

Transforming the Reading Landscape with AI

With Anthony Lees and Michael Kimber



The Balancing Act - Cornerstone English Hub Conference March 2025

English Hubs
The Cornerstone English Hub

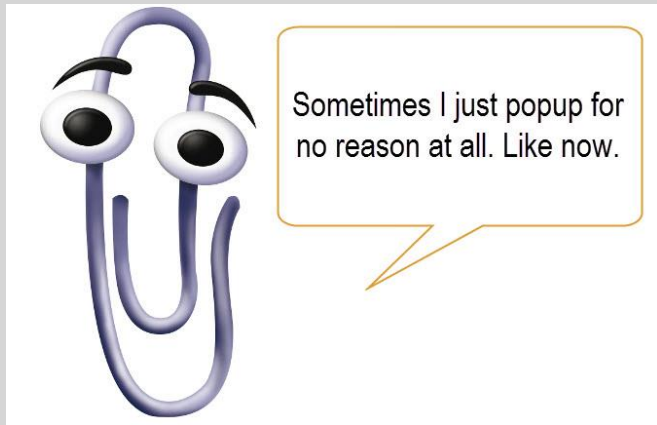
Discuss:

**To what extent do we view
the rise of AI similarly to the
rise of the internet in
education?**

John B. Nash, Ph.D. - LinkedIn Post

01/03/25

- "If students don't learn how to think with AI, they'll let AI think for them."
 - Generative AI can amplify learning—or weaken it. Studies show that when students engage critically with AI, they learn more. But when they rely on it to do the work for them, learning declines. The key? Teach students to think with AI, not just use it.
- Confidence in AI can lower critical thinking. Research suggests that when people trust AI too much, they question it less. The best educators will teach students how to balance trust and skepticism when using AI tools.





Sheep

Species of mammal

Breeds

Behavior

Diseases

History

Wool

Health

Caring guide

Facts



Wikipedia

<https://en.wikipedia.org/wiki/Sheep>



Sheep - Wikipedia

Learn about the history, characteristics, and uses of **sheep**, a domesticated species of the genus *Ovis*. **Sheep** are raised for wool, meat, milk, and other products, and have a rich cultural and ...

Images of Sheep

bing.com/images



Sheep - Wikipedia



What are the Most Popular Breeds of Sheep? (with...)



500+ Sheep Images | Download Free Pictures o...



File:Sheep, Stodmarsh 6.jpg...



See all images >

Explore



Farming



Meat



Baby



Dog



Shearing



Sheep

Species of mammal

All images



Sheep or domestic sheep are a domesticated, ruminant mammal typically kept as livestock. Although the term sheep can apply to other species in the genus *Ovis*, in everyday usage it almost alwa... +

[Wikipedia](#)



Sheep predators



Sheep

Animal ⋮

Overview

Breeds

Sounds

Characteristics

Videos

Diet

Characteristics. Domestic sheep are relatively small ruminants, usually with a crimped hair called wool and often with horns forming a lateral spiral. They differ from their wild relatives and ancestors in several respects, having become uniquely neotenic as a result of selective breeding by humans.



Wikipedia
<https://en.wikipedia.org/wiki/Sheep> ⋮

[Sheep - Wikipedia](#)

 About featured snippets •  Feedback

People also ask ⋮

What are 10 characteristics of sheep?



What are 5 interesting facts about sheep?



What describes a sheep?



What are the behaviors of a sheep?



Feedback

About

Sheep or domestic sheep are a domesticated, ruminant mammal typically kept as livestock. Although the term sheep can apply to other species in the genus *Ovis*, in everyday usage it almost always refers to domesticated sheep. Like all ruminants, sheep are members of the order Artiodactyla, the even-toed ungulates. [Wikipedia](#)

Mass: 45 – 160 kg (Male, Adult), 45 – 100 kg (Female, Adult)

Gestation period: 152 days

Term for young: cosset, lamb, lambkin [Wikimedia Foundation](#)

Collective noun: flock, fold, herd [Wikimedia Foundation](#)

Lifespan: 10 – 12 years

Scientific name: *Ovis aries*

Feedback



Britannica
<https://www.britannica.com> ⋮



CREATIVITY

Ideas, alternatives,
possibilities
Lateral thinking



PROCESS

Thinking about thinking
Planning for action



FACTS

Information and data
Neutral and objective
What do I know?
How will I get the information I need?



