidence when approaching a new, challenging text. Comments pertaining to reader identity were positive, and previously, F07 who had initiated feelings of insecurity with her reading stated post-

[10] Appendix 6: Questionnaire 2. Table of Axial Codes (Codebook and Criteria for Application)

intervention that she identified “as a competitive reader and that makes me do better in comprehensions.” To corroborate her improved self-efficacy her score increased from 42% to 75%, placing her standardised score at 105 and situating her above average in the cohort.

Despite some increased confidence, 18.1% (n=4) of participants could not articulate what strategies they employed, and this is convincing evidence to suggest that the routine was not sufficiently integrated. Yet, emergent positive indicators to the intervention suggest that the explicit acknowledgement of the *Three Knowledge Domains* was empowering some readers: “It was helpful to think about my learning because I know what knocks me off,” (M07). Irrespective of M07’s decreased score, his evaluation purports a positive awareness of his weaknesses, and with further exploration, improved self-efficacy could be realised in the future. In reflecting on the *Four Questions,* M07 confirmed, “they helped me,” and given the learning profile of this pupil, the pupil’s self-concept proves the efficacy of this scaffold, rather than the raw scores. Equally, M05 attributed the *Four Questions* to improved self-efficacy and accuracy: “they helped me find useful pieces in the text,” (M05).

As the literature suggests, the dialogue surrounding reading identity and cultural capital is sophisticated and requires careful interweaving within the curriculum and a consistent approach. Limitations to how the sequence was delivered due to issues with collaboration resulted in potentially inconsistent outcomes because explicit instruction... responsive coaching,” (Smith, 2016) and continuous application is required. Regardless, the philosophy remains, and the data indicates a positive trend. While only in its rudimentary stages at my school, future developments with this approach of habitually recognising individual experience and beliefs could dramatically shift our pedagogy in the department, and the quality of learning.

5.3 Research Question 2

How can we improve pupils' academic self-concept in reading assessments?

Questionnaire 1

In English lessons, we measure comprehension through a range of learning activities, discussion, creative writing, and performance, but pupils fail to associate these tasks their own personal reading. In fact, the term comprehension invites feelings of insecurity in F07 who explicitly stated how "I will fail" and how "it reminds me of a sad part of life... I scored low." Intrinsically, F07 is motivated to read outside of school because of her interest, curiosity, and the sense of purpose she attributes to reading, but there is a risk that because of her perceived inability in reading assessments will demotivate her and render her feeling incapable. Other pupils echoed this theme of failure and aversion with their experience of comprehensions in the past as per the Theory of Motivation (Weiner, 1985). 70.8% (n=17) cited overwhelmingly negative responses to their experiences in with comments coded in themes of tedium, challenge, a threat to self-efficacy or a negative academic self-concept, with 16.6% (n=4) of pupils demonstrating ambivalence. Feelings of boredom, overt dislike and stress were included in these negative responses, but of these responses, perceived inability was the most common. Additionally, pupils find the process frustrating: "It's annoying because they ask us what we think, and we say what we think, they tell us we are wrong," (F02). Even when pupils such as F02 engage with the text, distrust is evident due to the obscurity of the questions, leading to helplessness and feelings of failure. The expected ambiguity negates a sense of accomplishment and achievement. 29.1% (n=7) of children cited repeated difficulty in decoding the questions, with 25% (n=6) of pupils explaining how the

element of uncertainty in the questions and formulating the relevant answer invited greatest unease.

12.5% (n=3) of pupils felt insecure and challenged with inferential reading, stating that being asked "why?" proves tricky for them. F02 went on to explain: "I am good at interpreting, but I think differently to the people marking them, so therefore give a different answer." F02 indicates that a separation exists between how her ability to interpret and analyse is not recognised according to the marker's own interpretation, revealing a confusing discrepancy in how she views the credibility and validity of her own inferences (Smagorinsky, 2008) and a threat to internal attribution (Weiner, 2000). When triangulating the data for this participant, her initial score of 75%, or a standardised score of 111, places her above average, yet she seeks no solace in this, remaining inhibited. If uncertainty and speculation begin to define a child's experience of reading in class or for assessment, the process is potentially undermined and child's perception of ability or self-efficacy in the task, irrespective of their ability, is impeded.

F02 confirmed feelings of helplessness, a challenge to her self-efficacy and lamented the restrictions in English because it "has so many rules". 29.1% (n=7) of pupils expressed feelings of difficulty and inability in assessments and of those, 12.5% (n=3) expressed how those feelings instigated stress. A further 20.8% (n=5) indicated that their academic self-concept was inhibited by assessments, with F09 claiming to "sometimes guess" contributing to a potential variance of scores (Conradi et al.., 2014) and ensuing further demotivation. F07 and F02 both refer to the experience as "bad". Low scores in assessments are the catalyst for feelings of sadness, stress, and feelings of failure, yet when we compare the data from these participants with their responses to reading motivations, they cite being "interested" and

"getting lost in stories" respectively. Reading assessments are injurious to these learners, confirming Dweck's observation that pupils lose sight of past success (2000). Pupils confirm the juxtaposition between reading in school which incites stress and their personal reading which 37.5% (n=9) of the participants cite reading as being emotionally engaging and relaxing (16%; n=4). The cynicism expressed by pupils regarding what is deemed to be the correct answer is concerning and proves to be a pervading impediment to accessing the tasks. Encouraging conviction and confident expression is paramount to their success.

The confidence children do hold in the process is the act of reading itself: 50% (n=12) referred directly to reading, and F10 goes on to specify confidence in synthesis and inference, but only 2 pupils referred to these skills and a further 2 pupils cited identifying devices as a feature they felt more secure with. Only 8.3% (n=2) children alluded to reading skills such as inference or synthesis which corroborates the insecurity in expressing ideas or personal interpretation expressed previously. While device identification does feature, there is more emphasis on the effect and purpose of techniques rather than arbitrary labelling. Responses from the pupils are mechanical, rudimentary and they are not expressing an awareness or confidence in analysis or personal interpretation. F05 articulates interrogative questions as the being "tricky", and she implies further insecurity in being asked, "what do YOU think?" (F05). Personal interpretation is promoted in lessons, yet there is a disconnect in the assessment itself proving that pupils are not activating the seven strategies of effective readers (McEwan-Adkins, 2007). Other pupils confirm this doubt, stating, "[either] could both be the answer," (M08) and "I can't figure out what it means," (F08). Ambiguity in decoding the answers creates barriers to their expression, because either multiple-choice does not accurately echo their thinking, or the language is incongruous to their own. Pupils are

required to decode the assessment on numerous levels, from the text to the questions, while deciphering the answer. Self-doubt inhibits confident execution of the task, and from the data, pupils feel capable of reading the text, but there is no evidence of self-efficacy following that.

Reference to prior knowledge, or any indication of metacognitive behaviour was superficial in the pupils' responses with 12.5% (n=3) being unable to articulate if they were able to use prior knowledge, and 16.6% (n=4) referencing skills activated from lessons such as taught vocabulary, knowledge of technical devices, or reference to a homework task. While relevant, these responses are predictable and simplistic and may not have contributed to the interrogative questioning of the text. Yet, 58.3% (n=14) expressed an intrinsic mindset, with pupils observing "you can never max out your ability," (M04) and that "you can do this thing called... learning," (M10) suggest an inherent willingness in the pupils and an appetite to learn. Academic self-concept is shaped by their experiences in reading assessments, but fundamentally and thankfully, their passion for reading is not tainted.

Interview 1 and 2

Echoes of helplessness and cognitive demands from the questionnaire were evidenced in both interviews. Pupils complained of time constraints juxtaposing the threat of running out of time with the seemingly "never-ending" (F04) nature of comprehensions. Time constraints in assessments invite frustration, and pupils complained they "can never find the right bit" (F12) and the reality that they must "keep reading," (F04) becomes stifling, repetitive and contributes to heightened anxiety. Revisiting the text impacts self-concept as the pupils claim to have a "bad memory" (M05) and subsequently feel "really stressed," (F10). Ultimately, this cyclical process leads to inertia and pupils demonstrate signs of self-sabotage:

“I can’t really be bothered to read it and I just guess,” (M12) corroborated by M02 who reflected you skip over the words... it’s really annoying and you think you’re not very good,” adding further credence to the literature regarding motivation. Given that M12 expressed a fondness and curiosity for reading every day, his admission of emotional disconnect from reading assessments, is no doubt influencing his results (M12 scored below average in both assessments as part of this study) and subsequently his perception of ability.

Creating connections between personal reading to improve academic self-concept will not be straightforward. Pupils in interview 1 speak in starkly contradictory terms when referencing their reading: “When you’re reading, you’re quite free,” (M05) and “answering questions about your book, it doesn’t feel right,” (M05). The pupils are highly protective of their reading. Uninhibited reading is simply not a concept they associate with reading comprehension: pupils alluded to their sense of expression being undervalued and the removed autonomy that arises from multiple choice forces children to “question” (M05) themselves, despite the selections all appearing to “make sense” (M05) which, in their eyes becomes “so stressful” (M05) and “the most difficult thing possible,” (F12).

F04 likens the process to a river: “it’s a dammed river in a comprehension... you get like stopped... you have to figure your way out to get like, to be relieved and then you’re like, oh wait! There’s another dam,” (F04). The perseverance the children show in their reading feels to them unrewarded, despite their determination, relating to the detrimental impact task accomplishment has on academic self-concept (Schunk, 1985). Further threats to self-efficacy are evident in interview 2, and panic noted in M02’s voice: “you’re not recognising the wor – you're not recognising the... it’s because you’re stuck” mirrors how stifling the experience feels. In this interview, grades became a more frequent theme, which when

compared to the negative emotional engagement expressed and impeded self-efficacy where self-doubt is expressed, despite previously collective celebration of reading. For reading comprehension to be meaningful, pupils must feel free, and we can improve their academic self-concept by celebrating their reading as a highly valuable and transferrable pursuit, exposing children to multiple texts in a participatory approach to practice relevance and persistence in challenging tasks (Chambers-Cantrell, 2016). Without doing so we fail to capitalise on a highly effective learning resource in our classrooms: our pupils' own reading.

