



## **Reading Performance 2021 – 2022** A bespoke Reading Intervention Programme created by a Reading Recovery Teacher, delivered to our struggling readers, by a trained Primary School Teacher

### **RATIONALE**

Many pupils arrive at Belle Vue with reading skills that are significantly below age-related. This could be due to lack of engagement in their previous school/specific learning difficulties. Often our pupils have received years of direct phonics teaching yet are still unable to access the first level reading books on arrival. We often inherit pupils who are at the very early stages of reading instruction and who inevitably have a very negative view towards reading. We have recognised that we need to offer these learners something different in order to engage them in the activity of reading and enable them to progress. These 'non-readers' are assessed and targeted on arrival.

### **Reading and disadvantage**

*'By the final year of compulsory schooling, the reading skills of English pupils from disadvantaged backgrounds are on average two and a half years behind those from affluent home.'*

- The socio-economic gradient in teenagers' literacy skills (Jerrim-2012)

### **Educational impacts on reading**

*'Reading for pleasure is more important for pupils' cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.'*

- Social inequalities in cognitive scores at age 16: The role of reading (Sullivan and Brown-2013)

### **Health and wellbeing impacts of reading**

*'Literacy has been found to have a relationship with depression:36% of those with low literacy were found to have depressive symptoms,'* - UK Survey of Adult Skills (OECD-2013)

## **ASSESSMENT FOR LEARNING**

**We aim for all our pupils, regardless of their difficulties/barriers to learning, to achieve a reading age of at least 8.0 years, to enable them to function in society. We also expect many of our pupils to exceed this. We have a 'no excuses' attitude towards this goal. If a child at Belle Vue is not progressing in reading we will always seek to find ways to engage and motivate.**

Assessment is an imperative part of reading instruction at Belle Vue, as it determines whether or not the goals of education are being met. Assessment affects decisions about planning, intervention, resourcing and tracking progress. Assessment inspires us to ask the hard questions: "Are we teaching what we think we are teaching?" "Are pupils learning what they are supposed to be learning?" "Is there a way to teach Reading more effectively/differently, thereby promoting better learning?"

On entry all pupils are assessed using the PM Benchmark Kit. This is designed to explicitly assess students' instructional and independent reading levels, using accurately leveled fiction and non-fiction texts. The Running Record gives an invaluable insight into existing skills, knowledge, strategies and comprehension. The PM Assessment tool also dovetails with book bands for guided/individual reading and is designed to provide reliable leveling information from emergent levels through to reading age 12. Through this in-depth assessment process we can also identify any potential, specific learning difficulties/speech and language difficulties.

Alongside the PM Benchmark assessment, pupils at or below Purple Level (Year 2 Standards/Entry Level 2) will undergo an in-depth assessment of their skills and knowledge in relation to 'Letters and Sounds' (phonics). Each pupil receiving intervention through The Reading Doctor has an individual record book to record their ongoing progress. If after exiting the intervention programme, there are still gaps in a child's phonic knowledge, these gaps will be noted and form part of the child's individual education plan. It is then the responsibility of the class teacher to ensure these gaps are plugged.

**INTENT-** *What skills, knowledge and attitude will we nurture in our pupils and why?*

Our intent is for all pupils to be functionally literate. Through rigorous and sequential assessments, building on existing knowledge and skills, all pupils will learn to read, write, speak and listen at a level as close to age-appropriate level as possible. New knowledge and skills will build on what has been taught before and retained. We will address social disadvantage by ensuring our pupils have every opportunity to become functional readers, writers, speakers and listeners. They will be able to demonstrate their competence in English by using it in real world situations as well as demonstrating a sound grasp of basic English knowledge and skills.

We will carry out assessments of our pupil's existing and underpinning knowledge as well as their ability to apply this in different contexts. We will provide a foundation for progression into employment or further education and develop skills for everyday life.

**IMPLEMENTATION-** *How will we facilitate engagement and progression?*

Reading is prioritised and at the heart of our curriculum. We recognise that having a 'functional literacy age' (age 8.0years+) is pivotal in enabling our pupils to access a broader and richer curriculum. We address social disadvantage by ensuring our pupils have every opportunity to achieve this 'functional reading age' thus improving life chances.