De Bono Thinking hats



CAUTION

Caution, critical thinking
Why something may not work

FEELINGS

Intuition, hunches
My feelings right now
No reasons are given



BENEFITS

Optimism
Positives, plus points
Logical reasons are given



Marking With AI



How can I help you today?

I am going to give you the mark scheme to use, and then a piece of work to mark using that mark scheme. Please mark the piece of work for each section, giving a sentence of feedback for each strand that covers both what is done well and what can be done better to move up to the next level in that strand.

ChatGPT can make mistakes. Consider checking important information.



ChatGPT 4 ▾



You

I am a teacher. Please can you use this marking criteria below to mark and give feedback to the piece of writing below.

The criteria:

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires,

The student work:

English: Wonder Diary Entry

Dear diary, today I was sitting in the class and MS. Rubin was talking to us and I just herd she was saying bla bla bla partners bla bla bla like grown-ups in the film mla mla mla and then Ms. Rubin started talking about the film and saying "Did you know, Max and Max, Carl and ... and I d and he already said it, then I said than to n he said 'she is is not ' I said ' Miss Rubin w possible" he s so can we " I r minuets Than I said "i Julian was run him.



ChatGPT

Based on the marking criteria provided, here is the work:

Strengths:

1. The student has made an attempt to write in a diary understanding of the use of the first person which is of writing.

2. There is some use of direct speech which helps to c

feelings

3. The stu

suitable

Areas fo

1. **Audience**

- The

phra

Areas for development:

1. **Audience Awareness and Effective**

- The entry is conversational, but t phrases can detract from the rea replaced with a more reader-awa character's disinterest without lo
- Use of ellipsis or dashes could b thought, which seems to be the

Copyright & Data

Consider the rules!

What are the tools you are interested in?

Share your thoughts

How could we use it?

What issue does it help us solve?

How *could* we use it?

What issue does it help us *solve*?

Start with the *issue*

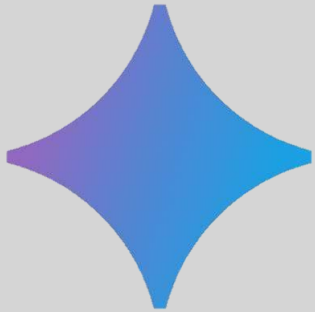
What issue does it help us solve?



bing.com



chatgpt.com



gemini.google.com



Your everyday AI companion



Explain the commutative law of maths to me as if I am ten years old.





Your everyday AI companion



Explain what tier two words are





Your everyday AI companion



Give me a bullet pointed list of the key information that I should teach in year 4 about the Romans.



- Now tell me more about... / what specifically about ...
- What is the key vocabulary for ...
- What are confusing things about the Roman gods that I should be careful when teaching

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Your everyday AI companion



Write five multiplication word problems using tens and ones multiplied by ones. Make the context superheroes with the main characters as Miss Rothery and Mr James. Use UK English.





Your everyday AI companion



I am reading 'Holes' with my Year 6 class at the moment. What type of inference or deduction questions could I ask them about chapter 5?



- What sort of answers might I get?
- What misconceptions might they have about these?



Your everyday AI companion



I am a class teacher of seven year olds. I have several boys who don't like reading. They love super heroes, dinosaurs. What age-appropriate books should I try to get them to read?





Your everyday AI companion



Write four examples of run-on sentences about Minecraft to show eight year olds.



- For each give a correct version.



Your everyday AI companion



Explain the word 'rotation' to me as if I am eight, and then give me five sentences that use the word, but in different age-appropriate contexts and sentence structures.





Your everyday AI companion



You are a primary school English teacher of ten year olds. The class are practicing reading comprehension. Please write an approximately 300 word story beginning about a boy who is running to get on a train to escape a gang of bullies. Use UK English.