Questionnaire 2

Explicit stimulated recall pertaining to the *Three Knowledge Domains* was more challenging for the pupils to express, as 18.1% (n=4) pupils could not articulate the impact in their responses, and 1 pupil felt that "I don't bring any," (M02). Interestingly, his final assessment data is equal to his initial score, further confirming limitations of the time limit given the complexity of the sense of self-awareness we are looking to elicit from the pupils. 40.9% (n=9) were able to provide positive comment about the impact of reflecting on their cultural capital and reading identities. 18.1% (n=4) reflected on prior knowledge, 22.7% (n=5) attributed reading efficacy as a strong determiner in their comprehension success. 13.6% (n=3) commented on a heightened understanding of their academic self-concept, which all contributes to the notion that once we invite pupils to recognise the significance in their individual perspective, we might resolve the imbalance pupils have identified between reading for pleasure and reading for comprehensions.

Pleasingly, 68.1% (n=15) pupils found using the *Four Questions* helpful, attributing them to increased engagement, heightened critical thinking, accuracy, and self-efficacy, alongside a great goal-orientated focus (Elliott & Dweck, 1988) in the assessment. While M02

was unable to articulate efficacy in reflecting on cultural capital, he was affirmative in the use of the *Four Questions:* "Yes it has helped in motivating me as it sets a goul (sic)." The intention to enable pupils to engage more thoughtfully with the text was realised: F06 remarked that "I really thought about the four questions and used them to help me," and subsequently, her score increased from 59% to 92% taking her score from average to 135. Equally, F02, whose scores rose from 75% to 92% claimed that the questions were "quite fun and interesting to think about... while doing the assessment." Following the initial comprehension, F02 lamented the process, citing frustration at being made to feel her inferences were wrong, so her shift in attitude suggests that using this technique as part of our pedagogy will invite the deeper thinking and objective appreciation for the text in class and assessments that I set out to achieve. F02 likens the assessment to "fun" attributing feelings of emotional engagement in her reading that does replicate her reading for pleasure.

Of the fifteen pupils with improved scores 33.3% (n=5) of pupils credited the *Four Questions* to promoting greater accuracy and heightened self-efficacy in the task, claiming "they made my comprehension skills better," (M01) and "helped me devise answers for comprehending the text," (M10) alluding to greater cognitive awareness and evidence of being more intentional in the reading. Attributing the framework to completing the questions "quicker and... better," (M03) and comments pertaining to critical thinking revealed a positive reaction to the process, with pupils believing to read "in a more detailed way" (M04) and "think differently about the text," (M09).

However, 27.2% (n=6) felt that there was little to no impact on their ability to complete the comprehension, despite 4 of these pupils' attainment improving in the final comprehension assessment. 13.6% (n=3) definitively rejected that the *Four Questions* had any

impact on attainment, self-efficacy, and ability. Two of these respondents initially expressed differing views to reading, with F09 claiming in the questionnaire to read every day, and the other infrequently because "I am not a keen reader," (M06). The data reveals that regardless of improved academic attainment, teachers cannot discount the authentic individual experience of the participants who complained that the process "slowed" (F06) progress, or were simply "boring," (M06). Pupils discussed previously the multiple requirements of a reading comprehension, and pupils are right to reject the notion of another component: the data in this study exposes the cognitive and physical strain of assessments, and contributing to that further has limitations. Despite most pupils reflecting positively on the efficacy of the *Four Questions,* pupils identified flaws. As Chambers himself warned, "the 'tell me' approach is not a mechanical textbook programme," (Chambers, 2011). Implementation requires pupil consultation and collaboration into the learning dialogue in class if we are to embed the practice consistently and holistically. It becomes a "temporary support system," (Smith, 2016) that replicated and applied autonomously by pupils in assessment.

5.4 Research Question 3

What strategies can children develop for themselves when completing assessed reading comprehension?

Questionnaire 1

The pupils lamented how texts they encounter in assessments are disconnected to their interests, but rather than view this as a limitation, pupils can and should be encouraged to embrace how every "book possesses its own peculiarities," (Chambers 2011). The capacity for this was evident in their early responses: Pupils love reading, they enthuse about their enjoyment for it, the therapeutic benefits they obtain from it, and the ability to escape into

their own imagination. Their enjoyment for creative writing reveals their ability to embrace their voice, with 20.8% (n=5) celebrating the unrestricted freedom they experience. Yet this freedom is not possible in their assessed reading.

Pupils confirmed a pervading pessimism in both the first questionnaire and two interviews: comments pertaining to assessments addressed challenge and the resultant negative self-concept that arose from finding assessments "hard" (M08) and "stressful," (M11). Navigating the "many rules" (F02) invited feelings of helplessness, while F01 abandons being thorough to "skim read and then I get the question wrong." English and the associated assessments drive both freedom and restriction, confidence, and insecurity, revealing a devastating paradox for our learners.

Interview 1

Time constraints, confusion and revisiting the text were common causes of helplessness, cognitive strain and removed autonomy. Equally, heightened insecurity in decoding the questions contributed to the pupils' overt aversion to assessments. Repetition and having to "go back and read the whole paragraph again" (M05), contributes to helplessness and feelings of anxiety and confirms incomplete reading of the text (Strommen & Mates, 2004). Pupils report that they "spend a bunch of time figuring out the answer," (F13) because "you're on a time limit" (M12) and "you've wasted all of you – all of your time," (F13). Cognitively and emotionally, the process is demanding and invites unease in the pupils who having previously celebrated feeling "free because you can express yourself" (M05) in writing, yet helpless and exasperated in assessments because "I have to go back and read the whole paragraph again because I have a bad memory," (M05). Following the intervention sequence, this pupil attributed the "things we learnt in class" as motivating strategies for the final

comprehension in which his score rose from 42% to 59%. While this comment is inconclusive, when triangulated with his answer to strategies in class, he referenced “acting it out and imagining it in my head,” and experienced greater engagement using the *Four Questions: “*They helped me find useful pieces in the extract of writing” and invited greater proficiency with improved confidence.

Decoding the questions and uncertainty were prevalent themes in the interview, but responses limited to “the questions” (M07) and “answering the questions,” (M04) risk misinterpretation or researcher bias as they could imply decoding the language in the question, or the physical act of answering the questions and doubting their expression or ideas. However, considering the former we need to develop strategies for understanding language and building resilience.

When the pupils cite “the questions” as being tricky in the questionnaire, it is possible that the act of answering, retrieving the correct answer from the text, or giving a secure inference challenges them. Because the data is inconclusive, I am forced to speculate, which is a limitation of this study. However, qualitative research requires and benefits from the “human intelligence of the researcher,” (Hatch, 2002) and afforded me the privilege of responding directly and intuitively to the participants’ experiences, and by triangulating this with data from the interview we observe how the children experienced removed autonomy from the questions and multiple-choice answers provided. Pupils reflected on feeling “limited” and “sometimes I have a different answer to that,” (F10). F12 described he questions as “very vague and similar” or “worded complicatedly,” (F12) diminishing pupil confidence and removing intrigue and curiosity: “I like reading but... answering questions about your book – it doesn’t feel right,” (M05).

Questionnaire 2

When reporting on the strategies they used to decode *Macbeth*, the most common theme was language where in pupils commented frequently about “root words” and the growing ability to consider how words operate synonymously in context: “I think of a synoninm (sic)” (F06) or “thinking about the root words or similar Latin or English words,” (F03). While their etymological knowledge is still developing, pupils have recognised that in bringing their prior knowledge of language, they demonstrated greater self-assurance. M04 asserted, “I planned for how I was going to read the text and approached it confidently,” which is a positive indicator for how when pupils do acknowledge and activate their individual knowledge and experiences, academic self-concept, efficacy and the “reading mindset” (DfE, 2024) is accomplished. Furthermore, M04 recorded an increase in comprehension scores from 67% to 75%. This is indicative evidence that once children unlocked their prior knowledge consciously, they in turn unlocked perseverance. In their capacity to engage with *Macbeth* they could apply this strategy to assessments and questions.

Independent recognition of the strategies is important to this research, and at this stage, pupils had a greater tendency to attribute their cultural capital mostly to their personal reading rather than any reflection of related experience. As I feared, the intervention offered a limited window to instil the awareness of cultural capital and reading identity. Being year 6, teachers must carefully foster this dialogue, but early indicators suggest that pupils were beginning to embrace *The Knowledge Domains.* Reassuring comments such as “it was helpful to think about what knocks me off,” (M07) and “I planned for how I was going to read the text,” (M04) indicates greater resilience and awareness; the acknowledgement of preparation implies more confidence rather than the overt disdain expressed at the start of the study.

When pupils recognise that “I’ve learnt to trust myself in comprehensions,” (F08) and “I identify as a competitive reader and that makes me do better in comprehensions,” (F07) we can observe a shift from the inherent disdain for comprehension to a willingness to apply previous skills, to “find good interest in most stories,” (M04). And, in the words of F08, “that gives me confidence.” Using this confidence as a catalyst for curriculum development, we can begin to capitalise on the “beliefs and knowledge students bring to class... in asset-based ways to inform curriculum content and design,” (Ellis & Rowe, 2020) which in turn might galvanise pupils to acknowledge and apply said beliefs and knowledge in a more constructive and deliberate manner.

