

## 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 may arrive.

	Initial testing	Refinement	Subsequent Intervention and measures taken
<b>1.</b>	<p>Spring Term of Year 6 - NFER tests are completed</p> <p><b>Sept Year 7 –</b></p> <p>Reading Plus Baseline Assessment</p> <p>Scores lower than 3 for 'Comprehension' and 5 for 'Vocabulary' are screened.</p>	<ul style="list-style-type: none"> <li>- Phonics screening assessment with RWI: Fresh Start programme</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. Sessions are spread across subjects to ensure students are not missing out significant portions of any subject 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 reading plus (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</li> </ul>

			<p>peer mentor</p> <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>	<p>Scores LOWER than 5 on Reading Plus 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"> <li>- Reading Instructor (Teacher) listens to student read aloud. Any concerns are reported the Reading Lead VDA.</li> <li>- Targets are set lesson by lesson to inform the Reading Instructor of live, accurate progress.</li> <li>- Reading Lead invites all stakeholders for an informative discussion and concerns for the student.</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>- Reading instructor can intervene during the lesson after monitoring progress within lesson.</li> <li>- The student's passport is updated with clear strategies to scaffold reading in the classroom.</li> <li>- The student is invited to the library and actively targeted during RP sessions.</li> <li>- The student's RP 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>	<p>Scores on or in the margins of 3 for 'Comprehension' and 5 for 'Vocabulary'</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Targets are set lesson by lesson to inform the Reading Instructor of live, accurate progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff are informed that although these students have an 'average' score, they could slip through the net if not actively encouraged to read.</li> <li>- Targets are set lesson by lesson to inform the Reading Instructor of live, accurate progress.</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</li> </ul>

			<p>wide 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"> <li>- 1:1 reading sessions in library lessons.</li> <li>- Reading challenges: schemes to encourage wider reading.</li> <li>- Reading in English lessons for 10 minutes (not in every single lesson, but where required under direction and discretion of the teacher).</li> <li>- Reading a book together as a group and completing a discussion or tasks upon reading.</li> <li>- Reading aloud taking turns to pronounce and enunciate with confidence and clarity.</li> </ul>
<p><b>4.</b></p>	<p>All students</p>	<ul style="list-style-type: none"> <li>- Students are regularly monitored throughout KS3 via the Reading Plus programme.</li> <li>- 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.</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- All Year 7, 8 and 9 students are expected to sit the Baseline Assessment 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 read and complete comprehensive questions on what they have read. This is completed on Reading Plus; our predominant method of reading and collecting data on students' reading progress. 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>Rewards and certificates are sent directly to the student through Reading Plus to encourage and motivate continued reading. These are also physically handed to them with an explanation of what and why they have achieved it.</li> <li>- The librarian provides data for individual students, class groups and cohorts and provides students that need to be 'on watch' in every lesson so staff can immediately intervene. Teaching staff are expected to act upon individuals in their class. Teacher and</li> </ul>

		<p>or as an extracurricular initiative will be discussed.</p>	<p>Librarian monitor classes as whole, cohort data and analysis goes to English/SEN department leaders.</p> <p>Students who require further help with their reading are enrolled in intervention classes throughout the whole of the school cohort to support their ability to access the content when they reach their GCSEs.</p> <ul style="list-style-type: none"> <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 say, you say model as standard. A mastery approach to new vocabulary.</li> <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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<p><b>5</b></p>	<p>Higher Fluency Students</p> <p>Students who score 'higher' for comprehension and vocabulary on Reading Plus (Green Quadrant for 'Screening' on Reading Plus)</p>	<p>All benchmark assessments are monitored by the Librarian and teacher. Students who achieve a 'higher' status are still monitored to ensure they are on track for completing the RP programme.</p> <p>Students who have a 'higher' reader status will have higher vocabulary and frequency ability as identified by Reading Plus and resulting in a higher frequency identification.</p>	<p>Students who are able to complete the Reading Plus programme (which is attributed to graduate level) will then be challenged with options for in depth reading from their teacher.</p> <p>Prior to this, in reading lessons these students will also be given alternative provisions to read whole texts suggested by their teacher with their preference considered and complete targeted tasks for independent study.</p>
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## Current Reading Intervention (February 2025):

### EAL

Students who arrive without any proficiency in English are enrolled upon an initial programme (Bell Foundation) with the current EAL lead for students assigned an EAL status. These students have 1:1 lessons to begin initial phonics and build vocabulary to enable them to access their learning as soon as possible within the classroom. Students who fall into either Band A or B are the initial focus for the 1:1 programme with Jola McGregor. They are also enrolled onto the Learning Village portal where they independently interact and complete various tasks aimed at their level of ability.