

Reading – Literacy across the school

Why Reading is so important to us at Talbot House School?

- It is our moral purpose to give pupils the toolkits for the future success
- To develop independence (where appropriate) and resilience across the curriculum
- To improve attainment and achievement within the school and wider community
- To improve literacy skills for learning across the curriculum
- To promote a love of language and story telling
- To develop curiosity within our pupils beyond the curriculum
- To support pupil well-being and mental health and self esteem

Accelerated Reader (AR) (our reading program)

Guide - Personalised goals help pupils stay focused on the factors that matter most for reading growth—and help you monitor their progress and provide feedback to keep learners on track.

Engage - Individual reading recommendations use pupils interests and reading levels to suggest “just-right” titles—or students can self-select from over 200,000 choices.

Practice - “Just reading” transforms into high-quality reading practice that fuels growth: Reading quizzes monitor comprehension, while literacy skills and vocabulary quizzes extend pupils learning and build skills.

Grow - Detailed reports provide insights into pupils’ progress and track students’ mastery of focus skills aligned to state-specific learning standards.

Pupils will complete a STAR reading test at three points (Autumn, Spring and Summer) in the year to measure progress with their reading age. This will inform the level of their book. Pupils will then select books within their ZPD range so that they make progress with appropriate challenging books. Conversations will take place with the pupils to enable pupils to find books linked to topics of interests as we are aware with our pupils this does have an impact on engagement and enjoyment.

Accelerated Reader is a programme that manages pupils reading practice. It will provide our teachers with the information they need to monitor pupils reading and make informed adapted decisions to guide future learning. Pupils will complete a quiz on a book which contributes to the number of words read and demonstrates the level of understanding of the book

Twinkl Phonics - Our DfE validated full systematic, synthetic phonics programme that contains everything you need to deliver phonics to teach children.

Nessy – The Nessy platform includes programs for reading, spelling, mathematics, writing and typing. The Nessy online training, provides information about dyslexia and the most effective teaching methods, to both parents and educators.

Toe by Toe - Toe by Toe is a highly structured phonics-based reading manual to help anyone who finds reading difficult. It requires only 20 minutes of coaching a day and you'll see immediate improvements in your child's reading confidence. It can be used by parents or by teachers - you don't need to be a trained educator to help a child read with Toe By Toe.

On Entry

Pupils come to us at different ages, different starting points and different times throughout the year. On entry pupils are baseline assessed, reading, literacy & numeracy. We do, at times, are given previous data, however, we feel it is fair to the pupil that we assess when they join us. We have to take into consideration the pupils may have had a lot of disruption in their education, through no fault of their own. Their complex needs can mean that on arrival they are not ready to sit and complete assessments, they may need time to settle, feel safe and understand their new environment. We need to look at all pupils EHCPs, become familiar with their outcomes.

Once baseline reading tests are completed we are able to identify those pupils who are reading below their chronological age. We can then identify those pupils through a STAR Reading assessment who are significantly below, below and those reading above average. Once data is collected we can discuss interventions to put in place.

We also complete reading age tests (STAR reading) in October, January and June, this is used to measure progress, identify intervention, and inform other subject teachers to support their planning in class.

We encourage reading for those who are free readers and reading for pleasure with all pupils. We have a library and ask pupils to let us know their favourite authors so we can buy in books for them to read.

Intervention

Data is tracked using a basic spread sheet, we track pupils progress from entry and throughout the year.

From the data we can identify if a pupil is reading a age expected, above, below or significantly below. This will then inform us of those who need urgent intervention.

We have three groups of intervention, but we also encourage those who are free readers to read as often as possible.

Once we have identified our intervention groups we timetable one to one sessions with staff from our reading team. We share information through whole school CPD sessions.

We use Accelerated Reader to inform of next steps

Group 1 (Urgent Intervention) – significantly below chronological age – depending on the age, ability, and gap pupils may access, Toe by Toe, Nessy, phonics. Pupils would be reading

Group 2 – reading at least 2 years below their chronological age. We will identify gaps and then use Accelerated Reader to inform us of next steps.

Group 3 - reading within a year of their chronological age. Depending on the need of the child we can timetable 20 minute slots to support pupils to be confident readers, free readers and hopefully find their love of reading.

The reading team:

- The reading team meet half termly to discuss what is going well and analyze progress alongside the AHT/SENCO to identify what is going well and areas for improvement
- The reading team keep records of reading, progress and feedback to the senior leadership team if further intervention is required.
- Encourage pupils to ask for books they are interested in to encourage reading for pleasure and within an appropriate ZPD level. This allows the reluctant readers to gain confidence in their reading ability and increase self worth/well-being
- We encourage pupils to read at home and discuss the books within the home environment
- We encourage pupils to go to our school library during breaks.
- We encourage our pupils to participate in writing competitions, many of our pupils have had their short stories and poems published.

Next Steps

- All pupils to complete a STAR reading test
- Books within our library stock to be scanned for compatibility for Accelerated Reader ZPD level and quizzes
- Accelerated Reader logs for pupils to be implemented within school and at home and linked to tangible rewards for reading engagement
- Accelerated reader booklets to be implemented within Literacy and Reading Intervention that Initial will focus on key vocabulary within the book and infer/deduction of the pupils books (At an appropriate ZPD level)
- Word of the Week embedded to encourage disciplinary (oral) literacy and promote and literacy across the curriculum
- To investigate the option of a weekly AR lesson within the curriculum to focus on reading and engagement and pleasure. The future focus to be on quizzes passed so we can increase comprehension understanding of our pupils (Linked to EHCP outcomes)
- Implement and embed across the Summer term, our Talbot House Reading approach, formulated around meta-cognition and learning strategies:
 - **Context:** What is the text about? What background knowledge or what do I already know?
 - **Predictions:** What predictions can I make from the text? What is happening next? Can I make predictions using the title, subheadings, graphs or pictures
 - **Question:** Make notes and create questions about the text
 - **Tier 2 and Tier 3 Vocabulary:** Note any new or unfamiliar topic words and find out what these words mean
 - **Summarise the text:** Use headings, topic sentence summary of what have you learnt