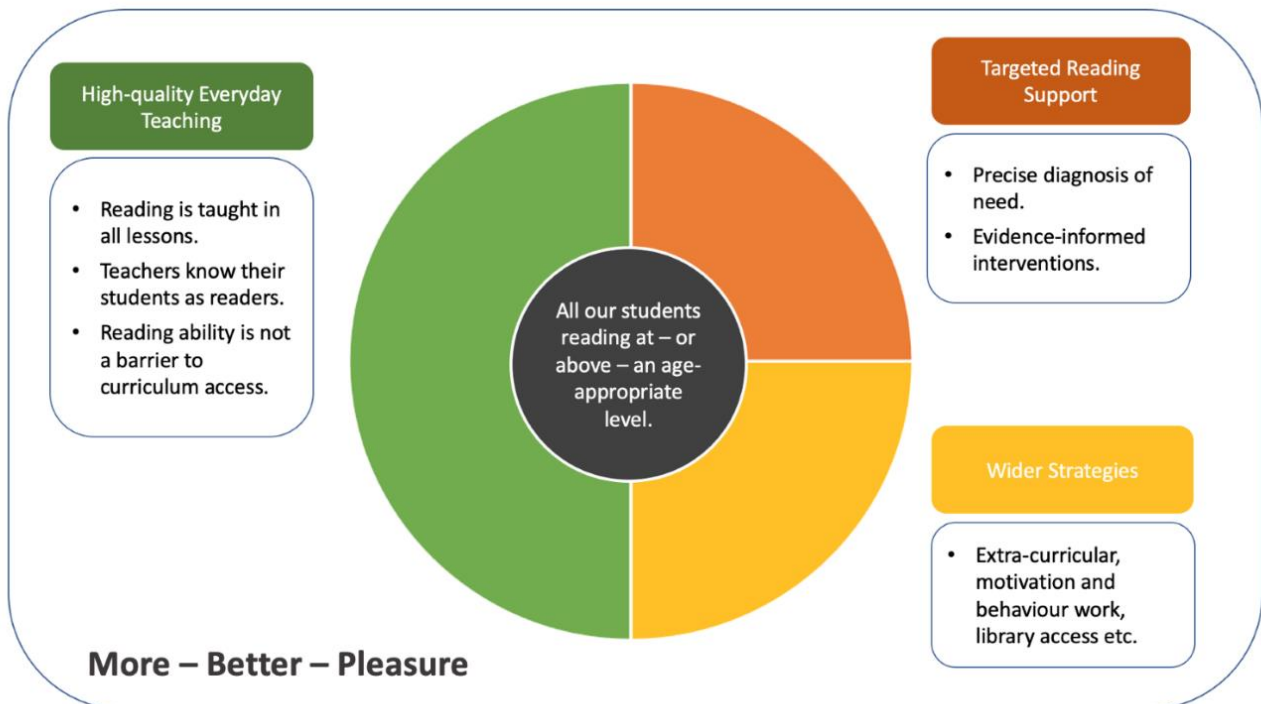## Aim

For students at South Dartmoor Community College and the Atrium to reach their potential, they must have sufficient reading skills to enable them to access a broad and balanced curriculum, regardless of their starting point upon admission to the schools. Therefore, we aim for all students:

