

## Reading Strategy

### Aim

For students at South Dartmoor Community College 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. Therefore, we aim for all students:

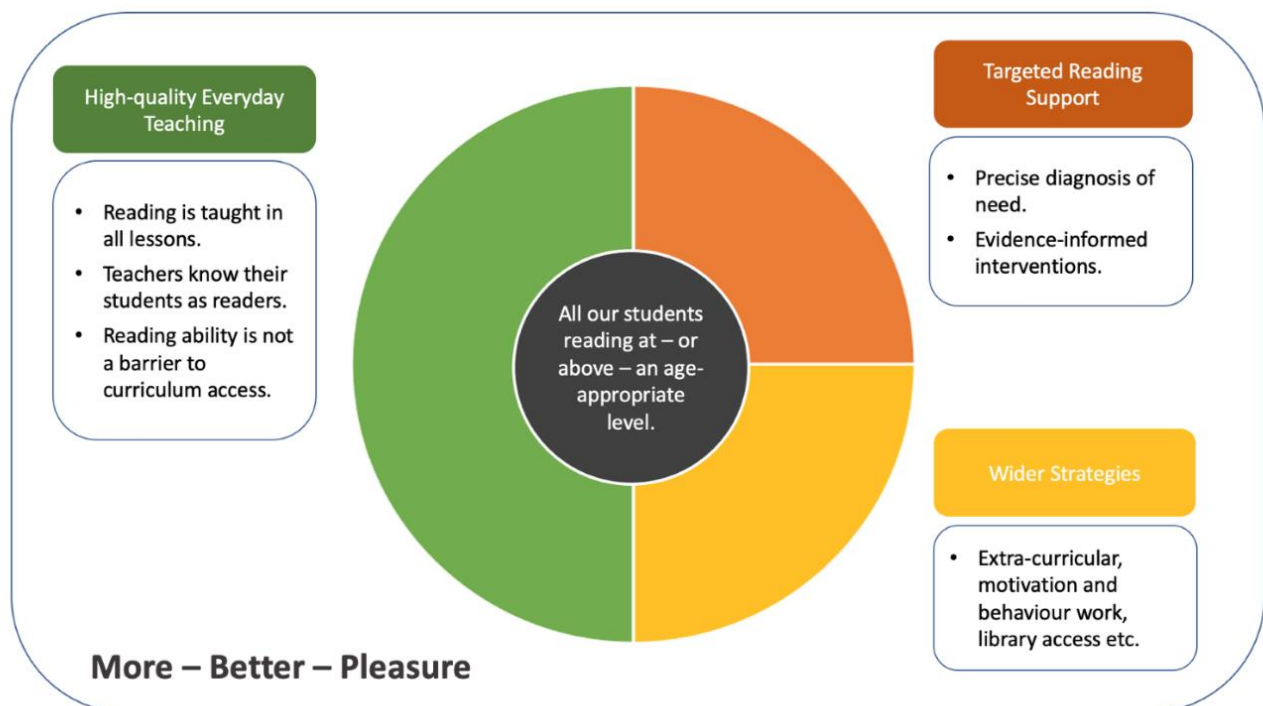
- To be able to read at -or above- an age-appropriate level, with the support of appropriate intervention
- To read regularly for pleasure and learning
- To experience fully embedded disciplinary reading across all areas of the curriculum.

### Vision

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

### Strategy

#### Rationale



All students are assessed on entry and triaged using the Literacy Intervention Map below. Dependent upon their starting point, students then through the intervention phases, accessing appropriate support at each stage. Universal provision is classroom based and supports reading development from a starting point of age-appropriate level.

## Universal

### 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)

### Tutor Reading Programme

This is an intervention for students with SAS of 90-119. Students will be taught reading for 15 minutes four times a week during their morning session. This reading is led by the teacher as the expert reader and uses principles adapted from Reading Fluency to build reading automaticity and comprehension. The texts are age-appropriate and selected to build background knowledge and include explicit vocabulary teaching through Frayer Models.

### Reading Scholars

Students reading 'above average' will be grouped and taught reading for 15 minutes four times a week during their morning session. This reading is led by the teacher as the expert reader and uses texts that are aspirational and selected to stretch and challenge. Students will engage in conceptual discussions and debates that is facilitated by explicit vocabulary teaching through Frayer Models.

### Super Curriculum

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

## Targeted Intervention

### Set-specific curriculum

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

### Reading Fluency

Programme duration - 8 weeks.

Students are identified using GL and English assessment data. An 8-week reading intervention is implemented with the aim of increasing reading fluency and comprehension. YARC tests are used to monitor progress and impact.

## Lexia

Programme duration - 6 weeks.

Working in isolation or in tandem with the Reading Fluency programme, students are selected to practice and further develop their reading fluency and comprehension skills through an online structured programme tailored to personalised strengths and weaknesses.

## Fresh Start - Phonics

Students are taught one-to-one or in small group sessions depending on their individual challenge point. They are taught letter sounds and words in order to develop automaticity in their decoding. Student progress is constantly monitored and they are re-assessed each half-term until they have completed the sequence.

## 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 COMMUNITY COLLEGE LITERACY INTERVENTION MAP