The final comprehension results reveal an upward trend in literacy attainment following the intervention sequence. To achieve greater rigour and to discount anomalies in the results, hosting a second comprehension would have validated the results, and for future research, this will be a consideration. However, pupils collectively revealed a positive response to the efficacy of the *Four Questions* as a strategy for engaging with the text. As per the guidance of Chambers, the intention is not to generate a homogenous framework but to invite pupils to abandon a sense of disconnect and intuitively apply the questions, in line with effective reading strategies (McEwan-Adkins, 2007). 47.8% (n=11) of pupils who saw improved attainment scores responded positively to the *Four Questions* as a contributory strategy to achievement. Engagement was improved, as pupils cited “it helped me to understand more,” (F01) and “they helped to motivate me,” (M09), proving that pupils were feeling more connected to the text and to the process. Improved critical thinking was evident as F01 remarked explicitly that they “helped me be more critical,” and F07, who previously expressed low academic self-concept previously because “I think I will fail,” felt that the *Four*

Questions enabled her to think "deeply about the questions and the text." This is enlightening and a significant improvement in this pupil's reading efficacy. Critical thinking improved in lessons, and pupils began to take risks with their inferences. F12, who was vociferous in her aversion and disdain for reading comprehensions, commented on the antithetical nature of Macbeth: "He is controlling but can be controlled," supported by M06 who noticed, "He can be summoned by the witches to do something evil, but everyone else thinks he is good." Having evaluated the use of the *four questions* as "boring" in the final questionnaire, M06 proved that the scaffold has the potential to elicit high-quality observations and analytical skill.

Of all the pupils who sat the final assessment, irrespective of improved or static scores, 24% (n=6) attributed the *Four Questions* to enhanced accuracy and self-efficacy, enabling pupils to answer the questions "better," (M01; M03). For M08, a self-reported non-reader at the start of the study, claimed "they really helped me to dig deep into the text... and yes they have motivated me," reassures me and confirms the capacity for change this method holds by improving the interactions children have with the texts they encounter. F08 made astute and powerful connections between the texts: "Macbeth is similar to the witches; it's almost like he's their puppet!" leading to what I recorded in my field notes as "enthused and collaborative discussion." Comments such as these are inspiring. And, while there is insufficient evidence to determine a definitive strategy for deciphering multiple-choice questions, as only 12% (n=3) of all the pupils who completed the final assessment cited that they could access the questions better, pupils are displaying positive signs of developing more metacognitive approaches through their willingness to employ their personal knowledge of language.

Data pertaining to the efficacy of this approach for Dyslexic learners was inconclusive due to the limited sample size, but 50% (n=2) of Dyslexic readers improved their reading score and performed above average in the second assessment, while the remaining 50% (n=2) saw a below-average score. A gender discrepancy emerged here according to the research into gendered achievement (Marchant & Hall, 2003) but the limitations of the small sample size remove any validity or rigour in these findings. Future research would require a larger sample. However, both boys asserted positive indicators to the efficacy of the *Four Questions* as a method for engaging with the text, and M08 admitted to "now" enjoying Shakespeare, a highly pleasing outcome from an English teacher's perspective. I suspect that this increased cognitive load for these learners in the assessment, and their results prove this. Chambers reminds us that pupils need to find harmony and automaticity with these questions. For my Dyslexic learners, the need for refining this approach is critically apparent.

The EEF seven stem model cites pupil-led memorisation of strategy, guided practice, independent practice, and structured evaluation as important stages of embedding any metacognitive strategy (Education Endowment Foundation, 2024), and the time constraints of this intervention meant that these stages were only briefly explored. Memorisation could not be realised, so we provided the framework, and despite early indicators confirming the efficacy of *The Four Questions*, as Chambers warned, he does not intend us to replicate the structure mechanically. However, when pupils notice how, when reading Act 1 Scene 3, that "Drowning is like being lost, and it's a metaphor for Macbeth sinking into the Witches' evil hands," (F11), I am astonished by the sensitivity, insight and originality in the pupils' ideas. There is great promise and potential in children harnessing this method more independently

in any learning or reading assessment for the benefit of their academic attainment, but most importantly to preserve their attitudes to reading.

6 Discussion and Conclusion

Defining success in reading is a complex task because each individual pupil brings to their perspective of success their own experiences of reading. Measuring success in terms of grades derived from a rubric or standardised scored helps to indicate cognitive ability, but how a child perceives their own success in reading is more nuanced and complicated. As seen in the results of this project, scores alone may alienate a child, irrespective of personal progress in individual attainment, which might be evidenced in indeterminable measures: heightened engagement, improved academic self-concept or even simply the motivation to read more.

Improving pupils' perceptions of ability and performance in reading assessments, mitigating their feelings of helplessness, and creating a clear connection between their reading for pleasure and their reading for assessment were key outcomes. The relationship pupils have with their reading is deeply personal and complex: from escapism to competition, from thrill seeking to relaxation, pupils struggle to align these feelings when they encounter reading for assessment; it is no wonder that pupils want to preserve and protect their extracurricular reading pursuits. However, pupils responded positively to the intervention: firstly, having the explicit opportunity to reflect on their prior knowledge through the *Knowledge Domains* gave the lessons, and learning valuable and meaningful context. Secondly, removing teacher control of questioning and inviting the pupils to take agency over their responses to the text through use of the *Four Questions* was empowering and satisfies

the assertion that Ryan and Deci (2017) make about responding sympathetically to our pupils' individual needs.

A vital outcome from this project pertains to the teaching of reading. We must adhere to the child's need to have agency and control (Brandt, et al., 2021) in their thinking and abandon fear in the face of explicitly teaching cognitive cues which places barriers to pupils' thinking and restricts expression. Shifting the pedagogical practice without undermining teachers must be expedited sensitively. Teachers may have a deficit in the skill of teaching reading using modern pedagogy (GL Assessment, 2024), and offering adequate support is imperative if we are to preserve the children's innate affinity with English and their passion for reading. Projects such as the Faster Read project are of interest as teachers equip pupils with the autonomy to interrogate, comprehend and infer. Equally, pupil-led interrogation prompted by the *Four Questions*, enriched the reading experience. Deliberate and consistent investment from all teachers in the department, including dedicated time for CPD to build teachers' skillset is a priority: it takes "time for students to internalize and apply reading strategies" (Chambers-Cantrell et al., 2016). By facilitating a route into metacognitive, deeper critical thinking and application of prior knowledge, where beliefs and experiences are credible attributes to their participation in literary discussion, our pupils may finally align their reading for pleasure with the discipline of reading comprehension.

The research questions are inextricably entwined with the subsequent findings as the recommendations for each research question is reliant upon and relevant to the other. Pedagogical review is required if we are to explicitly teach the metacognitive strategies pupils can adopt for academic success, which resultantly improves pupils' academic self-concept. The findings for the efficacy of *The Knowledge* Domains is inconclusive, but even in the

embryonic stages of this dialogue, pupils were showing signs of greater empowerment and self-regulation in assessments and in lessons, because as Ellis and Smith extol, “a learner’s personal and social identity as a reader… matters,” (2017). With determined focus to incorporate these domains, pupil-led interrogation will enrich our classrooms with different thinking, different opinions, and different literate behaviours that can all enhance and inspire learning. Perhaps we might allow pupils to view their learning through a new lens, while being inherently self-aware. Development of this approach is already underway in my department with greater agency given to the children in reading tasks, and we are collaboratively reviewing of schemes of work to include opportunities to embrace individual reading identities and unlearn helplessness (McCombs, 2001). Our use of the *Four Questions* has been a significantly helpful route into texts, proving that pupils learn best when scaffolded (Vygotsky, 1978) with helpful and predictable patterns. Our pupils’ self-reported internal attribution means our children are susceptible to widening cognitive processes and by embedding the *Four Questions,* we might create structured routines that reduce cognitive load (Chambers-Cantrell, 2026) and increase persistence and enjoyment. In the department, we have since introduced the concept to parents, igniting the dialogue around reading at home as well as at school.

While the subject of this research was to enquire into strategies children can employ to improve their perception of reading efficacy and self-concept in assessments, it would be remiss to ignore the overwhelming enthusiastic evaluation of learning *Macbeth,* where M05 simply chose to celebrate “ALL OF IT!!!” when asked what he enjoyed the most. He offers a heart-warming confirmation of the success of the learning that was fulfilling for both pupils and myself.

In recalling of one of the pupil's honest and spontaneous comments about their reading, "Books hold memories," I am reminded of the duty and responsibility we have to capture our reader's imaginations, preserve their magical and intuitive inclination for reading and honour each pupil's reading identity. As Mary-Ann Wolf instructs us to remember, "how natural it is for a child to read." (2008)

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Appendix 1 **Overview of learning and teaching**
Lesson Sequence

Emerging themes from data collection:

- Pupils find comprehension texts irrelevant and unrelatable; they find the texts tedious
- They do not feel intrigued or curious about the texts
- Comprehension activities do not invite pleasure in reading
- Frequent pausing for questioning during reading is distracting and demotivating
- Multiple choice questions confuse pupils; choosing from a selection removes autonomy
- Pupils are not applying techniques in class or from their personal reading experiences in assessments
-

Lesson Sequence
Lesson 1 Objectives: Comprehension of the scene: representation of the witches and Macbeth through descriptive devices and transformative writing. • Pupils read and perform Act 1 Scene 1 • Group collaboration in devising a performance including discussion and rehearsal. • After initial reading, pose the first of the *Four Questions*: What do you like? Elicit their subjective viewpoint and allow pupils to explore what intrigues them. Use their responses to draw out connections and to recognise patterns in the language. Using prior knowledge of descriptive devices, transform the verse into prose. • Question the children what they already know about completing a task like this and elicit from them their strategies and what knowledge they bring to the task.
Lesson 2 Act 1 Scene 2 - Macbeth Objectives: Reading and comprehending the scene, without leaning on traditional cognitive teaching approaches. Three domains of knowledge: Cultural capital / emotional attitudes and values • Pupils anticipate what skills they already have that they can reflect o • Complete the Venn diagram based on the *Three Knowledge Domains*. • Read the text individually. Read the text as a group. • Verbally introduce the *Four* Questions and integrate into questioning and basis for discussion: **What do they notice / like / find puzzling / what patterns do they see?** • • Performance of the scene. • Tell me about Macbeth as a character. Pupils write their responses in their books. • Reflect on the Venn: Can pupils tell us if any of the strategies helped? Which were the most powerful? (Looking to identify if 2 and 3 have had any impact / if they are powerful factors in comprehension)

Lesson 3 and 4 (2 lessons required)
Act 1 Scene 3 - The Witches

- What prior knowledge do the children have of the witches? Build a working wall of ideas.
- (Show scenes from Hocus Pocus/The Witches (latest version) and ask pupils to note any similarities/differences, and compare to Shakespeare

- Return to Venn diagram, reflect, and add to,
- Cultural capital: What experiences have we had recently in English that will help me? What do I already know about the witches that will help me to read this scene?