On entry, many of our pupils have rapidly fallen behind their peers, therefore we act quickly to close the gap and work towards accelerated progress. Our assessments identify barriers to learning and gaps in knowledge and skills. From this starting point we implement a bespoke programme, using high quality multisensory/dyslexia friendly resources. Weaknesses are addressed quickly so that potential can be unlocked. Pupils are encouraged to adopt a problem-solving mindset and in doing so, build resilience and independence.

Our systems inspire us to ask the hard questions: "*Are we teaching what we think we are teaching in Reading?*" "*Are pupils learning what they are supposed to be learning in Reading?*" /"*Is there a way to teach Reading more effectively/differently, thereby promoting better learning/progression?*". Our bespoke assessment/teaching of phonics provides a sharp focus to enable us to sort out any confusions, target gaps in learning and evaluate impact. PM Benchmark running records are carried out by a specialist teacher (The Reading Doctor). Barriers to learning are identified in order to implement tailor made programmes with appropriate coverage, content, structure and sequencing, to unlock the potential of our struggling learners.

We use a variety of high quality reading schemes that adhere to the colour book banding system. This allows pupils to be flexible in their approach -reading a variety genres across different publishers. It also provides us with an accurate tracking system and assessment tool for measuring impact. It enables the evaluation of pupils' knowledge and skills against those expectations for each colour band, Literacy age, National Curriculum year group standards and Functional Skills levels. These are made explicit in The Reading Doctor support materials.

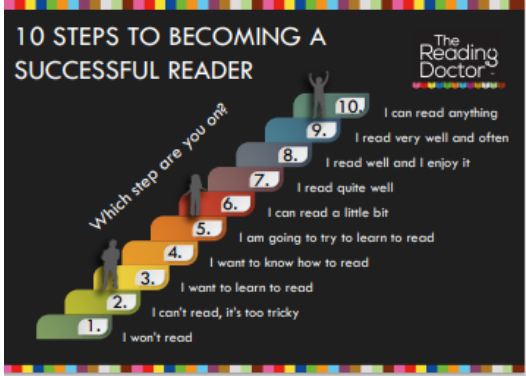
The texts we use provide opportunities for speaking, listening and Communicating/Reading/Writing Texts. They connect closely to our pupils' phonics knowledge as well as their spoken language. Our systems, methods and resources facilitate reciprocal links between reading and writing and ensure all pupils have every opportunity to gain the phonics knowledge and language comprehension necessary to read for meaning and the skills to communicate, giving them the foundations for future learning and better outcomes in life, including employability. Our teaching methods are based on the best available evidence for effective methods to support students to gain these skills. The structured teaching of phonics is used to teach students at Entry Levels for 'Reading' and 'Writing'. For older learners, who are working at a level that is significantly below age-related, we are mindful of matching reading materials to interest levels. We also use unique 'Teenage Phonics' tools, respecting age and cognition. We have access to resources that promote systematic phonics and use these to skillfully 'plug the gaps' of the pupils we teach. A whole school multi-sensory approach to reading and writing ensures that we provide a unique pathway for each pupil rather than delivering a standardised whole scheme offering.

We work closely with specialists such as speech and language therapists, to ensure that pupils who are experiencing difficulties and challenges in this area are presented with texts that model good language structure. To ensure we meet the needs of those who are experiencing phonological processing difficulties we skillfully enable them to crack the phonics code using high quality whole language books to make their experiences of phonics multi-sensory, fun and relevant. This in turn allows our pupils to free up their working memory to focus on comprehension.

Pupils reading at age-related or above, are also identified and their skills and knowledge developed through relevant, varied and challenging texts. Reciprocal links between reading and writing are made explicit and utilised in order to address any discrepancies between reading and writing. Our focus in group reading sessions is moving from learning to read to reading to learn.

**IMPACT-** *What impact will our English curriculum have on our pupils now and in the future?*

Our pupils don't just remember what they have been taught, they have the confidence to use the skills and knowledge they have acquired, through our bespoke offering, and transfer these to new learning opportunities, thus promoting a risk-taking/problem-solving mindset. Those with working memory difficulties have the resilience and drive to try again and explore new learning pathways in order to cement existing skills and knowledge and build on these foundations to explore their own areas of interest. Due to the unique and relevant nature of our curriculum, our pupils strive for good attendance and engagement levels. They are/will be functionally literate and prepared for the workplace and the modern world. They will fulfill their potential in English, having overcome any barriers to learning and leave our school with relevant qualifications ready for their next step into education/adult life. Adult talk is positive, it values and promotes positive reading, writing, speaking, listening and communicating behaviours. All our pupils leave us with at least a 'functional reading age', thus preparing them for life as citizens in the modern world. Our pupils will statistically be healthier, wealthier and less likely to be involved in criminal activity due to reaching/exceeding their potential in Reading.