- Write ten comprehension questions that could be answered based on the above story. Include a range of question types.
- Write 6 multiple choice questions that need the reader to infer the answer from the story

Bobby's heart pounded in his chest like a runaway drum as he sprinted towards the train station. The echoes of laughter and taunting voices from the gang of bullies were close behind him, their cruel words fuelling his desperate race.

Rain was pelting down, making the cobblestone streets slick under his worn-out trainers. The usually busy town centre was deserted due to the weather, offering no refuge for Bobby. His only hope was to catch the late afternoon train that would whisk him away before they could reach him.

The old station, a beacon of safety, loomed in the distance. His breath was coming in ragged gasps and his legs felt like lead, but Bobby forced himself to keep going. As he turned a corner, he caught a glimpse of the train puffing out steam, ready to depart. He had to make it!

His fear was momentarily replaced by hope as he dashed onto the platform just as the conductor was about to blow his whistle. But the cruel sound of the bullies' voices reached his ears. They had followed him onto the station!

With a last burst of adrenaline, Bobby dashed towards the train. The conductor, noticing his distress, extended a hand to help him aboard. As Bobby hoisted himself onto the train, the whistle blew, and the wheels began to turn. He pressed his face against the cold glass of the window, watching as the bullies arrived on the platform, their faces a picture of surprise and frustration.

Bobby heaved a sigh of relief. He was safe. The train picked up speed, carrying him away from the station, away from his fears. As he settled into his seat, a small smile crept onto his face. For the first time that day, Bobby felt a sense of victory. He had escaped, and tomorrow, he decided, he would face his bullies not with fear, but with courage. The train journey marked not just an escape, but the beginning of a new journey for Bobby.

1. Who is the main character in the story? (Recall)
2. Why was Bobby running towards the train station? (Inference)
3. Describe the weather conditions in the story. How did they affect Bobby's escape? (Inference)
4. How does Bobby feel when he is running away from the bullies? Provide evidence from the text to support your answer. (Inference)
5. How does Bobby's feeling change from the start to the end of the story? (Analysis)
6. What does the train symbolize for Bobby? (Interpretation)
7. Can you find a sentence in the text that describes Bobby's physical state as he is running? (Recall)
8. How do you think the bullies felt when they saw Bobby escape on the train? (Prediction)
9. What decision does Bobby make about dealing with the bullies in the future? (Recall)
10. "The train journey marked not just an escape, but the beginning of a new journey for Bobby." What do you think this sentence means? (Interpretation)

1. Why was Bobby running towards the train station?

- A. He was late for school.
- B. He wanted to catch a train to visit his grandparents.
- C. He was trying to escape from a gang of bullies.
- D. He was playing a game of tag with his friends.

2. What was the weather like when Bobby was running?

- A. It was sunny and hot.
- B. It was snowy and cold.
- C. It was rainy and the streets were slick.
- D. It was a calm and clear day.

3. How did Bobby feel when he was running away from the bullies?

- A. Excited
- B. Happy
- C. Fearful
- D. Bored

4. Who helped Bobby get onto the train?

- A. A passerby
- B. His friend
- C. The train conductor
- D. No one helped him.

5. What was the reaction of the bullies when they saw Bobby escape on the train?

- A. They were surprised and frustrated.
- B. They were happy and relieved.
- C. They were angry and shouted at him.
- D. They were indifferent and walked away.



Your everyday AI companion



I am a class teacher. What can copilot do to help me teach reading?



Using generative AI

- The better you are at using AI, the better your results will be.
 - **G**oal
 - **C**ontext
 - **S**ource
 - **E**xpectations

Supporting Reading with Digital Tools

- GL Assessment and Star Reader
- Accelerated Reader
- Reading Coach
- Assignments and Rubrics
- Use of Copilot in Bing Search
- Reflect
- Help!








The **Standard Age Score (SAS)** is the most important piece of information derived from *NGRT Digital*. The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

The **Stanine** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of his or her performance.

The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

The **reading age** (or age equivalent score) is the age at which a score is most likely to be achieved based on the national sample.

Performance on a test like *NGRT Digital* can be influenced by a number of factors and the **confidence bands** are an indication of the range within which a student's score lies. The narrower the band the more reliable the score. 90% confidence bands are a very high level estimate.