- Personal identity: How do I feel about the witches? How do I feel about reading more? What am I looking forward to? What am I not looking forward to? If I get stuck, what will I be able to do?
- Read together as a class.
- Return to the answers to the questions posed and address them.
- Four questions: **Like? Notice? Puzzles? Patterns? - Elicit the metaphor of the sailor on the ship and nautical images.**

- Performance.

- What might the metaphor of a voyage or setting sail be? Create an extended metaphor using nautical imagery for a day in the life at St. Christopher's. Look back at the metaphors created in 'Horrible Poetry.'

- Impressions of Macbeth: "A drum," and...
- "So foul and fair a day I have not seen." Can children create their own paradoxes?
- Patterns? Connections? (Return to *Four Questions*)

Lesson 5

'Horrible Song' Ted Hughes
Objective: To devise a stanza of a poem inspired by 'Horrible Song' about your own familiar.
Stick in Books

- What do we know about 'familiars'? What animals have you encountered in your reading that are associated with omens or the supernatural? Why? **Cultural capital – concentrate on eliciting from the pupils what cultural capital they bring to preparing for this lesson.**

- Pupils read the poem to themselves. Subtly pose the four questions (or derivatives of) and seek feedback. Turn pupils' attention to the poem again. Based on what they have **noticed,** devise a performance in pairs or threes. How does what they have noticed impact the performance? What connections or patterns affect the performance?

- Creating a stanza: Before creating their stanza, what prior knowledge do they need to activate? What will make the stanza effective? Pupils create their own checklist; what do they want to focus on?

- Draft and edit **in books**

- **How** did X create a successful poem about a familiar? (*Four Questions*: Notice / Like / Puzzling / Patterns)

Lesson 6
Act 1 Scene 3 - Macbeth

Objective: Apply previous strategies to reading and comprehending the character Macbeth.

- Ask pupils to write: How did you feel about reading Shakespeare before? How do you feel now? Do you feel differently, or more confident? Why? Take in responses and give to AAD.

- Four questions: Separate the class into groups and allocate roles.

- Within groups, nominate a leader to question the rest of the group according to the 4 questions. Decide what they like/notice and how that will impact performance.

- What puzzles them? How will they overcome challenging or tricky moments?

- Perspective writing from Macbeth. Collaborative writing: refer to text and draw conclusions.
- Strategies for understanding character.
- Strategies for planning a piece of writing.
- Strategies for capturing voice.

- What have they learnt about Macbeth? Compare to text.

Lesson 7
Macbeth and Banquo

- Using the *Three Knowledge Domains as* a basis, discuss the concept of 'ambition.' **What ambitions do the class have; how will they achieve them? How far would you go to reach your ambitions?**
- Re-cap: Macbeth. What has been promised to him?
- Macbeth says: "Stars hide your fires…" (I.IV) What do we like about this line? What do you notice? Can you make any connections to previous scenes?

- Read a redacted version of the scene.

- Write the letter to Lady Macbeth. What knowledge do you need to activate? What strategies?
- Elicit from the pupils prior learning and activate strategies used in past lessons.

Read Macbeth's letter and use the *Four Questions* to initially respond to the text. Pupils have an opportunity to compare their letters to the original text.

Lesson 7
Final unseen comprehension using *The Three Knowledge Domains* Venn diagram and the *Four Questions* as a framework to make notes and prompt thinking during the assessment.

Appendix 2
Raw Data: Comprehension Scores

Pupil	Test 1 Score	Mean	New Score	Z Score	Standardized Score	Test 2 Score	Mean	New Score	Z-Score	Standardized Score
F01	25	57.2	22.76883835	-1.414213562	78.78679656	84	71.9	8.555992052	1.414213562	121.2132034
F02	75	57.2	12.58650071	0.78177023	111.7265535	92	71.9	14.2128463	2.349230794	135.2384619
F03	67	57.2	6.929646456	0.430412823	106.4561923	84	71.9	8.555992052	1.414213562	121.2132034
F04	59	57.2	1.272792206	0.079055417	101.1858312	75	71.9	2.192031022	0.362319177	105.4347877
F05	75	57.2	12.58650071	0.78177023	111.7265535	92	71.9	14.2128463	2.349230794	135.2384619
F06	59	57.2	1.272792206	0.079055417	101.1858312	92	71.9	14.2128463	2.349230794	135.2384619
F07	42	57.2	10.74802307	-0.667579073	89.98631391	75	71.9	2.192031022	0.362319177	105.4347877
F08	42	57.2	10.74802307	-0.667579073	89.98631391	84	71.9	8.555992052	1.414213562	121.2132034
F09	67	57.2	6.929646456	0.430412823	106.4561923	75	71.9	2.192031022	0.362319177	105.4347877
F10	59	57.2	1.272792206	0.079055417	101.1858312	65	71.9	4.87903679	-0.806452362	87.90321457
F11	50	57.2	5.091168825	-0.316221666	95.25667501	75	71.9	2.192031022	0.362319177	105.4347877
F12	abs	57.2	abs.	abs.	abs.	67	71.9	3.464823228	-0.572698054	91.40952919
F13	50	57.2	5.091168825	-0.316221666	95.25667501	42	71.9	21.14249276	-3.494626902	47.58059647
M01	34	57.2	16.40487732	-1.01893648	84.7159528	84	71.9	8.555992052	1.414213562	121.2132034
M02	67	57.2	6.929646456	0.430412823	106.4561923	67	71.9	3.464823228	-0.572698054	91.40952919
M03	59	57.2	1.272792206	0.079055417	101.1858312	59	71.9	9.121677477	-1.507715286	77.38427072
M04	67	57.2	6.929646456	0.430412823	106.4561923	75	71.9	2.192031022	0.362319177	105.4347877
M05	42	57.2	10.74802307	-0.667579073	89.98631391	59	71.9	9.121677477	-1.507715286	77.38427072
M06	abs	57.2	abs.	abs.	abs.	75	71.9	2.192031022	0.362319177	105.4347877
M07	59	57.2	1.272792206	0.079055417	101.1858312	55	71.9	11.9501046	-1.975223901	70.37164148
M08	75	57.2	12.58650071	0.78177023	111.7265535	69	71.9	2.050609665	-0.338943746	94.9158438
M09	50	57.2	5.091168825	-0.316221666	95.25667501	50	71.9	15.48563851	-2.559609671	61.60585494
M10	75	57.2	12.58650071	0.78177023	111.7265535	76	71.9	2.899137803	0.479196331	107.187945
M11	67	57.2	6.929646456	0.430412823	106.4561923	68	71.9	2.757716447	-0.4558209	93.1626865
M12	50	57.2	5.091168825	-0.316221666	95.25667501	59	71.9	9.121677477	-1.507715286	77.38427072

Appendix 3

Questionnaire 1. Pupil Perceptions: Axial Codes and Criteria (Braun and Clark, 2012)

Tell me about your favourite parts of English and English lessons.				
Reading	**Creative Writing**	**Academic Assessment**	**Enjoyment**	**Participation and Involvement**
		Criteria for Application of Codes		
Apply this code when pupils reference reading in lessons and the library, reading poetry and class reading.	***Apply this code when pupils reference descriptive, narrative, poetic writing.***	***Apply this code when pupils reference assessments or academic ventures.***	***Apply this code when pupils do not specify an element, but express feelings of fun.***	***Apply this code when pupils make reference to feelings of fulfilment as a result of collaboration.***
I like reading Skellig. ***F04***	*When we do a creative writing task.* ***M03***	*My favourite part is writing essays.* ***M12***	*My favourite part of English is that it's fun and not that much hard work.* ***M01***	*When we get together ingroups and discuss the lesson.* ***F07***
Reading books. ***M02***	*When we do creative writing.* ***F01***		*Learning about our new topics.* ***F12***	
Reading. ***F05***	*Creative Writing.* ***M06***		*You can do whatever you want and you can be free because it's your story.* ***F10***	
Reading. ***F06***	*Creative writing.* ***M08***			
Reading books. ***M10***	*creative wrighting (sic).* ***M07***			
Reading books. ***F03***	*Creative writting (sic).* ***M09***			
Reading in the library session. ***M04***	*Writing stories because you can be free and express yourself.* ***M05***			
Reading lessons ***F09***	*Doing creative writing.* ***F08***			
When we get to quietly read. ***F02***	*And doing creative writing because we can write in our own way.* ***F09***			
	Writing because I can express myself. Infected chicken. ***M11***			
	Creative writing ***F12***			
	Creative writing. ***M01***			
	I love writing poetry, stories... to be able to write whatever I want like my emotions and feelings. ***F02***			

	Lots of creative writing ***F10***				
Tell me about your least favourite parts of English lessons.					
Teacher influence and interrupted reading.	**Class Reading**	**Challenge**	**Technical Instruction**	**Assessment**	**Not Applicable**
		<u>Criteria for Application</u>			
Apply this code when pupils refer to teacher interference in reading.	***Apply this code when pupils demonstrate aversion to shared, group, or individual reading.***	***Apply this code when pupils express difficulty and impact to self-efficacy; apply if there is a lack of challenge.***	***Apply this code when pupils state an aversion to instruction in spelling, punctuation, and grammar.***	***Apply this code when pupils state displeasure in assessment.***	***Apply this code when pupils do not cite a specific area of dislike.***
MX takes forever explaining something that we all know. ***F04***	*Comprehension.* ***F06***	*Looking at poems because they are usually in old English and it's so hard and we spend a whole lesson on one poem.* ***M02***	*Spellings* ***M01***	*The tests.* ***M07***	*My least favourite part of the English lesson is nothing, i love it ALL (sic)* ***M12***
When we read Skellig. ***F01***	*When we are reading poems and looking for hidden meaning.* ***M10***	*Skellig is too easy of a read.* ***F03***	*Spelling.* ***M09***	*Any comprehension, to read long paragraphs.* ***M01***	
MX reading Skelling sooo (sic) slowly. ***F05***		*I hate comprehension. It's hard and boring.* ***F07***	*I don't like spellings.* ***M05***	*Comprehensions.* ***F08***	
MX explains something for too long and we know already. ***M06***		*English has so many rules. Some of them I don't like and can't remember.* ***F02***	*Doing grammar because I find it boring.* ***F09***	*Comprehension* ***F12***	
Reading three pages a week on Skellig. ***M08***		*When I get things wrong, I get annoyed because they don't sound wrong in my head.* ***F02***	*Spellings* ***F12***		
Class reading because we take a long, long time on a word and we never get through it. ***F03***		*I would like harder things to do for I like to be challenged.* ***F02***			
I would like to read whatever we want to and not read at everyone else's pace on the board. ***F02***					
I don't like reading our class book... MX keeps stopping					

after every page, so we barely read in the lesson. ***F10***

(Following responses to reading frequency) Can you tell me why this might be?

