

## Teaching Reading Across Graham School

We use the following system to identify where our students need support with reading, separating them into **four** unique positions to ensure effectively targeted intervention. Interventions for older children with the most persistent difficulties are less effective than early intervention (Denton & Vaughn, 2010). Therefore, when it comes to reading intervention, the **earlier the better**. Our unrelenting mission is that **no child leaves Graham School without being able to read**.

### How we use data to identify students for the right intervention:

The following is in place for all Year 7s entering the school. This happens systematically at the beginning of the year, but also occurs with all new students whatever point in the year they arrive.

	Initial testing	Refinement	Subsequent Intervention and measures taken
<b>1.</b>	<p>Spring Term of Year 6 - NFER tests are completed</p> <p>Sept Year 7 - Scores lower than 85 on GL Assessment data</p>	<ul style="list-style-type: none"> <li>- Phonics screening assessment with RWI: Fresh Start programme</li> <li>- The student's NGRT reading age score is tested for anomalous results</li> <li>- Reading lead listens to student reading aloud</li> <li>- All transition documentation and communication reviewed</li> <li>- All stakeholders become involved: form tutor, parents/carers, Year Leaders</li> </ul>	<ul style="list-style-type: none"> <li>- All stakeholders are notified and involved in progress in reading: form tutor, subject teachers, parents/carers, Year Leaders.</li> <li>-The student undergoes intensive RWI: Fresh Start phonics programme with specially trained staff four times per week. This is mostly during English lessons and has the express purpose of making rapid progress.</li> <li>- The student's passport is updated with clear strategies for staff to follow while the student is learning to read.</li> <li>- The student will receive additional literacy (KS3) /study plus (KS4) hours on their timetable for extra support.</li> <li>- Once graduated from the phonics programme, the student is carefully monitored and supported.</li> <li>-Students in this category are encouraged to attend the weekly Reading Club where they are assigned a peer mentor</li> </ul>

			<ul style="list-style-type: none"> <li>- The library contains accessible reading materials for all students including publications from Barrington Stokes suitable for Dyslexic and reluctant readers.</li> </ul>
<b>2.</b>	Scores between 86-95 on GL Assessment	<ul style="list-style-type: none"> <li>- Screening assessment for Thinking Reading programme</li> <li>- The student's NGRT reading age score is tested for anomalous results</li> <li>- The student is tested for fluency using the <a href="#">Fluency Rubric</a> (Zutell and Rasinski)</li> <li>- The Reading Lead collects in all the student's subject books and observes them in lessons for reading ability and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>- All stakeholders are notified and involved in progress in reading: form tutor, subject teachers, parents/carers, Year Leaders.</li> <li>- If necessary, the student undergoes the Thinking Reading intensive programme, 4 hours per week, predominantly out of English lessons.</li> <li>- The student's passport is updated with <a href="#">clear strategies</a> to scaffold reading in the classroom.</li> <li>- The student is invited to the library and actively targeted during AR sessions.</li> <li>- The student's AR scores are closely monitored by their class teacher.</li> <li>- The library contains accessible reading materials for all students including publications from Barrington Stokes suitable for Dyslexic and reluctant readers.</li> </ul>
<b>3.</b>	Scores between 95-105 on GL Assessment	<ul style="list-style-type: none"> <li>- The Reading Lead and classroom teachers under the direction of the Librarian continue to monitor the progress of all students using Accelerated Reader.</li> <li>- Termly targets are adjusted to ensure any further interventions are actioned – a reading report may be used here.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff are informed that although these students have an 'average' SAS score, they could slip through the net if not actively and relentlessly encouraged to read.</li> <li>- Staff are provided with evidence-based guided reading strategies to encourage and support reading in the classroom.</li> <li>- The Librarian and Reading Lead carefully collate information and monitor all students who have graduated from previous interventions.</li> <li>- Reading for Pleasure is encouraged through a wide variety of texts that broaden the scope of the curriculum and incorporate both fiction and nonfiction texts.</li> <li>- Reading records in school and home</li> <li>- Students are given books to take home and read with guidance on how much each week according to ability.</li> <li>- 1:1 reading sessions in library lessons.</li> <li>- Reading challenges - schemes to encourage wider</li> </ul>