• To be able to read at -or above- an age-appropriate level, with the support of appropriate intervention
• To read regularly for pleasure and learning
• To experience fully embedded disciplinary reading across all areas of the curriculum.
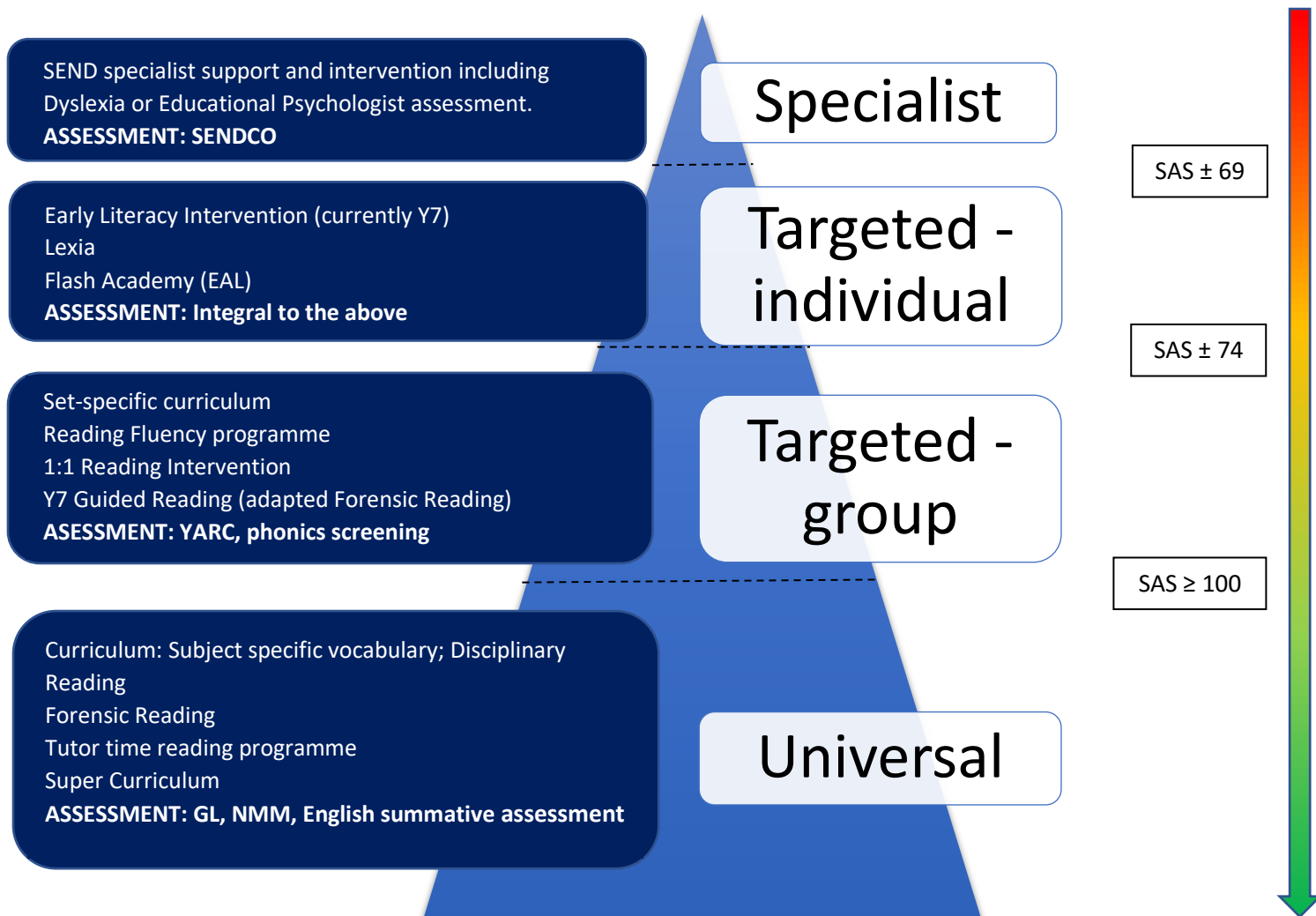
Vision

All our students reading at – or above – an age appropriate level.

Strategy

High-quality Everyday Teaching

- Reading is taught in all lessons.
- Teachers know their students as readers.
- Reading ability is not a barrier to curriculum access.

Targeted Reading Support

- Precise diagnosis of need.
- Evidence-informed interventions.

Wider Strategies

- Extra-curricular, motivation and behaviour work, library access etc.

All our students reading at – or above – an age-appropriate level.

More – Better – Pleasure

Rationale

All students are assessed on entry and placed in the triangle below for appropriate intervention. Dependent upon their starting point, students then work down through the triangle, accessing appropriate intervention relevant to each stage. Universal provision is classroom based and supports reading development form a starting point of age-appropriate level.

Tier	Details	Assessment	SAS
Specialist	SEND specialist support and intervention including Dyslexia or Educational Psychologist assessment.	**ASSESSMENT: SENDCO**	SAS ± 69
Targeted - individual	Early Literacy Intervention (currently Y7); Lexia; Flash Academy (EAL)	**ASSESSMENT: Integral to the above**	SAS ± 74
Targeted - group	Set-specific curriculum; Reading Fluency programme; 1:1 Reading Intervention; Y7 Guided Reading (adapted Forensic Reading)	**ASESSMENT: YARC, phonics screening**	SAS ≥ 100
Universal	Curriculum: Subject specific vocabulary; Disciplinary Reading; Forensic Reading; Tutor time reading programme; Super Curriculum	**ASSESSMENT: GL, NMM, English summative assessment**	

Curriculum: Disciplinary Reading

We recognise that knowledge about how to read is both generic and subject specific and that every teacher is a teacher of how to read in their subject. To best support our students' reading development across the curriculum, we will:

- Identify subject-specific reading knowledge
- Systematically plan to teach subject-specific reading knowledge
- Systematically develop staff subject-specific reading knowledge
- Maximise subject-specific 'reading miles'
- Support the development of generic reading knowledge where practical.

"Early strong reading skills do not necessarily translate into an ability to deal with the special language requirements met in subject classrooms and, as students rise through the school, they need ever increasing specialized literacy skills."