SAS (with 90% confidence bands)										Overall Stanine	NPR	GR (/30)	Reading Ability Scale	Reading age	Reading age confidence bands		Stanine	
60	70	80	90	100	110	120	130	140	Lower						Upper	SC	PC	
111										6	77	12	368	14:00	13:02	14:10	5	7
110										6	74	=13	356	13:02	12:04	14:00	6	6
110										6	74	=13	355	13:02	12:04	14:00	6	6
110										6	74	=13	353	12:11	12:01	13:09	5	7
107										6	68	16	300	09:10	09:02	10:06	7	6
106										6	66	=17	304	10:00	09:04	10:08	5	6
106										6	66	=17	292	09:05	08:09	10:01	5	5

A student's score is only an estimate of their ability on any one occasion as performance can be affected by a number of factors. The dot represents the student's SAS and the horizontal line represents the **confidence bands**. The yellow shaded area shows the average score range.

The **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any particular score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the national sample; NPR of 95 means that the student's score is within the highest 5% of the national sample.

The **Reading Ability Scale** is a development scale and can be used to monitor a student's reading ability or development over time. The values on the scale are 0 to 560 – a higher scale score represents a higher reading ability level. The reading ability of a student aged 6 years is around 200; for age 9 years it is around 300; and for age 16 it is around 400.

To allow for an easy comparison between a student's ability in **Sentence Completion and Passage Comprehension**, a Stanine score is given for both parts of *NGRT Digital*. A gap of two or more stanines is highlighted in the report.

Profile summary

Ethan's score for both sentence completion and passage comprehension is average.

A sentence completion score that is average suggests that Ethan is reading and understanding at an age-appropriate word level. However, he may still have areas of weakness such as gaps in his phonics knowledge or a limited oral vocabulary, which prevents him from achieving a higher score.

An average passage comprehension score suggests that Ethan is able to read a text at a level that is age appropriate and compatible with his word-reading capabilities. Ethan shows a largely accurate understanding of the text. Ethan may still, however, have gaps in his level of oral vocabulary, which currently prevents him from achieving a higher score.

Implications for teaching and learning

The recommendations below are intended as practical and useful classroom suggestions, based on scoring less than 60% on the context comprehension questions in the passage comprehension section. They are not intended to be exhaustive.

Ethan's understanding of context comprehension may be improved by using some of the following strategies:

- Continue to emphasise that reading should be a pleasurable and meaningful experience.
- Develop Ethan's reading stamina to support meaningful comprehension by creating regular opportunities for reading with peers and independently.
- Point out and discuss new and challenging vocabulary during meaningful reading activities.
- Provide examples of ambitious vocabulary in real contexts so that Ethan can begin to incorporate this new vocabulary into his own spoken language, reading and writing.
- Increase Ethan's exposure to more sophisticated words through reading and discussing word choice, effect and author intent, as you read together.
- Make time for Ethan to share books with more experienced readers that are beyond his independent reading ability, or that are from less familiar genres.
- Before asking Ethan to access reading or writing activities, increase the amount of teacher-led discussion used in preparation to build the context for meaning making.
- Develop Ethan's interest in words and language use and meaning through investigation. Collect and display interesting words. When exploring a 'Word of the Week', talk about what it means, how to use it in context, how to spell it, where the word originated from. At the end of each term revise all of the previous focus words.

109 – Borderline child

- Progress
- Parent's Evening

Next steps:

- vocabulary in context
- sophisticated vocabulary
- talk about what he has read

Chat

Teams

Assignments

Calendar

Calls

OneDrive

OneNote


Tasks by Pla...

Stream

Purple Mash

...

Apps



BCPS-2023-Year-6

Home page

Class Notebook

Classwork

Assignments

Grades

Reflect

Insights

▼ Main Channels

General

00. Help and Support

01. English

02. Reading

03. Maths

04. Science and Technology

05. Humanities

06. Creative Arts

07. PE and Outdoor Learning

08. PSHE

09. Spanish

Search

AT

Insights

Back to overview

Assignments for BCPS-2023-Year-6

Search student

All assignments

All tags

Last year

Active And Inactive

Assignments

Average grade

Late submissions per assignm...