			<p>reading.</p> <ul style="list-style-type: none"> <li>- Reading in English lessons for 10 minutes.</li> <li>- Passing AR quizzes on short reads.</li> <li>- Reading a book together as a group - reading aloud - taking turns to pronounce and enunciate with confidence and clarity.</li> <li>- Resitting STAR test, without distractions.</li> </ul>
<b>4.</b>	All students	<p>Students are regularly monitored throughout KS3 via the Accelerated reader programme. Any students who are making little to no progress or slipping backwards are identified and raised at the half termly Reading Team meetings and then picked up the following week for further testing. The results of which are shared with their teachers.</p> <p>In KS4 concerns about reading are raised by class teachers via the SEND referral process.</p>	<ul style="list-style-type: none"> <li>- All Year 7 and 8 students are expected to sit the STAR reading test at least 3 times a year; at the beginning of each term, this gives every student a bespoke target that is both challenging and achievable.</li> <li>- All students are expected to complete a quiz for every book they read. This enables both staff and students to evaluate the development of language comprehension as well as word recognition; this builds confidence and accuracy with reading.</li> <li>- Each student is given an individual target suggested by Accelerated Reader which they are expected to reach by the end of the term; this determines whether the student has progressed enough to move to the next level. When students achieve their targets they are immediately notified and rewarded accordingly. Awards are celebrated three times a year for every class individually with postcards, Christmas cards, Easter cards, free books, chocolate treats, toys and stationery prizes.</li> <li>- The librarian provides data for individual students, class groups and cohorts. Teaching staff are expected to act upon individuals in their class. Librarian monitors classes as whole, cohort data and analysis goes to English/SEN department leaders.</li> <li>- DOLs are encouraged to have built in reading activities and strategies within their SOL - ranging from students reading out longer questions, to using extended text - such as examiners reports and mark schemes to further expose KS4 students - to advanced passages of text.</li> <li>- We are developing oracy within all year groups and all subjects to support reading out loud including choral pronunciation of new vocabulary - using the I</li> </ul>

			<p>say, you say model as standard. A mastery approach to new vocabulary.</p> <ul style="list-style-type: none"> <li>- Many faculties use activities such as ‘fact hunting’ in longer pieces of text to then share with other students.</li> <li>- All Year 7 students are given a free book as part of the <i>Book Buzz</i> scheme in their first term.</li> <li>- All Year 7 students attend a library induction session to be shown how the library runs and to introduce them to the library system that all students are able to access from both in school and at home.</li> <li>- Reading for Pleasure is encouraged through a wide variety of texts that broaden the scope of the curriculum and incorporate both fiction and nonfiction texts.</li> <li>- The Librarian regularly celebrates seasonal changes alongside national and international celebrations of reading and writing – World book Day and the Carnegie award are to name but two.</li> <li>- The Librarian and the Reading Lead consider all requests for specific texts requested by students within reason.</li> </ul>
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## Current Reading Intervention data (February 2022/23):

Of the 9 students doing Read, Write Inc with J. Towse, the average increase in reading age is 16.7 months (an average ratio gain of 5.17 “remarkable impact”). 3 students have graduated so far this year.

Of the 15 students doing Thinking Reading with either N. Laxton or M. Harrison, the average increase in reading age is 37.2 months (an average ratio gain of 14.58 “remarkable impact”). 11 students have graduated so far this year.

Of the 3 EAL students doing Read, Write Inc with U. Beaumont (who had no English when they joined us), the average increase in reading age is 55 months (an average ratio gain of 13.46 “remarkable impact”)