Engagement	Academic Motivation	Emotional Motivation	Dislike	Involuntary
Criteria for Application				
Apply this code when pupils express interest and curiosity.	***Apply this code when pupils indicate an academic benefit.***	***Apply this code when pupils express a positive emotion or imply a therapeutic motivation.***	***Apply this code when pupils give expressions of an aversion to reading.***	***Apply this code if pupils comment on mandatory reading***
The books I read have big cliff hangers, so I read often. ***M03***	*I love reading difficult books.* ***F04***	*I like reading because it's fun.* ***F06***	*I am not a keen reader.* ***M06***	*My mum forces me to.* ***M11***
I find it interesting. ***F01***	*I like finding new words for my writing.* ***M02***	*I like reading.* ***M10***	*When I'm about to read I just get really tired, and I can't be bothered.* ***M08***	
The book might be thrilling and I get sucked in. ***F05***	*They are hard.* ***M07***	*It helps me to relax.* ***F09***	*I don't like reading. It's boring and not interesting to me.* ***M01***	
Sometimes I read for hours every day. ***F05***	*Reading can improve your vocab.* ***F12***	*I love reading and visualising things in my head and getting lost in the stories.* ***F02***		
I end on a cliff hanger so I want to know what happens. ***F03***		*It calms me down.* ***F06***		
I enjoy it and I like it and it's like watching a movie in your head. ***M04***		*It's calm and helps me relax.* ***M05***		
I like to find out information and other people's ideas. ***M12***		*It makes me happy.* ***F08***		
My books are very interesting to read. ***F07***		*Manga gives me energy!* ***M11***		
Because books take me into a different dimension in my imagination. ***M05***		*It can be relaxing.* ***M04***		

Reading can expand your imagination. ***F12***			*I sometimes read to get my mind off things that I don't want to think about*. ***F10*** *I can get away from other things.* ***M04***		
Can you tell me about your experience in reading comprehension?					
Tedious	**Challenge**	**Self-efficacy**	**Ambivalence**	**Negative academic self-concept**	**Inspiring**
Criteria for Application					
Apply this code when pupils express feelings of boredom or disengagement.	***Apply this code when pupils express feelings of difficulty and when their ability or happiness feels challenged.***	***Apply this code when pupils express comments about their ability, both negative and positive.***	***Apply this code when pupils have mixed feelings in response to the question or are non-committal.***	***Apply this code when pupils determine an explicit negative response pertaining to ability.***	***Apply this code if pupils have a positive reaction to their experience in reading comprehension.***
Sometimes a bit boring. ***F04***	*Sometimes I skim read it and get the question wrong.* ***F01***	*I'm really good at it.* ***F01***	*I find them medium because I have done a lot.* ***M06***	*I'm not amazing at them.* ***F05***	*The exam in year 5 made me read His Dark Materials.* ***F03***
Really boring and my mind wanders sometimes. ***M03***	*I find them quite hard.* ***M08***	*I get stressed if I feel I can't do it.* ***F08***	*I guess I'm OK at it.* ***F06***	*When you answer a question there is normally more than one answer which looks like they could both be the answer.* ***M08***	*Normally fun and calming because I'm reading* ***M07***
I have been bored quite a few times. ***M10***	*I don't like to answer the questions at the end.* ***M01***	*I find it difficult when I can't understand the question... when it's multiple choice, I sometimes guess.* ***F09***	*Sometimes easy sometimes a bit hard.* ***M01***	*It was a bad time because I scored really low.* ***M05***	*I like to find out information and other people's ideas.* ***M12***
	I really don't like it. ***M08***			*It's something that I hate and I have to do. It was really bad because I did bad on Literacy Planet.* ***F07***	
	Stressful. ***M11***			*It feels like a sad part of life... I think I will fail.* ***F07***	
	I get stressed if I feel I can't do it. ***F08***			*It's annoying because when they ask us what we think and we say what we think, they say it's wrong.* ***F02***	

	Most of the time it's quite hard. ***F10***				

Tell me what parts of the reading comprehension you felt more confident in.

Identifying Devices	Scanning and retrieval	Synthesis and inference	Reading	Broad confidence	Cannot articulate
Criteria for Application					
Apply this code when pupils express the ability to find writer's techniques and devices.	***Apply this code if re-reading and selecting information from the text is mentioned.***	***Apply this code if pupils can summarize the text.***	***Apply this code if pupils express ease or confidence in the initial reading of the passage***	***Apply this code if pupils give a broad response and do not specify one element.***	***Apply this code if pupils cannot express any confidence in any aspect.***
Identifying metaphors and similes because I find that easier. ***F04***	*Answering the questions.* ***M02***	*When it says to describe in your own words.* ***M06***	*Reading the passage because I read every day.* ***M03***	*I'm confident with all the parts in "reading comprehension."* ***F03***	*I am not confident in any part of it especially remembering the passage. I could have just read it and then forgot it.* ***F07***
When it asked about the structure. ***F01***	*Finding the answer.* ***F05***	*I think I am more confident at understanding what the passage is trying to tell me like if there is a hidden meaning in it.* ***F10***	*The reading* ***M06***	*Most of it.* ***F02***	*idk.* ***M11***
			The reading part. ***FO6***		*I don't remember.* ***F12***
			Reading it because I found it thrilling. ***M10***		
			Reading the text part. ***M09***		
			Reading the text. ***M04***		
			The reading aspect. ***M05***		
			I feel more confident with the reading part. ***F08***		
			When I find it fun to read I find it easier to answer. ***F09***		
			Reading the extract. ***M01***		

Tell me what parts of the reading comprehension you felt were more tricky.

Decoding the text	Decoding the questions	Uncertainty	Identifying Devices	Higher-Order Skills	Cannot articulate
		Criteria for Application			
Apply this code when pupils express difficulty in deciphering the text, decoding language, and retrieving information	***Apply this code when pupils express difficulty in decoding the language and meaning of the question.***	***Apply this code when pupils express a lack in confidence in understanding what they are expected to do and how they are expected to answer.***	***Apply this code when pupils express difficulty in selecting devices or techniques employed by the writer.***	***Apply this code when pupils express inability to access questions pertaining to inference and prediction.***	***Apply this code when pupils cannot express a specific element that they find difficult, or if they cannot give a response.***
I think understanding the unusual words. ***F04***	*I find understanding the questions difficult.* ***M03***	*Getting to the last Q, and putting the answer into a full sentence, when they ask me what do YOU think.* ***F05***	*Stuff like where is the verb.* ***F06***	*I find it tricky when it asks you a question and then why.* ***F01***	*I don't know.* ***F03***
Finding it in the text. ***M12***	*Understanding what the questions are asking is difficult.* ***M02***	*(My answer to Q5 is my answer)* *There is normally more than one answer which looks like they could both be the answer.* ***M08***		*The predicting part.* ***M10***	*I find that every part of it is tricky.* ***F07***
Finding the answer to find a bit to answer the questions. ***M01***	*I find the questions difficult.* ***M06***	*I find the writting (sic) bit hard at the end.* ***M09***		*When they ask about characters feelings, which I think I am good at interpreting, but I think differently to the people marking them, so therefore give a different answer.* ***F02***	*idk* ***M11***
	Answering the questions at the end. ***M01***	*Taking the information and writing it down.* ***M05***			*I don't remember.* ***F12***
	The questions. ***M07*** *I think I find answering some tricky questions that I just do not know the answer to I*	*I find the part where you have to answer the question because sometimes I can't figure out what it means.* ***F08***			

	sometimes just give up and guess. ***F10***			
	Answering the questions. ***M04***			
Tell me if you were able to use your previous knowledge to complete the comprehension task.				
Activated Skills from Lessons	**Activated Skills from Reading**	**Disconnected Task**	**Cannot Articulate**	**Familiarization with Format**
		<u>Criteria for Application</u>		
Apply this code when pupils express acknowledgment of prior learning or skills directly associated with previous lessons.	***Apply this code when pupils express a connection between their reading and the completion of the task.***	***Apply this code when pupils express a sense of the task being detached or irrelevant to previous learning and previous tasks.***	***Apply this code when pupils express feelings of confusion or an inability to make connections between the task and previous learning.***	***Apply this code when pupils exclusively reference previous comprehension tasks in assessment.***
Some words in there I only learnt around 1 week ago. ***M01***	*I read a lot so I understood the passage.* ***M03***	*No because I don't usually do comprehensions like this.* ***F01***	*I don't know what this means.* ***F04***	*I also had some knowledge of just simple how to answer the questions and stuff because I used to practice a lot for the pre-test.* ***F05***
Yes, i (sic) was able to use previous knowledge such as from year 5 i had learned to use similes, alliteration etc. ***F07***	*I used my skills that I have sub-consciously picked up.* ***F02***	*We never read this before as one of are tasks so it was new and I couldn't guess the answers.* ***F09***	*I don't think so.* ***M02***	*I was able to use the elements from previous comprehensions.* ***M04***
When I was doing the test i (sic) remembered the analogy task on Literacy Planet. ***M10***	*I knew some vocabulary from the books I have read.* ***F05***	*No. I never read this before.* ***F12***	*No. The task sounded verrrry (sic) fake.* ***F03***	*I used my skills from other comprehensions, making me used to this sort of thing.* ***F06***
Yes I use alliteration. ***M09***		*No.* ***F13***	*idk* ***M12***	

Does your ability in "reading comprehension" influence how you feel about reading in general?