Missing submissions per assign...

47

73.2%

20.7

1.1

Assignments

Grades

Progress status

Turn-in statistics

Due date	Title	Average grade
17 Dec 2023	Drawing task 3 - Poppy	---
14 Dec 2023	14 - Punctuation - Brackets - 13.12.23	82.5%
13 Dec 2023	14 - Spelling - Are or Our - 13.12.23	98.3%
12 Dec 2023	13 - English - Nicholas the Sweep - 08...	77.5%
8 Dec 2023	13 - Vocabulary - Word of the Day: inv...	92.2%
4 Dec 2023	12 - Reading Fluency - A Soldier's Sur...	---
4 Dec 2023	12 - Vocabulary - Word of the Day: as...	92.3%
3 Dec 2023	Drawing task 2 - Drink Bottle	---

All students

Students

AJ

BA

BA

BJ

BO

BH

BS

BR

CA

CE

CH

CT

CE

DL

DE

DJ

DM

EP

FD

FF

GE

GM

Words per minute average



Challenging words

gargoyles kensuke heard deceived dormitory
ceasefire bartholomew whom there
rance's cloth
warily flailed drunkenness association
something

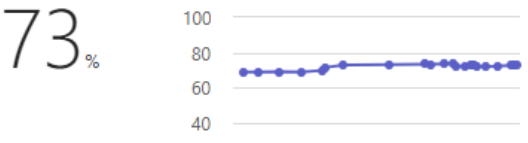
Mood trend



Top emotions in Reflect

Comfortable Tired
Energized Focused **Happy**
Motivated Peaceful Proud Confident
Bored Cheerful
Successful
Excited
Calm Curious
Annoyed

Class grade average



Recent turn-in statistics

Assignment	Missing	Late
14 - Punctuation - Brackets - 13.12...	1	1
Drawing task 3 - Poppy	26	0

Work habits in the last 28 days



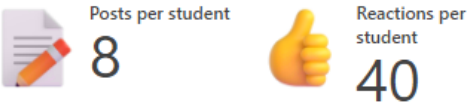
Trending files

13 English - Nicholas the Sweep - 081223.docx	83
13 English - Nicholas the Sweep - 081223.docx	81
12 English - What Christmas Means to Me - 301....	78

Communication trend



Communication in the last 28 days



Assignments to be returned

95

Drawing task 3 - Poppy	1
13 - English - Nicholas the Sweep - ...	4
4 More	90

Average accuracy rate for 12 - Reading Fluency ...

94%

Mispronunciations	1%
Omissions	4%
Insertions	2%



Introducing Learning Accelerators

Foundational Skills



Reading

Progress &
Reading Coach



Math

Progress &
Math Coach



Well-being

Microsoft Reflect

Future-Ready Skills



Speaker

Progress &
Speaker Coach



Search

Progress &
Search Coach

Insights



Insights

Education
Insights

Learning Accelerators is a category of learning tools included in Microsoft 365 for Education that help streamline the creation, review, and analysis of practice assignments while providing students real-time coaching along the way to them catch up, keep up and get ahead.

Reading Coach (in Assignments)

Activity

Chat

Teams

Calendar

Calls

Assignments

OneDrive

OneNote

Tasks by Pla...

Stream

Workflows

...

Apps

03 Reading Fluency - Henry VIII Biography

Recording

Henry VIII: Birth and Early Life

Born on the 18th June 1491 in Greenwich, England, Hefty Henry was far from a delightful child. His father (Henry VII) and mother (Elizabeth of York) had already given birth to a son and heir (Arthur) when Henry came along. Henry grew up with the best tutors in the land, learning language such as Italian, Latin and French. However, he was not a delight to teach; he had his tutors fired regularly for bossing him around too much. He also had a 'whipping boy' who was a poor boy that received Henry's punishment of lashes if Henry misbehaved - shocking right? Henry was also a keen athlete and a bit of a hunk who loved Tudor tennis and jousting. Unfortunately, he suffered a terrible jousting accident which meant he struggled to maintain his fitness later in life - Hunky Henry was no more and Hefty Henry came about instead.

