



# Reading Intervention

## 2025-2026

## Statement of intent

Reading is the key to unlock the curriculum. Where a student does not have a functional reading age it is imperative that all staff at TCA strive to support that child to reach at least a scaled reading score (SAS) of 100. A SAS of 100 or above means a student is reading at or beyond their chronological age.

This approach is complemented by a range of assessment and identification strategies, allowing us to place students on the correct intervention pathway.

### **Y7 Arrivals & New Starters**

- New Group Reading Test (NGRT)
- Primary school assessment data
- Little Wandle Code KS3 Pilot phonics screening
- EMA base fluency assessments for young people new to English
  - Exact testing where concerns persist
  - Dyslexia screener where concerns are raised

Regular assessment of scaled reading scores (Standard Age Scores (SAS)) allows for the interventions in place to be as short-lived as required, this reduces the curriculum content missed.

The relevant interventions are applied following analysis of SAS data generated through the NGRT.

### **Scaled score (SAS) above 100**

- Quality first teaching.
- Yearly monitoring of all year groups via NGRT.
- Reading Friends programme in which KS3 students are paired with older peers and given the opportunity to select high quality texts to read together.
- Regular visits to the Learning Resource Centre (LRC) to encourage and develop the habit of borrowing texts.
- Culture of reading aloud in class and engaging in reading specific activities across all curriculum areas.
- SAS shared via Arbor allowing for a data informed approach in every classroom.
- Parental engagement to encourage reading at home.
- Reciprocal Reading during form-time to encourage a love of reading and give students access to a variety of genres and authors.

### **Scaled score (SAS) between 80 and 100**

- Weekly small group Reciprocal Reading intervention focussing on the vital reading skills of predicting, clarifying, questioning and summarising.
- Regular (termly) testing to monitor for progress.
- Specialised reading training delivered to teaching staff to ensure they have a wealth of strategies to support reading development across the curriculum.
- EMA intervention – small group work on English language development where necessary.

### **Scaled score (SAS) consistently below 80**

- Weekly small group intensive literacy intervention led by a highly trained member of the Reading Support Team **OR** daily reading intervention accessed during form time as part of a specialised reading form (students' individual needs are considered and the most appropriate intervention strategy is selected for them).
- Regular (termly) testing to monitor for progress
- Pupil Passports in place with specific reading related guidance for teachers
- Exam access arrangements in place for KS4
- Likely to be SEND K/E
- In class support from ETA
- EMA intervention – small group work on English language development

### **Gaps in phonological awareness identified through screening**

- Small group Little Wandle Code KS3 Pilot phonics intervention 3-4 x per week delivered by a highly trained member of the Reading Support Team
- Pupil Passports in place with specific phonics related guidance for teachers
- Intensive EMA intervention to support children new to the country to acquire English language.
- Regular (1/2 termly) testing to monitor for progress

<b><u>Intervention</u></b>	<b><u>What it involves</u></b>
<p><b>EMA intervention for those new to English</b></p>	<p>A new arrivals program for students who are new to the English language.</p> <p>All new arrivals are assessed upon entry for language acquisition. They will then receive three weekly sessions of 1:1 English as an Additional Language (EAL) intervention to focus on language acquisition, speaking phonics, reading, writing, comprehension.</p> <p>A six-week EAL new arrivals program:</p> <ul style="list-style-type: none"> <li>• Introduce buddy and pair up / tour of the Academy / Entry and exit points / bus routes</li> <li>• Introduction to the British Education system</li> <li>• Timings of school day/ Behaviour system / uniform / lunch / cultural norms</li> <li>• Phonics / recognising the alphabet / CVC words</li> <li>• Assess competence in heritage language / reading and writing</li> <li>• Reading test</li> <li>• School partnership links with parents to help establish best plan of support to develop language acquisition. This can be through phone calls, in school meetings or home visits</li> <li>• Encourage new arrival parents to attend parent literacy group to help further develop their own English language skills</li> </ul> <p>Once the six- week programme has been completed, the next level of support will be determined. This can be 1:1 support to help further develop language acquisition or in class support in English lessons.</p> <p>Teaching staff will be provided with teaching strategies to help support the new arrival in the classroom. For example, translation of key words or Lesson Purpose into heritage language.</p> <p>All EAL students will be provided with a bilingual dictionary to help aid learning.</p>
<p><b>EMA intervention for those below functional levels</b></p>	<p>The team will liaise with the English department to help determine the best support for EAL students. This can range from writing, reading or speaking support and strategies.</p> <p>The level of support required is measured through reading tests, in class assessments and STAR data. EAL support is increased/decreased based on assessment results.</p> <p>Where required students may also access Lexia sessions.</p>