Disconnected Attitude	Confidence Enhancing	Boosts Self-Efficacy	Negative Impact	Cannot Articulate
Criteria for Application				
Apply this code when pupils express zero connection to their reading for pleasure and the reading they complete in comprehensions.	***Apply this code when pupils indicate a positive connection between reading and comprehension.***	***Apply this code if pupils make a clear link between reading comprehension and subequent reading ability.***	***Apply this code when pupils express a negative correlation between reading and reading confidence/efficacy***	***Apply this code when pupils cannot express clearly.***
No i like reading alot (sic). ***F01***	*Yes it does influence me to feel good about my reading.* ***F04***	*I think it boosts my reading by a lot.* ***M10***	*Yes because when I think I did bad I feel like I don't want to read anymore.* ***F09***	*I don't remember.* ***F12***
No my ability reading comprehension does not influence how I feel about reading in general. ***M02***		*Yes because it makes me think more about my book.* ***M01***		
No, well I don't think so. ***F05***				
No not realy (sic). ***M06***				
No not at all because I never do it anywhere but at school. ***F06***				
Not really. ***M08***				
No. ***F03***				
No because I love reading. ***M07***				
No. ***M04***				
No. ***M12***				
No because when I'm reading a book I'm not forced to answer questions about it. ***F07***				
Not really because I like reading anyways (sic) ***F08***				

I don't think so because reading comprehensions are sometimes stuff that I don't really like, but when I read I read stuff that I enjoy. ***F10***	
No because it's a totally different thing. In comprehension you answer questions but in reading you don't. ***M05***	
Tell me which of the following statements apply to your beliefs about yourself as a reader (*My ability is fixed and cannot be changed/ With extra effort, my ability as a reader can change)*	
My ability as a reader is fixed and I cannot change it.	
Criteria for Application	**I think that with extra effort, I can change my ability as a reader.**
Pupils applied this code themselves, choosing one statement and giving a reason for their choice. Pupil interpretation of the statements is key: two pupils claim a fixed mindset, but their interpretation of the statement is a positive affirmation of confidence in ability, rather than feeling impeded or restricted in their learning.	
I am a good reader. ***F04***	
I read lots, and truly enjoy reading stories so I don't believe that will change. I also think that I read at a high level meaning I am always taking on new vocabulary and that's a good thing and I don't want to change that. If I could read more that's the only thing I would change. ***F02***	*I believe this is true because I read alot (sic) everyday so I pick up new vocabulary.* ***M03***
I read quite a lot and I like reading so I don't think that will change. I don't think there is much to change about my ability as a reader. ***F05***	*I think this is true because I know I can improve on the reading bit and not lose focus.* ***M01***
I think that this comprehension didn't really help me on my reading. ***F06***	*I don't remember.* ***M02***
I don't like it at all. ***M12***	*I think that you can never max out your ability as a reader and that you are constantly learning and exploring.* ***M04***
I read loads and my ability is complete (sic) fixed in place. ***F13***	*I believe this can be true as i (sic) need to work on not rushing as i (sic) have been told multiple times but I just can't find out not to rush as I find it tricky.* ***F07***
	I think that because I read every day my ability will change. ***F03***
	I think that this is true. ***F01***
	I believe this is true as you can struggle with a word BUT it can be changed, you can do this thing I think it's called... learning? ***M10***
	If I show my effort towards my reading/English in general then I might score higher on tasks/exams. ***F09***
	You can always get better because you're always improving you expand on your skills and build new skills. Most things are not set in stone. ***F12***
	I believe it is true because I get better when i (sic) read more. ***M09***
	Idk ***M07***
	I don't know. ***M11***

Not sure. ***M08***

Appendix 4

Interview 1: Thematic/ Axial Coding (Braun & Clark, 2012)

Helplessness; feelings of stress and anxiety; self-efficacy	Aversion to reading comprehension and process	Cognitive and physical demands	Value in Expression; Removed autonomy	Intrigue, curiosity and enjoyment
		Criteria for Application of Codes		
Apply this code to capture expressions of helplessness, incapability, and anxiety. Recognise utterances and hesitations when children are having difficulty articulating their experience.	***Apply this code to capture expressions of aversion in direct reference to the act of completing and reflecting on reading comprehension.***	***Apply this code to capture moments when the children refer to the cognitive demands, reference to challenges with cognition, and physical impact of comprehension.***	***Apply this code when children discuss the restrictions in multiple choice questions and the subsequent feelings attached to deciphering selection. Apply this code to comments indicating limitations in expression.***	***Apply this code when pupils express feelings of enjoyment pertaining to reading and when that positive response to reading is impeded.***
It just gets like, it's a test comprehension, like I've got not time left, like, urghh (sic). ***F04***	*Oh no. Oh gosh. Not a comprehension... you try to remember where things are and keep reading and writing more stuff down.* ***F04***	*Keep writing more stuff down... Doing more.* ***F04***	*Especially if it's the multianswer one.* ***F04***	*I like the reading part but then when like, the questions, sometimes they can be a bit confusing.* ***M05***
They're like, never-ending... when's this going to end? ***F04***	*It's kind of like, not really a mood-killer but like... it kills the vibe! (Laughter)* ***M05***	*The question sometimes can be a bit confusing.* ***M05***	*Yeah – oh yeah. I get, like really stressed with that.* ***F10***	*And then the whole point of reading the comprehension is supposed to be reading but it takes the fun out of it because that's not what reading's supposed to be.* ***F12***
I can't remember what the answer to it was, so then I forget what happened? ***M05***	*Oh yeah! It kills the vibe!* ***Together***	*I've a really bad memory so whenever I have to go to the questions, after I'm like three questions in, and it asks me about something and I have to, I have to go back and read the whole paragraph again, because I have a bad memory.* ***M05***	*It makes me feel limited, because like, I like it when I get to have my own choice.* ***F10***	*It's really irritating because reading is really nice, but not when you're answering questions.* ***F12***
You have to go over it and all the questions are very vague and really similar and it really... it gets really frustrating because you can never quite find the right bit in the paragraph. ***F12***	*The whole point of reading the comprehension is supposed to be reading but it takes the fun out of it, because that's not what reading's supposed to be.* ***F12***	*You're on a time limit and sometimes you have to write a lot, if it's like write full sentence. It like, takes longer, and more work and effort.* ***M12***	*With multiple choice, you just have to pick the one that it like, the choices. And sometimes, I have a different answer to that, and it makes me feel like I'm getting everything wrong.* ***F10***	*I like reading but when it comes to answering questions about your book, it doesn't feel right.* ***M05***

And you've wasted all of your – all of your time. ***F13***	*I can't really be bothered to read it anymore and I just guess...* ***M12***	*They've worded it so complicatedly...* ***F12***	*I find it like, kind of annoying in some parts and some ways because you spend a bunch of time figuring out one answer then you look at the multiple choices and it's not on there.* ***F13***	*Yeah. If it was like football, I would be very interested.* ***M12***
I go to the part where it was now read through that, and now I'm like... OK so it has to be there, and it's not on there. And I realise that I wasted my time. ***M05***	*I like reading but when it comes to answering questions about your book, it doesn't feel right.* ***M05***	*You could have just changed the sentence to make it make more sense.* ***F12***	*Yeah!* ***M05***	*Or about horses!* ***F10***
They've worded it in the most difficult way possible and you just can't make sense of the answer. ***F12***	*Like if it was the wone about the building, like the Eiffel Tower...* ***M05*** *Oh! I hated that one!* ***Together***	*Then you have to figure your way out for a bit, to get like, to be relieved and then you're like, oh wait! There's another dam. I've got to do it again, there's another.* ***F04***	*With multianswers they make you like, there's more chance that you question yourself because you don't actually get to thoroughly work it out and be like, "this is the answer" (taps table) It's more like, "is this the answer? Oh, I don't know.* ***M05***	*If it about the things you enjoy reading, or your favourite book, you're interested in reading the paragraph because you're interested in reading it and you can answer the questions better.* ***F12***
When you're reading, you're quite free, but in a comprehension, it's like, you're pressured. ***M05***	*If it was like, football I would be very interested.* ***M12***	*That feels less pressured because you don't need to do so well so it's OK to make mistakes.* ***M05***	*It's so stressful.* ***M05***	*You'll be more enthusiastic about it.* ***M12***
You have to do it. It's a requirement. ***F12***	*If it's about like, the things you enjoy reading, or your favourite book, you're interested in reading the paragraph and you can answer the questions better.* ***F12***	*Sometimes in class when you don't get to try something, you don't really understand it.* ***F10***	*Like, cuz', like they sometimes they all make sense and like, you can't... if they all make sense of they don't all make sense it makes it really difficult to work out which one.* ***F10***	*It gets really confusing, and like it clogs up your brain It's like, you're not intrigued.* ***F04***
I think there's nothing that can prepare you for a comprehension because it's a comprehension. ***F12***	*I never get anything I like.* ***F13***	*So like, if comprehensions were about the things we might have like read about or learn in English, or another subject –* ***M05***	*I often don't know what the answer means.* ***F12***	*No. No.* ***Together***
I find it hard... I just don't understand the question or I don't understand what the character is saying. ***F10.***	*When you're reading, you're free, and it's ok to make mistakes, and like, it feels less pressured, basically.* ***M05***	*No. No.* ***Together***	*It's the most difficult thing possible.* ***F12***	*Sometimes I see something and I actually get like, interested in it, and I like to take, like learn about that more.* ***M05***
	You kind of get more drawn into a book when it's free reading, like in the comprehension it's like non-	*I don't read too quickly because sometimes I miss words or I miss a sentence... and it's gets annoying.*	*It feels like you need to do well.* ***M05***	*But when you're reading, you're free and it's OK to make mistakes,*