'Disciplinary Literacy: A study of the Literature,' by Elis Research Digest (2013)

Forensic Reading

This is a programme which has been introduced across all schools in the Trust and is designed to enhance students' literacy. It is delivered through discreet lessons to students in Year 7-9 once a week. The aim of the programme is to support our pupils to establish a strong foundation of knowledge, vocabulary, understanding, phraseology, and experience, which helps form a basis for success in difficult examinations and the challenges of adult life beyond their time in school. Forensic Reading exposes our students to challenging, complex and academic texts which will not only develop their vocabulary but also their cultural capital and the ability to appreciate what makes a great writer.

Tutor Time reading programme

Students in Years 9 and 10 are read to in tutor time from a selection of books recommended by staff. Participation in the Reading Challenge and attendance at the book club are also encouraged. Staff support general vocabulary development through the delivery of tutor time literacy activities and by taking opportunities wherever they arise in the school day for vocabulary instruction.

Super Curriculum

The Super Curriculum contains monthly recommended reading from across the curriculum that stretches and challenges learners.

Targeted - group

Set-specific curriculum

In 'set' subjects, curriculum designed to meet the specific 'reading' needs of the class.

Reading Fluency

Programme duration - 8 weeks

The English department runs Year 7 Reading Fluency intervention. Students are identified using GL and English assessment data. An eight-week reading intervention is implemented with the aim of increasing reading fluency and comprehension. YARC tests are used to monitor progress and impact.

1:1 Reading Intervention

Programme duration - 6 weeks

Working in tandem with the Reading Fluency programme, students are selected to practise and further develop their reading fluency and comprehension skills, working one of our specially trained teachers.

Y7 Guided Reading

For those students whose SAS prevents them from accessing the full Forensic Reading curriculum, we have adapted our provision to a guided reading approach, delivered by a phonics and early literacy expert.

Targeted - individual

Early Literacy Intervention
Programme duration – 6 weeks

Phonics screening is used to identify those students with below age-appropriate phonics / decoding skills. These students will follow weekly timetabled sessions, delivered by phonics trained staff.

Lexia
Programme duration – 4-6 months

Some students will be selected for Lexia intervention by the SEND team. These students will have timetabled intervention sessions in the Hub and are also encouraged to access the programme at home.

Flash Academy Intervention (EAL)
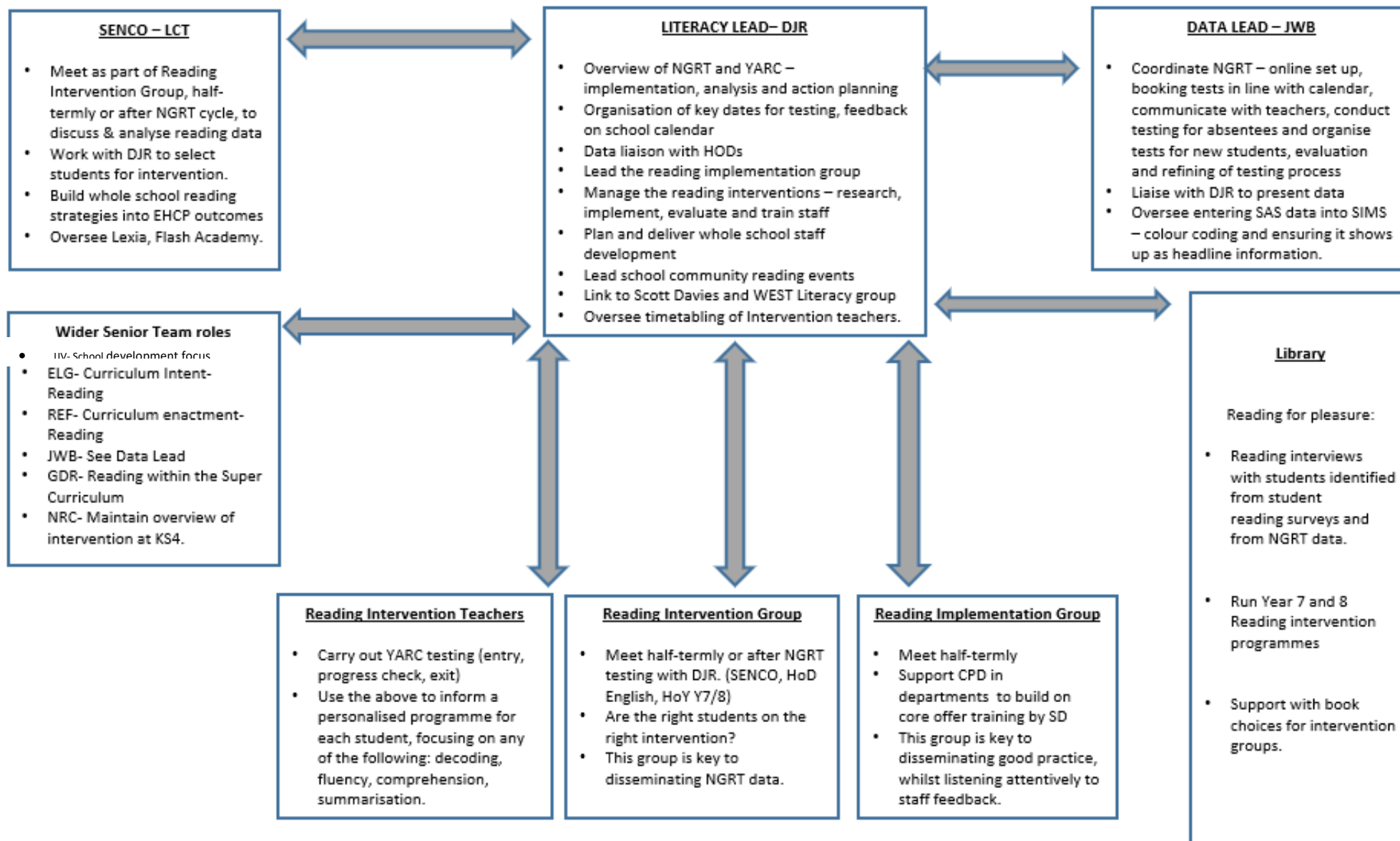Programme duration – 8 weeks