✓ I'm done

Reading level ⓘ

Enter reading level

Genre

None

Number of attempts

Unlimited

Time limit ⓘ

No limit

Pronunciation sensitivity ⓘ

Default

Reading Coach ⓘ

Edit

☒ On

New!

Add comprehension ⓘ

☐ No

Require video

☒ Yes

Staff-Home

Activity

Chat

Teams

Calendar

Calls

Assignments

OneDrive

OneNote

Tasks by Pla...

Stream

Workflows

...

Apps

Search

Cornerstone A...

Close

Accuracy

Expression

96

-6%

Correct words per minute

85%

+1%

Accuracy rate

5

Mispronunciations

0

Repetitions

14

Omissions

0

Self-corrections

4

Insertions

5

Practiced Words

0:00 / 1:23

Henry VIII: Birth and Early Life

Born on the 18th June 1491 in Greenwich, England, Hefty Henry was far from a delightful child. His father (Henry VII) and mother (Elizabeth of York) had already given birth to a son and heir (Arthur) when Henry came along he. Henry grew up with the best tutors in the land, learning language such as Italian, Latin and French. However, he was not a delightful delight to teach; he had his tutors fired regularly for bossing him around too much. He had also had a 'whipping boy' who was a poor boy that received Henry's punishment of lashes if Henry misbehaved - shocking right? Henry was also a keen athlete and a bit of a hunk who loved Tudor tennis and jousting. Unfortunately, he suffered from a terrible jousting accident which meant he struggled to maintain his fitness later in life - Hunky Henry was no more and Hefty Henry came about instead.

Student Work

Returned View History

03 Reading Fluency - Henry...

Take action in student view

Feedback

Well done, Elena.

Make sure to read each word carefully and sound out any words you're not sure how to say.

Points

No points

Return

See progress of Elena Pearce over time.

