



Reading Intervention

2022-2023

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 functional reading age (>9 years), allowing access to a broad and balanced curriculum.

These approaches are complemented by a range of assessment and identification strategies, allowing us to place students on the correct intervention pathway.

Y7 Arrivals & New Starters

- GL Reading age test
 - Primary school reading age and assessment data
- Identified students with a RA below 8.0yrs have phonics screening
- EMA base fluency assessments for young people new to English
 - Salford reading Test to consolidate data from testing
 - Exact testing where concerns persist
 - Dyslexia screener where concerns are raised

Regular assessment of Reading Age allows for the interventions in place to be as short-lived as required, this reduces the curriculum content missed and allows the learners to return to classrooms as soon as they are ready.

The relevant interventions are applied using the 3-wave model in line with the SEND Code of Practice

Wave 1:

- Quality first teaching
- ERIC Reading programme
- Yearly monitoring of all year groups via GL reading test
- In class reading support
- Reading comprehension activities through classrooms
- Reading Ages shared via ClassCharts (Highest ever) allowing for a data informed approach in every classroom
- Culture of reading aloud in class
- Homework with a reading focus
- Parental engagement to encourage reading at home

Wave 2:

- Lexia PowerUp
- Reading Age <9 years
- Regular (1/2 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
- Paired reading with an adult
- In class support from ETA
- In class support via academic mentor
- EMA intervention – small group work on English language development

Wave 3:

- Reading Age <8 years
- Fresh Start Phonics 5x per week – small group or 1:1
- Pupil Passports in place with specific reading related guidance for teachers
- Individual literacy interventions
- Personalised and bespoke literacy interventions
- Intensive EMA intervention to support children new to the country to acquire English language.

Intervention	What it involves
<p>EMA intervention for those new to English</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"> • 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 <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>EMA intervention for those below functional levels</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>Intensive English Intervention for those at phonics level</p>	<p>For those students determined to be at phonics level, the following strategies will be implemented:</p> <ul style="list-style-type: none"> • Concentration on reading low reading age, but high-quality texts. • Correcting reading mistakes and practising correct pronunciation. • Using phonics to read, including sounding out and sound blending. • Comprehension tasks based on texts being read. For example, inference, conversation, explanation and some level of analysis. • Practising reading of sight words and high frequency words in parrot fashion. • Spelling of high frequency words. • Short bursts of writing using reading level appropriate words. • Developing sentences using specific formula. Writing is guided and repetitive to practise use of basic punctuation and develop ability to write sentences that make sense. • Engagement tactics and differentiation used as appropriate.
<p>Intensive English intervention for those with a reading age below functional</p>	<p>For those students determined to have a reading age below functional, the following strategies will be implemented:</p> <ul style="list-style-type: none"> • Group guided reading with quality texts. • Appropriate level comprehension tasks involving writing and discussion. • Writing tasks with a focus on responding to text stimuli in order to develop understanding. • Writing tasks also 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.
<p>Fresh Start Phonics</p>	<p>Read Write Inc. Fresh Start is an age appropriate catch-up intervention programme for older students who need some help with their reading skills. It offers a simple but effective method to help students accelerate their reading progress. At Thornhill Community Academy, we offer daily sessions to small groups of students by phonics trained members of staff.</p> <p>Students will be taught in groups formulated based on ability and need rather than age. The programme is systematically delivered using the same, repetitive formula. Intervention is catered to literacy level and will include writing and comprehension tasks when knowledge of simplest sounds has been mastered and is being confidently used by students.</p>
<p>Lexia</p>	<p>Lexia is a computer-based reading intervention programme. Students work individually as part of a group. The programme constantly assesses and adjusts tasks based on</p>

	<p>students working level. The programme focuses on 3 main strands of literacy; word study, grammar and comprehension.</p> <p>Lexia has 2 separate strands or levels – Lexia Core5 is suitable for those with a reading age below 8 years, whilst Lexia PowerUp is more suitable for those more confident, but not yet functional readers.</p> <p>Entry criteria are triangulated around:</p> <ul style="list-style-type: none"> • Information passed on from Primary schools during transition. • Performance in CAT4 testing, particular focus on verbal and the mean. • GL Reading age testing on entry. • Salford reading and comprehension age scores. <p>Lexia lessons take place 3 times per week in designated intervention rooms. Students complete the Lexia programme until they achieve functional reading age.</p>
<p>1:2:1 reading programme</p>	<p>Students identified for 1:2:1 reading intervention, will receive a twice weekly 20-minute slot in which they read aloud to a trained reading mentor. Students will read from appropriate texts, selected based upon their reading and comprehension ages. Reading mentors will focus on supporting students with their comprehension, fluency and pronunciation. Students will receive this intervention for a 10-week block. At the end of this block, a NGRT reading test will be sat.</p>
<p>Academic Mentor intervention</p>	<p>Through the National Tutoring Programme, an Academic Mentor has been appointed to work within the English Department. They provide 'in class' support and small group intervention for students alongside their regular English lesson.</p> <p>The school's Academic Mentor has also undertaken phonics training and is delivering phonics to students in order to ensure they receive daily phonics practise.</p> <p>The academic mentor is delivering guided reading sessions to students across KS3. These sessions involve group reading of carefully selected, high quality literature at an appropriate reading age level, comprehension tasks based on texts read involving inference, conversation, explanation and some level of analysis.</p>
<p>ERIC Reading Programme</p>	<p>Everyone Reads In Class (ERIC) is a weekly 20-minute slot in which students read for pleasure. English teachers read alongside students, providing opportunity for students to read aloud. Attention is paid to improving students reading fluency and comprehension of texts.</p>

	<p>Supported by Library visits through English lessons, students are guided to an appropriate ERIC book. For many students this is from a carefully curated list of ERIC books, containing a wide variety of texts. All books on the reading lists are accompanied with a suggested reading age. Teachers use reading age data on ClassCharts to support students to select an appropriate text.</p>
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