****LITERACY X CURRICULUM

**READING APPROACHES**

& PROMOTION ACROSS THE SSSfN/SPECIALIST PROVISION

**OVERVIEW**

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| **INTENT** | * All students are assessed on their reading levels through Assessment on entry.
* Students reading, spelling and comprehension assessed on entry.
* Those with poor reading levels go onto a reading intervention based on their need and on their weaknesses.
* The Trust uses Read, Write, Inc. as the phonics programme to help develop reading.
* RWI KS3 Fresh Start used with KS3 students to check reading fluency and fill any gaps in understanding.
* Re-assessment happens half termly to check on progress.
* Promote reading through teaching reading and giving students the opportunity to enjoy reading.
* Develop analysis and interpretation of what has been read in subject specific contexts.
* To offer students a range of reading experiences
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| **IMPLIMENTATION** | **Spelling, reading and comprehension age below expectations:*** Timetabled use of Lexia, and/or Lexplore to develop skills in areas of need.
* Liaison with Interventions Coach to monitor progress.

**Coding and phonics difficulties*** Read write Inc. assessment
* Half term Read Write Inc Fresh start sessions run during tutor time and enrichment sessions.
* Reassess after 6 weeks with a further assessment after a term to ensure interventions have stuck.

**Reading Environments** * Book corners
* Libraries
* Displays of reading based materials.
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| **IMPACT** | * Improvement in identified areas of need.
* Improvement in basic literacy level; and improvement in higher order reading skills in lessons.
* Improvement in engagement and progress across the curriculum.
* Improved attendance both to lesson and school.
* Improvement in self-esteem and confidence resulting in potential improvement in behaviour.
* Enjoyment of reading and a desire to use the library.
* Engagement with a wider variety of texts.
* Increased confidence with independent reading.
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**BASE SPECIFICS**

While the common approaches above are used across bases, there are some particulars which are listed below.

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|  | **LEVEL & NEED OF IDENTIFICATION** |
| **DBS** | * Regular use of RWI for all students arriving to identify any that will benefit from additional support.
* Opportunity to read a range of fiction and non-fiction texts linked to the curriculum
* Plan for content to be linked to student interests, particularly when studying non-fiction
* Break down reading tasks to shorter extracts when necessary
* Encourage reading aloud when appropriate
* Use of Interventions Coach weekly to support reading skills through the use of Lexia of weak readers in primary and secondary phases.
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| **LOCKSLEY** | * Primary: Fiction and non-fiction (including recipes, instructions etc.)
* Comics Audio books Text rich displays in classrooms Reading schemes available to use.
* Books linked to topic, displayed in classrooms
* Read Write Inc. daily lessons in all classrooms
* Opportunities to read aloud across the curriculum
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| **ROSEBERY** | * Opportunity to read a range of fiction and non-fiction texts linked to the curriculum
* Plan for content to be linked to student interests, particularly when studying non-fiction
* Break down reading tasks to shorter extracts when necessary
* Encourage reading aloud when appropriate
* Reading news articles during form time.
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| **HOOPER LANE** |       Comics Audio books Text rich displays in classrooms Reading schemes available to use.      Books linked to topic, displayed in classrooms      Read Write Inc. daily lessons in all classrooms      Graphic novels      Use of Library - COVID permitting |
| **COMPASS: LINGWOOD, BELTON, POTT ROW** | * Use of daily DEAR Time to engage readers in independent reading and discover books/reading materials they enjoy.
* Interventions for pupils significantly below expected levels, with 1:1 support from staff members.
* Promotion of using blending and phonic knowledge to read unfamiliar words across all subjects.
* Use of reading during play or games to communicate.
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| **BROOKLANDS** | * Reading for pleasure timetabled daily,
* Quality texts used for English lessons.
* Reading displays
* Library time given regularly.
* Story time – children are read to daily.
* Guided reading sessions to teach discrete reading skills,
* Word boards with tricky word flash cards used daily to support sight reading.
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| **EARTHSEA** | No particulars were shared.  |

Mark Cotter

Head of English (Specialist Provision)

Based on a document by James Rice – with thanks