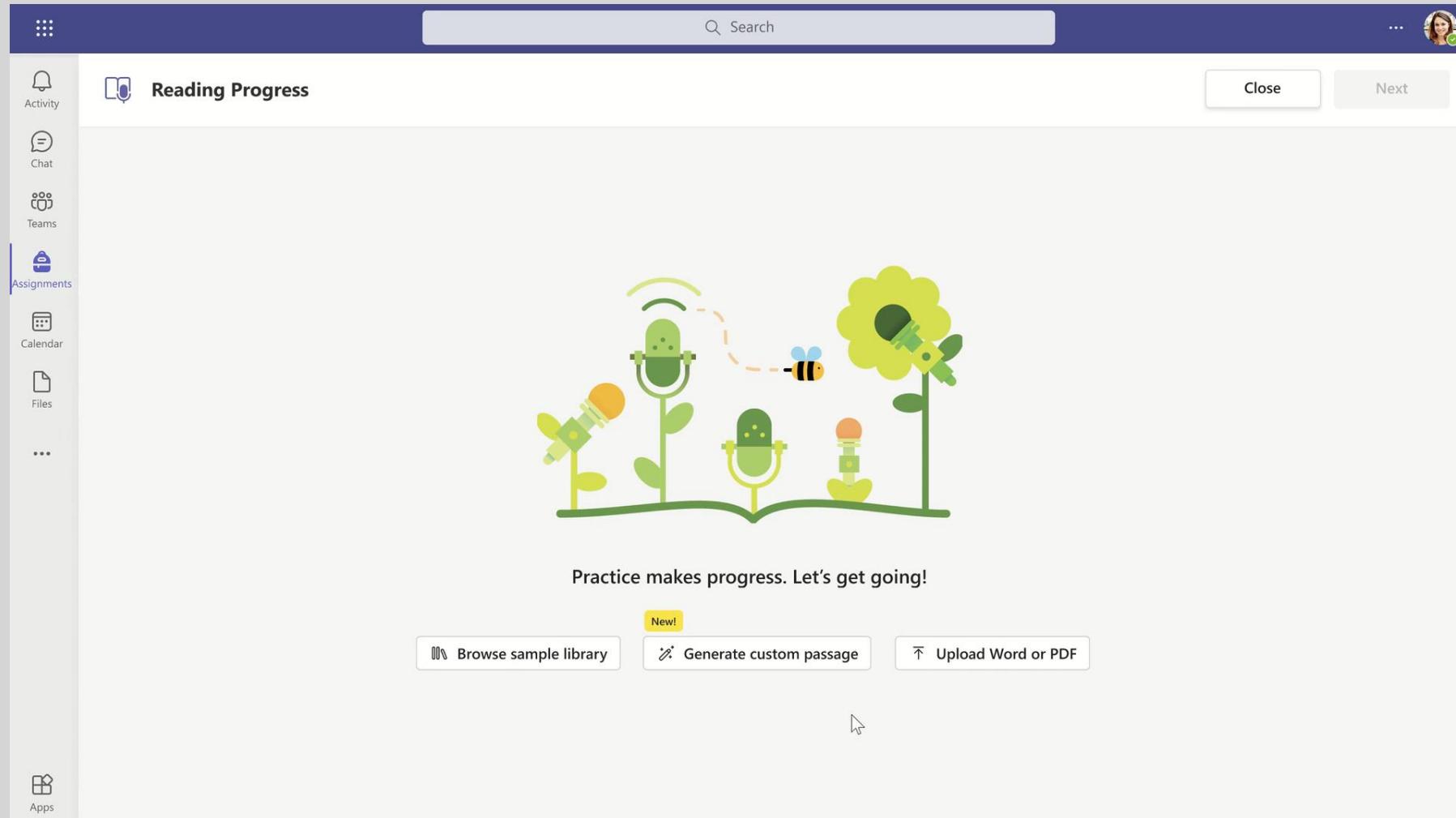
Hide pane

General

 [Start a post](#)

Reading Progress - Generate passage with AI

Private preview



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Reading Progress - Comprehension Questions and AI

Private preview

...

Activity

Chat

Teams

Assignments

Calendar

Files

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Apps

Search

...

Reading Progress

Close

Next

< Choose a different passage

Edit

Student view

Geography of the Earth


209 words | French (Canada)

The study of Earth's landforms is called physical geography. Landforms can be mountains and valleys. They can also be glaciers, lakes, or rivers. Landforms are sometimes called physical features. It is important for students to know about the physical geography of Earth.

The seasons, the atmosphere and all the natural processes of Earth affect where people are able to live. Geography is one of a combination of factors that people use to decide where they want to live.

The physical features of a region are often rich in resources. Within a nation, mountain ranges become natural borders for settlement areas. In the U.S., major mountain ranges are the Sierra Nevada, the Rocky Mountains, and the Appalachians.

Add comprehension questions



Generate questions

Add my own

Cancel



Let's practice reading!



Create a story
Using AI



Read a passage
From our library



Paste a passage
Add your own

Transforming the Reading Landscape with AI

With Anthony Lees and Michael Kimber

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michael.kimber@tcat.education



The Balancing Act - Cornerstone English Hub Conference March 2025

English Hubs
The Cornerstone English Hub

Is using AI cheating?

The *Balancing Act* - Cornerstone English Hub Conference March 2025



The *Balancing Act*

ence March 2025

If students are going
to be leveraging AI,
how do we steer them
to use it in the right
way?

Essay Question:

"Discuss the role of propaganda during World War II. How did it influence public opinion, boost morale, and contribute to the war efforts of the Allied and Axis powers?"

How can AI enhance this teaching journey?

Planning|Teaching
Responding|Feedback

'Jack'

1. Attends a lecture/class, using an AI tool to transcribe the lecturer's talk.
2. Jack asks AI to turn this transcription into a summary of his key learning points. He asks AI to define terms & concepts that confused him.
3. Jack asks AI to build him a bank of quiz/revision questions to test his knowledge.
4. Jack asks AI to suggest essay questions, which he responds to by writing a practice essay.
5. Jack submits his essay to AI, and asks it for feedback.
6. Following his feedback, Jack improves his essay, then asks AI to argue against his points, helping him to understand the alternative viewpoints.

21st Century Learning Design

- Knowledge Construction
- Collaboration
- Self-regulation
- Real-world problem solving
- Skilled Communication
- ICT for Learning



Have you reviewed the DfE guidance?

