Reading Intervention

2026-2027

THORNHILL COMMUNITY ACADEMY
A SHARE Academy

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.

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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

Intervention	What it involves
EMA intervention for those new to English	A new arrivals program for students who are new to the English language. 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. A six-week EAL new arrivals program: • Introduce buddy and pair up / tour of the Academy / Entry and exit points / bus routes • Introduction to the British Education system • Timings of school day/ Behaviour system / uniform / lunch / cultural norms • Phonics / recognising the alphabet / CVC words • Assess competence in heritage language / reading and writing • Reading test • 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 • Encourage new arrival parents to attend parent literacy group to help further develop their own English language skills 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. 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. All EAL students will be provided with a bilingual dictionary to help aid learning.
EMA intervention for those below functional levels	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. 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. Where required students may also access Lexia sessions.

Students identified as having gaps in their phonological awareness	For those students identified as needing phonics intervention: • Phonics intervention using the Little Wandle Code KS3 Pilot intervention programme 3-4 x per week. • Prescriptive, bespoke and repetitive intervention designed to embed phonological awareness and increase automaticity with the reading of sounds. • Weekly assessment to inform reading lead of progress and gaps in knowledge that need to be addressed. • 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.
Literacy intervention for students with SAS consistently below 80	• 1 hour weekly intervention with a highly trained member of the Reading Support Team. • 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. • Appropriate level comprehension tasks involving writing and discussion. • Writing tasks with a focus on responding to text stimuli to develop understanding. • Writing tasks focussing on targeted writing need including use of punctuation, letter formation and developing sentences that make sense. • Plenty of opportunity to edit and improve work.
Specialised Reading Form groups for students with SAS consistently below 80	• Daily intervention with opportunities to read and be read to by a highly trained member of the Reading Support Team. • 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. • Discussion centred around the four most important reading skills: predicting, clarifying, questioning and summarising.
SAS between 80 and 100	• Weekly small group Reciprocal Reading intervention for 30 minutes or 1 hour. • Rotating 8-week timetable to ensure students are not consistently missing the same curriculum lessons. • Repetitive and consistent approach to intervention concentrating on developing the four most important reading skills: predicting, clarifying, questioning and summarising. • Exposure to a variety of different texts including fiction, non-fiction and poetry. • Development of a culture of discussion to aid and deepen understanding.

Form time Reciprocal Reading for students across all key stages	• Weekly sessions during form-time (Wednesday for KS3 and Thursday for KS4) • 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. • 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. • 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.
Reading Friends programme	• Half an hour sessions on a weekly basis. • Sessions take place in the LRC under the supervision of the Academy librarian. • Year 9 Reading buddies who have a high SAS score are paired with year 7s who have a SAS close to the 100 boundary. • 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. • Year 9 Buddies are trained via the official Reading Friends Program (through Kirklees Council).