****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 |
| **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. |
| **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. |

**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. |
| **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 |
| **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. |
| **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. |
| **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. |
| **EARTHSEA** | No particulars were shared. |

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Based on a document by James Rice – with thanks