Students with English as an Additional Language are selected for the Flash Academy Intervention programme which accelerates English language acquisition.

Specialist

If the Intervention team feel that targeted individual intervention is not sufficiently improving a student's reading, they will make a specialist external referral for further specialist support.

South Dartmoor and the Atrium Reading Strategy flow chart – roles and responsibilities

SENCO – LCT

- Meet as part of Reading Intervention Group, half-termly or after NGRT cycle, to discuss & analyse reading data
- Work with DJR to select students for intervention.
- Build whole school reading strategies into EHCP outcomes
- Oversee Lexia, Flash Academy.

LITERACY LEAD– DJR

- Overview of NGRT and YARC – implementation, analysis and action planning
- Organisation of key dates for testing, feedback on school calendar
- Data liaison with HODs
- Lead the reading implementation group
- Manage the reading interventions – research, implement, evaluate and train staff
- Plan and deliver whole school staff development
- Lead school community reading events
- Link to Scott Davies and WEST Literacy group
- Oversee timetabling of Intervention teachers.

DATA LEAD – JWB

- Coordinate NGRT – online set up, booking tests in line with calendar, communicate with teachers, conduct testing for absentees and organise tests for new students, evaluation and refining of testing process
- Liaise with DJR to present data
- Oversee entering SAS data into SIMS – colour coding and ensuring it shows up as headline information.

Wider Senior Team roles

- JJV- School development focus
- ELG- Curriculum Intent- Reading
- REF- Curriculum enactment- Reading
- JWB- See Data Lead
- GDR- Reading within the Super Curriculum
- NRC- Maintain overview of intervention at KS4.

Library

Reading for pleasure:

- Reading interviews with students identified from student reading surveys and from NGRT data.

- Run Year 7 and 8 Reading intervention programmes

- Support with book choices for intervention groups.

Reading Intervention Teachers

- Carry out YARC testing (entry, progress check, exit)
- Use the above to inform a personalised programme for each student, focusing on any of the following: decoding, fluency, comprehension, summarisation.

Reading Intervention Group

- Meet half-termly or after NGRT testing with DJR. (SENCO, HoD English, HoY Y7/8)
- Are the right students on the right intervention?
- This group is key to disseminating NGRT data.

Reading Implementation Group

- Meet half-termly
- Support CPD in departments to build on core offer training by SD
- This group is key to disseminating good practice, whilst listening attentively to staff feedback.

NGRT, YARC and intervention flowchart Year 7 2021/2022

All students sit NGRT

Score of 89 SAS or above = no intervention for most
- Monitoring through class teacher and progress checks
- All teachers aware of borderline students.

Score of 85 or below, or a stanine difference of 2 or more points.
All teachers aware of students' SAS scores and begin to consider SAS when planning.
Intervention Team to discuss priority for further testing.
Further testing using NGRT or YARC.

Conduct YARC testing- Reading Fluency and Intervention teachers. Analyse results.

Meeting: Intervention Team (Literacy Lead, SENCO, HoD English, HoY Y7) to decide on groups for intervention.

Phonics Intervention / Early Literacy

- Early Literacy Programme for those students identified as needing support with phonics and decoding.
- Lexia

Comprehension Intervention

- Guided Reading groups- adapted Forensic Reading curriculum
- 1:1 Reading Intervention

Fluency Intervention

- Reading Fluency Programme.
- 1:1 Reading Intervention