

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 at whatever point in the year they arrive.

Reading Plus is our predominant method of reading instruction, it is taught explicitly across KS3 with targeted intervention groups across KS4.

	Initial Testing	Refinement	Subsequent Intervention and measures taken
1	<p>Sept Year 7 Reading Plus Baseline Assessment</p> <p>Scores lower than 3 for 'Comprehension' and 5 for 'Vocabulary' are screened.</p>	<p>-Phonics screening assessment with RWI: Fresh Start programme</p> <p>Reading instructor listens to student reading aloud-</p> <p>All transition documentation and communication reviewed</p> <p>All stakeholders become involved: form tutor, parents/carers, Year Leaders</p>	<p>- All stakeholders are notified and involved in progress in reading: form tutor, subject teachers, parents/carers, Year Leaders.</p> <p>-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.</p> <p>- The student's passport is updated with clear strategies for staff to follow while the student is learning to read.</p> <p>- The student will receive additional literacy (KS3) /study plus (KS4) hours on their timetable for extra support.</p> <p>- Once graduated from the phonics programme, the student is carefully monitored and supported.-Students in this category are encouraged to attend the weekly Reading Club where they are assigned a peer mentor.</p>

2	<p>Scores LOWER than 5 in 'Vocabulary' but HIGHER than 3 in 'Comprehension'</p> <p>Or</p> <p>Scores LOWER than 3 'Comprehension' but higher than 5 in 'Vocabulary'</p>	<ul style="list-style-type: none"> -Reading Instructor (Teacher) listens to student read aloud. Any concerns are reported the Reading Lead. -Targets are set lesson by lesson to inform the Reading Instructor of live, accurate progress. - Reading Lead invites all stakeholders for an informative discussion and concerns for the student. - The Reading Lead collects in all the student's subject books and observes them in lessons for reading ability and comprehension. 	<ul style="list-style-type: none"> -All stakeholders are notified and involved in progress in reading: form tutor, subject teachers, parents/carers, Year Leaders. -Reading instructor can intervene during the lesson after monitoring progress within lesson. - The student's passport is updated with clear strategies to scaffold reading in the classroom. - The student is invited to the library and actively targeted during RP sessions. - The student's RP scores are closely monitored by their class teacher. - The library contains accessible reading materials for all students including publications from Barrington Stokes suitable for Dyslexic and reluctant readers.
3	<p>Scores on or in the margins of 3 for 'Comprehension' and 5 for 'Vocabulary'</p>	<ul style="list-style-type: none"> - Under the direction of the Librarian and Reading Lead, teachers continue to monitor the progress of all students using Reading Plus, paying attention to students within the margins. - Targets are set lesson by lesson to inform the Reading Instructor of live, accurate progress. 	<ul style="list-style-type: none"> - Staff are informed that although these students have an 'average' score, they could slip through the net if not actively encouraged to read. -Targets are set lesson by lesson to inform the Reading Instructor of live, accurate progress. - Staff are provided with evidence-based guided reading strategies to encourage and support reading in the classroom. - The Librarian and Reading Lead carefully collate information and monitor all students who have graduated from previous interventions. - Reading for Pleasure is encouraged through a wide

			<p>variety of texts that broaden the scope of the curriculum and incorporate both fiction and nonfiction texts.</p> <p>Students are given books to take home and read with guidance on how much each week according to ability.</p> <ul style="list-style-type: none"> - 1:1 reading sessions in library lessons. - Reading challenges: schemes to encourage wider reading. - Reading in English lessons for 10 minutes. - Reading a book together as a group - Reading aloud taking turns to pronounce and enunciate with confidence and clarity.
4	All Students	<ul style="list-style-type: none"> - Students are regularly monitored throughout KS3 via the Reading Plus programme. - Any students who are making little to no progress or slipping backwards are identified and raised at the termly Reading assessments and are then picked up the following week to follow this structure; the results of which are shared with their teachers. - In KS4 concerns about reading are raised by class teachers via the SEND referral process. Should they be identified as requiring intervention a process of enrolling them into an intervention group or as an extracurricular 	<ul style="list-style-type: none"> - 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. -Reading and comprehension is built into English lessons as well as comprehension of tiered vocabulary across the Secondary Curriculum. <p>Students are given books to take home and read with guidance on how much each week according to ability.</p> <ul style="list-style-type: none"> - 1:1 reading sessions in library lessons. - Reading challenges: schemes to encourage wider reading. - Reading in English lessons for 10 minutes. (Teacher discretion) - Reading a book together as a group. - Reading aloud taking turns to pronounce and enunciate with confidence and clarity.



		initiative will be discussed.	-Vocabulary activates
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