<p><b>Students identified as having gaps in their phonological awareness</b></p>	<p>For those students identified as needing phonics intervention:</p> <ul style="list-style-type: none"> <li>• Phonics intervention using the Little Wandle Code KS3 Pilot intervention programme 3-4 x per week.</li> <li>• Prescriptive, bespoke and repetitive intervention designed to embed phonological awareness and increase automaticity with the reading of sounds.</li> <li>• Weekly assessment to inform reading lead of progress and gaps in knowledge that need to be addressed.</li> <li>• Students are read to (high quality, engaging young adult fiction) to encourage a love of reading and to model the use of good intonation, prosody and expression.</li> </ul>
<p><b>Literacy intervention for students with SAS consistently below 80</b></p>	<ul style="list-style-type: none"> <li>• 1 hour weekly intervention with a highly trained member of the Reading Support Team.</li> <li>• Small group reading with high quality, engaging young adult fiction. These texts are sourced from Barrington Stoke, a publisher specialising in producing super-readable, dyslexia friendly texts suitable for specified reading ages.</li> <li>• Appropriate level comprehension tasks involving writing and discussion.</li> <li>• Writing tasks with a focus on responding to text stimuli to develop understanding.</li> <li>• Writing tasks focussing on targeted writing need including use of punctuation, letter formation and developing sentences that make sense.</li> <li>• Plenty of opportunity to edit and improve work.</li> </ul>
<p><b>Specialised Reading Form groups for students with SAS consistently below 80</b></p>	<ul style="list-style-type: none"> <li>• Daily intervention with opportunities to read and be read to by a highly trained member of the Reading Support Team.</li> <li>• Small group size (maximum of 6) using high quality, engaging young adult fiction. These texts are sourced from Barrington Stoke, a publisher specialising in producing super-readable, dyslexia friendly texts suitable for specified reading ages.</li> <li>• Discussion centred around the four most important reading skills: predicting, clarifying, questioning and summarising.</li> </ul>
<p><b>SAS between 80 and 100</b></p>	<ul style="list-style-type: none"> <li>• Weekly small group Reciprocal Reading intervention for 30 minutes or 1 hour.</li> <li>• Rotating 8-week timetable to ensure students are not consistently missing the same curriculum lessons.</li> <li>• Repetitive and consistent approach to intervention concentrating on developing the four most important reading skills: predicting, clarifying, questioning and summarising.</li> <li>• Exposure to a variety of different texts including fiction, non-fiction and poetry.</li> <li>• Development of a culture of discussion to aid and deepen understanding.</li> </ul>

<p><b>Form time Reciprocal Reading for students across all key stages</b></p>	<ul style="list-style-type: none"> <li>• Weekly sessions during form-time (Wednesday for KS3 and Thursday for KS4)</li> <li>• Each year group reads a different text, suitable for their age. The text is changed termly and is selected to give students exposure to a variety of genres and authors.</li> <li>• During these sessions, students will practice their reading skills by making predictions, clarifying unfamiliar vocabulary, asking questions about the character and plot and summarising what they have read so far.</li> <li>• The purpose of these sessions is to develop a culture of discussion around reading, promote reading as an interesting and fun activity and help students discover new genres and authors.</li> </ul>
<p><b>Reading Friends programme</b></p>	<ul style="list-style-type: none"> <li>• Half an hour sessions on a weekly basis.</li> <li>• Sessions take place in the LRC under the supervision of the Academy librarian.</li> <li>• Year 9 Reading buddies who have a high SAS score are paired with year 7s who have a SAS close to the 100 boundary.</li> <li>• These sessions promote positive peer relationships and give students the opportunity to select a book of their choice (fiction or non-fiction) and read for enjoyment.</li> <li>• Year 9 Buddies are trained via the official Reading Friends Program (through Kirklees Council).</li> </ul>