	fiction or knowledge, it's just like bleurghh. ***F04***	*So I just like to read slowly and think about what the character said, and sometimes it doesn't make sense.* ***F10***		*and like, it feels less pressurised basically.* ***M05***
	It's more like a river, in like a flowing river, in like a normal book, but it's more, it's like a dammed river in a comprehension...you like get stopped... you have to figure your way out to get like to be relieved and then you're like, oh wait! There's another dam. ***F04***		*It doesn't do, it doesn't do much.* ***M05***	*You kind of get more drawn into a book when it's free reading, like in the comprehension it's like non-fiction or knowledge, and it's just like, bleurghh.* ***F04***
	I'm never gonna use that information. ***F13***		*And then when we're going over the book review, it's like, I don't, I don't wanna do this anymore. I don't want to read this book.* ***F12***	*It's kind of like sometimes I read to escape my world and look at their world through the character's eyes instead of having to be in my own, um so it's like, it's a nice experience and it can make you feel better because you're not in your world anymore.* ***F12***
	If it's a comprehension, it's a comprehension. ***F12***		*And I feel also, like I feel like, when we're doing it in class, I think like, to make it sort of like, easier rather than somebody reading out loud, we get to read on our own.* ***M05***	*If it, if it's like, if we're reading like, F13's writing and then you ask us some questions about it, I'm like, that's fine because F13's almost like seeps into my eyes, it's like fresh.* ***F04***
	I despise like, factual books. I don't like, I hate. ***M05***		*If we were like, sort of, if we like, if we do a comprehension some people might be at an advantage because they might have known about the certain thing.* ***M05***	*I would like a book that F13's made. I would buy it!* ***M05*** *It's from a child's point of view.* ***M12***
	I feel like, I don't like reading books in class. I really, really hate it. ***F12***		*I really just, I personally just think it's a waste of my time and I shouldn't try really hard to read it and memorise it.* ***F13***	*The acting. Like if it's a passage with speech.* ***F04***
	You are in class. You have to read the book. ***F12***			*If you're the one that gets to read it out to the class, it almost feels like*

		you're doing something productive. ***F04***
	I read I read quite fast at home and I don't like it when it goes quite slowly in reading because I lose the focus and I lose like the attention and it takes the fun out of it. ***F12***	*Even if you don't necessarily have a part, it's more fun... Some people can do it in a way which is funny.* ***F04***
		I like the part where we sort of ***be*** *the characters. But sometimes if you don't get picked, it gets boring.* ***M05***
		Sometimes I see something and I actually get like, interested in it, and I like to take, like learn about that more. ***M05***

Appendix 5

Interview 2: Thematic / Axial Coding (Braun & Clark, 2012)

Table 1: Codebook detailing reading motivations based on personal, private reading.

Self-Efficacy	Curiosity / Interest / Involvement	Challenge	Competition	Recognition	Grades	Work Avoidance	Social Interaction	Emotional Engagement
			Criteria for Application of Codes					
Apply this code when pupils express statements of ability, or imply reading ability.	***Apply this code when pupils state or allude to feelings of fulfillment and of being absorbed in reading.***	***Apply this code to capture moments when children identify a positive correlation between reading and challenge.***	***Apply this code to capture moments of positive competition in accordance to reading.***	***Apply this code when pupils receive validation for their reading.***	***Apply this code when pupils comment on the correlation between reading and academic achievement.***	***Apply this code when pupils make statements about reading being a legitimate diversion from other activities.***	***Apply this code when pupils connect reading with social interaction between friends or family.***	***Apply this code when pupils offer an emotional response to reading: relaxation, therapeutic, or feelings of sentimentality.***
It's a good achievement because to have finished all the books... it's like wow! ***F04***	*You get sucked into the book, you just, you want to finish it.* ***F04***	*I like thriller books cuz I... It's very fun to read because it's interesting because you always want to see if you can get who it is first and sometimes you get it very, very wrong.* ***F04***	*We would race against each other to who would finish the book first. And that would keep me reading and I would read a lot in a day if that was like, my goal.* ***F04***	*She thought it would increase my vocab and it kinda has because it's got very hard words in it!* ***F04***	*I don't really care about it... It's just, if it's a good book, I'm not interested in grades.* ***F04***	*I sometimes read for work avoidance cuz when my mum's like "Do your chores" but like, one of my chores is to read so I just read instead of doing the rest of them.* ***M02***	*My mum would read it to me and then I would like read two pages and we would switch.* ***F04***	*When I finished [indecipherable] series and like, after I finished the book, I watched the film and then I'd be like, oh, that wasn't in the book.* ***M02***
The book has more suspense than the film. ***M02***	*Reading is just fun. If you've got a good book, then you want to find out what happens then you're fonna carry on reading, whereas with a*	*I think I have a preference for challenge cuz it's fun to like find a book that's like, above your level and try to get to the level of the*	*I would rather just, I would rather reading in my own time coz, it would be like, you had to do it if there was a competition.* ***F03***	*I can remember my brother reading that book when he was really small.* ***F03***	*I just read it. It doesn't matter.* ***F03***		*Relieved cuz I was like, forced to and I want to watch the movie, so...* ***F04***	*I also like reading low things. Last might I was tired to I read 'Winnie the Pooh' and it was excellent!* ***F03***

	*schoolbook... **M02***	*book. Like, one that's hard to read at first and then you adjust. **M04***			
	*I know I'm talking a lot here but that's cuz I like reading. **F04***	*You can like, um, more challenging book, or not taking as long on a book. **M04***	*Why would you do it if there's no winner, not a proper winner? **M02***	*It would like stretch your vocabulary if you're in a good book. **F04***	*Feels like a break. **F04***
	*It matters what books I'm on because it it's really interesting book, then I will properly read it in three hours. **F03***		*Wouldn't you like, skim across and skip to the action bits and miss the dialogue? **M02***		*Nostalgic – very nostalgic. **M04*** *It's fun because it brings back memories. **F04*** *Yeah. **Together***
	*With the books it's longer and more exciting. **M02***				*And then like, memories in the books. Books keep memories. **M02***

Table 2: Codebook detailing reading motivations based on reading in school and mandated reading in assessment
No data for: Competition, challenge, recognition or work-avoidance

Self-Efficacy	Curiosity / Interest / Involvement	Grades	Social Interaction	Emotional Engagement
		Criteria for Application		
Apply this code when pupils express statements of ability, or imply reading ability.	***Apply this code when pupils state or allude to feelings of being unfulfilled in reading, and of involvement being impeded.***	***Apply this code when pupils comment on the correlation between reading and academic achievement.***	***Apply this code when pupils connect reading with social interaction between friends or family.***	***Apply this code when pupils offer a negative emotional response to reading.***
We're still not finished with it and it's, it takes too long and it feels like we keep backtracking. ***M04***	*That's just because Mr X is reading, he reads one page.* ***F04***	(On multiple choice questions) *I find them a little bit easier because then you have more choice.* ***F04***	*You could give everybody a lined piece of paper where you can all write down...* ***M04***	*Every single time he would go over the same page and ask the same questions that everybody knows but cannot be bothered to put their hands up to answer.* ***F04***
He tells us the same thing every single time. ***F03***	*He stops at every like page and he's like, oh do you know what that word means and we're like, yeah.* ***M02***	*You think you get it right and you try to submit it, but it isn't on there and you get annoyed.* ***M02***		*You're just skimming over it and you've read it so many times, you're not recognising the wor- you're not recognising the... it's because you're stuck on the question and you have to guess.* ***M02***
To read it with, like, freely read it. ***M02***	*It makes it, it makes the lesson a lot more boring and not as fun and enjoyable.* ***M04***	(On extended written answers) *If it's really long words that you can't spell properly and like, you get the question wrong as well.* ***M02***		*You skip over the words again and it's really annoying and then you think that you're not very good at reading.* ***M02***
(On multiple choice) *It's annoying because like, you search through and you think it's that answer but the multiple choice there isn't one of the choices.* ***M02***	*You read another book and it's completely different.* ***M02***	*Sometimes you press the end button too quickly and you get the question wrong as well.* ***M02***		
It's definitely it's this answer... but it's not in the answer, like, I dunno. ***F03***	*We could have read it freely.* ***F03***			

I don't think so because I feel very confident in reading. ***F04*** *Yeah.* ***M04***	*You can read good books and understand most of the words – you skip a few words and it's OK.* ***M02***
You think it's right and you think you're like, a good, you think quite good, but you miss one word and get a few questions wrong, uhh. ***M02***	*You don't know the context of what like, what happen- like where they are, and like, what's happened to ger them where they are.* ***M02***

Appendix 6

Questionnaire 2: Pupil Perceptions Post-Intervention. Axial Codes and Criteria (Braun & Clark, 2012)