Assessed level on entry to Belle Vue	Initial Assessment undertaken	Progress/Attainment in the academic year 2021-2022
<p><b>Non-Readers</b></p>	<p>PM Benchmark (running record) and early reading skills/knowledge checklist.</p> 	<p><b>100% of pupils engaged in PM Benchmark and the early reading skills/knowledge checklist.</b></p> <p>On arrival, many have lacked any engagement in reading instruction in previous settings and have a negative view of themselves as a reader. We track their engagement levels precisely. ‘Pupil voice’ often starts with: “I can’t/won’t read” “I didn’t read at my old school” to “When is it my turn to read?” “I can read now”</p> <p><b>100% success rate in engaging non/reluctant readers and starting them on the path to ‘beginner reader’</b></p> <p><b>We now have a ‘10 steps to Becoming a Successful Reader’ chart so pupils can monitor their perception of themselves as a reader</b></p>
<p><b>Working at Functional skills levels/ NC curriculum Standards/ Book Bands/Reading age</b></p>	<p>We assess pupils in line with the standards set out in the National Curriculum and these align with the coloured book banding system, which equates to a reading age. This gives us our starting point and allows us to track progress precisely.</p>	<p><b>On average pupils gained 2.5 years reading age gain this academic year. Many exceeded this by moving up several book bands. 100% of pupils made progress from their starting points.</b> This is also true for pupils who have previously been ‘stuck’ and have many barriers to learning, including specific learning difficulties, ADHD, ASC &amp; ODD</p>

<p><b>Letters and Sounds knowledge and skills progression</b></p>	<p>We assess pupil’s exact knowledge of phonics against ‘Letters Sounds’. From this starting point we track progression of attainment precisely.</p>	<p><b>100% of pupils made significant progress in terms of their phonics skills and knowledge from their starting points.</b> This is also true for pupils who have previously been ‘stuck’ and have many barriers to learning, including specific learning difficulties, ADHD, ASC &amp; ODD difficulties, ADHD, ASC &amp; ODD</p> <p><b>100% of pupils make progress in terms of phonics knowledge and skills. Many of whom have made little or no progress in their previous settings. 70% of pupils with gaps in their knowledge of the 44 sounds have now secured all sounds.</b></p> <p><b>Pupils are actively using The Reading Doctor Phonics mats to plug their gaps in reading and spelling.</b></p>
<p><b>Functional Skills levels</b></p>	<p>We have a unique tracking system that sets out the criteria for Entry Level skills criteria in English. Independent Writing and Spelling assessments undertaken</p>	<p><b>All pupils worked towards recognised qualifications ranging from Unit Awards and Functional skills Entry level 1 to GCSES.</b> Pupils’ ongoing progress and attainment is tracked precisely to ensure they are entered into the correct examination level. Progress is being tracked against the specification for functional skills.</p>

- Guided reading groups have been set-up across the school, in order for those above The Reading Doctor intervention threshold to benefit from the teaching methods and resources. Carefully selected texts ensure pupils are reading relevant and engaging material across a variety of genre at an instructional level. **Achieved**

- In recognition that Reading (message getting) and Writing (message giving) are reciprocal...Take an indepth look at writing across the school to evaluate the existing skills and knowledge of our pupils,ensuring that we provide an engaging and relevant curriculum, for all. Commence whole school Writing Assessments and complete moderation of these.**Achieved**
- To ensure all staff are familiar with the specification for Functional Skills and how these correlate with literacy age and National Curriculum standards (use of tacker sheet).**Achieved**
- To ensure staff have resources to enable them to support pupils in writing independently for a variety of purposes. **Achieved**
- To ensure staff are deepening and enhancing comprehension skills by using appropriately leveled texts, on relevant topics, with correct questioning. Create and provide a resource for this. **Achieved**
- To improve spelling across the school by creating a systematic approach to assessing and teaching. Create and provide a resource for this. **Introduced and implemented**

Mnemonics collection created to help with the spelling of 'Tricky Words'

Writing samples moderated

Half-termly Writing Assessments set-up

Updated and expanded Reading Material for pupils

Sound Sorter created, printed and distributed

*“We teach the way you learn”* - Deborah Salsbury The Reading Doctor founder