What tasks did you enjoy when we were learning 'Macbeth'?				
Contextually Connected Tasks	**Performance**	**Language Investigation**	**Creative Writing**	**Broad Response**
		Criteria for Application of Codes		
Apply this code when pupils refer to tasks used to build funds of knowledge and create comparisons between texts.	***Apply this code when pupils reflect on acting, drama, performance and discussion.***	***Apply this code when pupils refer to investigating the language, decoding language and applying language.***	***Apply this code when pupils refer to transformative writing, letter writing and descriptive tasks.***	***Apply this code when pupils do not express a single preference or cite a specific task.***
I enjoyed watching the witches. ***F01***	*I enjoyed performing the play from the text. I like drama.* ***F07***	*I enjoyed finding out the different words and old languages.* ***F05***	*I liked how we... had to turn a script for a play into a piece of creative writing. I really liked how we could use amazing description for the weather, how they look, the scene around them. I could really use my abilities.* ***F06***	*ALL OF IT!!!* ***M05***
I liked the bit were (sic) we watched the witches. ***M02***	*...and performing it.* ***M01***	*Looking at the old language.* ***F09***	*Turning the play into prose with act 1 scene 1.* ***F02***	
Watching it ***M01***	*I enjoyed acting out the scenes and performing because it helped me understand it more.* ***M04***	*...reading...* ***M12***	*I found it fun to make a story out of act 1.* ***M03***	
	The acting. ***F04***	*...and reading the scene and writing on the sheet* ***M05***	*Writing are (sic) own horrible song and talking about the theory and complexion (sic) behind it.* ***M06***	
I enjoyed watching 'The Witches' and 'Hocus Pocus' so we could find similarities to 'Macbeth'. ***F03***	*Performing and reading the scenes to each other. It was a wonderful and interactive way to reflect on the text :')* ***M10***	*Figuring out why Shakespeare uses these words.* ***F11***	*Making our own poem.* ***M12***	
Acting... ***M12***			*The bit where Lady Macbeth read Macbeth's letter.* ***M11***	
The reacting scenes ***M09***			*I really liked writing the letter to Lady Macbeth.* ***M07***	
Performing and reading out. My favourite was the scene where the witches talk about the sailor's wife. ***F08***			*I really liked the poem bit where you got to write your own poem.* ***M07***	

Acting it out... ***M05***			
What strategies have you used to read and understand 'Macbeth'?			
Repetition	**Language**	**Motivation**	**Cultural Capital**
		Criteria for Application	
Apply this code when pupils refer to re-reading and revisiting the text.	***Apply this code when pupils express reference to use of vocabulary, synonyms or etymological knowledge, including Latin.***	***Apply this code when pupils express a personal sense of physical, emotional or academic motivation to complete the tasks.***	***Apply this code when pupils make reference to funds of knowledge that they bring to the reading.***
Reading the sentence over. ***F01***	*I have used my root words to work out the old English words!* ***F07***	*I planned for how I was going to read the text and approached it confidently.* ***M04***	*I planned for how I was going to read the text* ***M04***
Re-read the passage. ***F04***	*Skip words that don't make sense and find a similar word that might make sense.* ***M01***	*I used highlighters to underline which bits might help, which bits I like which bits I dislike, what I notice and if I can find connections.* ***F08***	*Use my previous knowledge of how Shakespeare writes.* ***F04***
Read it over and go line by line ***F09***	*I looked for root words.* ***M02***	*What helped me was noticing what was good. And ipovs* ***M07***	*To find words from different languages.* ***M03***
Read it twice ***M12***	*The words I didn't understand I would skip them out and come back to them at the end and I would look at the root words and think about what words would fit.* ***F05***		*Cultural capital* ***M06***
	I would read the whole sentence and come back to the words that didn't make sense and think of a synoninm (sic) and try to work out what it means. ***F06***		*My reading skills at home.* ***M09***
	I looked for root words and relations to modern language, but I did mostly understand it. ***F02***		*Acting and imagining in my head.* ***M05***
	By translating it, like Latin; putting together the words that I know, trying to figure out the words that I don't (I did this by thinking about the root words or similar Latin or English words. ***F03***		*I used my cultural capital and my previous knowledge knowing Shakespeare is a confusing writing (sic) using words I already knew to simplify a sentence.* ***M08***
	I thought about the words I already knew to work out what they mean. ***M10***		*I used speaking weirdly to my advantage, I liked the words.* ***M07***

	I have realised that Shakespeare writes using metaphors so figuring out the meaning helps me understand. ***F11***	*What helped me was noticing what was good. And ipovs* ***M07***
	Skips words that don't make sense. ***F05***	

Tell me about the strategies you used to complete this reading assessment				
Activate Learning/ Knowledge	**Repetition**	**Language**	**Four Questions**	**Cannot Articulate**
		Criteria for Application		
Apply this code when pupils acknowledge unlocking or activating previous lessons, assessments or reference to cultural capital.	***Apply this code when pupils refer to re-reading and revisiting the text.***	***Apply this code when pupils express reference to use of vocabulary, synonyms or etymological knowledge, including Latin.***	***Apply this code when pupils express reference to the 'Four Questions' intervention.***	***Apply this code when pupils cannot articulate or express a specific strategy.***
I looked for connections between previous comprehensions to help me understand the questions. ***F02***	*Reading through it twice.* ***M02***	*Find the root word help me see what words fit in the sentence.* ***F01***	*I used that sheet of paper with the questions...It helped me a lot more because I thought about everything and then went onto answering the questions knowing all the information about the text and overall it gave me a better mark.* ***F06***	*I'm not sure. Sorry.* ***F05.***
I used the same strategies i (sic) learned in class. ***M12***	*I read the text provided and then scanned back through to find the answers to questions.* ***M04***	*Look at the question and look in the text for something similar to the question and if it matches my thoughts on what it could be.* ***F07***	*The four whats.* ***M05***	*Sorry, I don't know.* ***F03***
I used my reading skills and inference skills. ***M10***	*Read the whole passage then read the Q... then trace back the passage to look for the answer.* ***F04***	*If I find a word confusing, I use the sentence to figure out what the word means.* ***M01***	*I have learned to see what I like and what I notice.* ***M11***	*I just read it and did it.* ***M07***
Reading skills at school. ***M09***	*Looking through the text multiple times.* ***F02***	*Read the text carefully.* ***M03***	*I've used highlighters to underline which bits might help which bits I like which bits I dislike what I notice and what puzzles me and if I can find connections. Basically the same thing as the last question.****F08***	
The things we learnt in class. ***M05***	*Read it twice.* ***M06***			

	Read the whole text first then answering questions and going back. ***F11***
	Double check. ***M08***

Tell me about what you have learnt about your 'cultural capital' when completing reading assessments:					
Relevant Prior Knowledge	**Motivation**	**Reading Efficacy**	**Self-Concept**	**Explicit Definition**	**Cannot Articulate**
		Criteria for Application			
Apply this code when pupils express acknowledgement of activating funds of knowledge from outside of school.	***Apply this code when pupils express feelings of motivation or confidence.***	***Apply this code when pupils acknowledge a positive shift in how they perceive their reading ability.***	***Apply this code when pupils express a clear indication of how they view themselves as a reader and acknowledge their reading identity.***	***Apply this code if pupils give a definition of 'cultural capital'.***	***Apply this code if pupils are unable to express specific details or if they do not understand the concept.***
Outside of English I read to help me learn. ***F05***	*I've learnt to trust myself in comprehensions...* ***F08***	*I bring my home and school skills into my reading.* ***F01***	*I identify as a competitive reader and that makes me do better in comprehensions.* ***F07***	*My cultural capital is my previous experiences with books and what there (sic) usually about.* ***M05***	*I don't bring any.* ***M02***
In my house we do a lot of reading. ***F06***		*I can find good interest in most stories and I am confident in reading longer pieces of text.* ***M04***	*...and that gives me confidence.* ***F08***		*I don't know how to answer this, I'm sorry.* ***F02***
I use my reading at home and my love of reading. ***F09***		*I have read a lot of books outside of my comfort zone.* ***F04***	*It was helpful to think about my learning because I know what knocks me off.* ***M07***		*Sorry, I don't know.* ***F03***
By doing other comprehensions I learnt how to understand them. ***M12***		*I learnt that reading daily really helps me complete this task.* ***M10***			*I'm not sure.* ***M06***
		It can help me learn more of the text. ***M09***			

Tell me about how far the 'four questions' helped you when completing the reading assessment. Have they helped to motivate you?				
Engagement	**Critical Thinking**	**Goal-oriented**	**Accuracy and Self-Efficacy**	**No Impact**
		Criteria for Application		
Apply this code when pupils express positive engagement with the text as a result, increased motivation or deeper thinking about the text.	***Apply this code when pupils express greater efficacy in critical thinking pertaining to the meaning of the text.***	***Apply this code when pupils express being able to set goals.***	***Apply this code when pupils express a greater sense of achievement and ability.***	***Apply this code if the pupils cannot articulate their ideas. Apply this code if pupils express feeling impeded by the four questions.***
It helped me understand what I liked more... ***F01***	*... helped me be more critical.* ***F01***	*Yes it has helped in motivating me as it sets a goul (sic)* ***M02***	*Have made my comprehension skills better.* ***M01***	*I don't think these questions motivated me.* ***F05***
I did find it quite interesting and fun to think about the questions while doing the assessment. ***F02***	*Helped me think more about the story and access the questions in a more detailed way.* ***M04***		*I think they helped me understand some of the parts when we were reading Shakespeare.* ***F05***	*Not sure. Srry (sic).* ***F04***
They helped to motivate me. ***M09***	*Made me think differently about the text.* ***M09***		*The four questions helped me a lot in the assessment. I wrote it down and really thought about the four questions and used them to help me.* ***F06***	*Sorry don't know.* ***F03***
They helped me find useful pieces in the extract of writing. ***M05***	*They helped me to think more deeply about the questions and the text.* ***F07***		*Complete the questions quicker and I answered them better.* ***M03***	*I didn't really see the point in them and found them boring.* ***M06***
It sometimes helps me. ***F11***	*The four questions really helped me dig deep into the text and made me change the way the text means, and yes they have motivated me (sic)* ***M08***		*Helped me devise answers for comprehending the text.* ***M10***	*I think they slowed me down by having to fill them out.* ***F09***
I think two of them helped me the most. The puzzle one and what I don't like because in books there's bad moments and then I read a book that has a bad moment I understand that I might not like the next book (sic). It helped me. ***M07***			*They helped me alot (sic) because at the beginning of the year I found it very hard but now much easier.* ***M11*** *They helped me find useful pieces in the text.* ***M05***	*Not much.* ***M12***