



Improving Literacy at Headlands School

Rationale

At Headlands School, we believe that reading and literacy development should be central to our curricula. The acquisition and mastery of reading skills not only empowers individuals with the ability to comprehend written information but also enables them to engage with the world in profound ways. For many of the students joining the school, a deficit in this area poses a significant barrier to learning - one which we should relentlessly endeavour to remove.

First and foremost, reading instils a sense of **pride** in our students. As they navigate through texts, deciphering words and extracting meaning, students experience a growing sense of accomplishment. Success in reading builds their self-confidence and self-esteem, fostering a positive self-image that extends beyond the realm of literacy. By cultivating pride in their reading abilities, we help students recognise their own capabilities, encouraging them to take on new challenges and pursue their goals with enthusiasm.

Furthermore, reading nurtures **aspirations** and opens doors to countless opportunities. Proficiency in literacy equips students with the tools necessary to access a wealth of knowledge, ranging from classic literature to scientific research, historical accounts, and contemporary ideas. Through reading, students gain exposure to diverse perspectives, cultures, and ways of thinking. This exposure broadens their horizons, sparks their curiosity, and fuels their aspirations to explore new fields, engage in critical thinking, and contribute meaningfully to society. By integrating reading into the educational fabric, we can inspire students to dream big, set ambitious goals, and strive for personal and academic excellence.

In addition, reading and literacy development cultivates **respect**, both for oneself and others. By immersing students in literary works, they develop empathy and an understanding of different lived experiences. Literature serves as a window into the lives of characters from diverse backgrounds, promoting empathy and compassion. Students learn to appreciate the power of words, recognising that everyone's voice and story are worthy of respect. Reading and discussing texts in a collaborative environment also encourages respectful dialogue, where students learn to value differing opinions and engage in thoughtful exchanges. In this way, we are able to foster a culture of respect that extends beyond the classroom, empowering students to become compassionate and considerate citizens.

Ultimately, by making reading and literacy development central to education, we can provide students with the foundation they need to succeed academically, personally, and as responsible members of society.

“Reading is the master skill of school. Skilled reading, writing and talking is crucial for our students to succeed.”

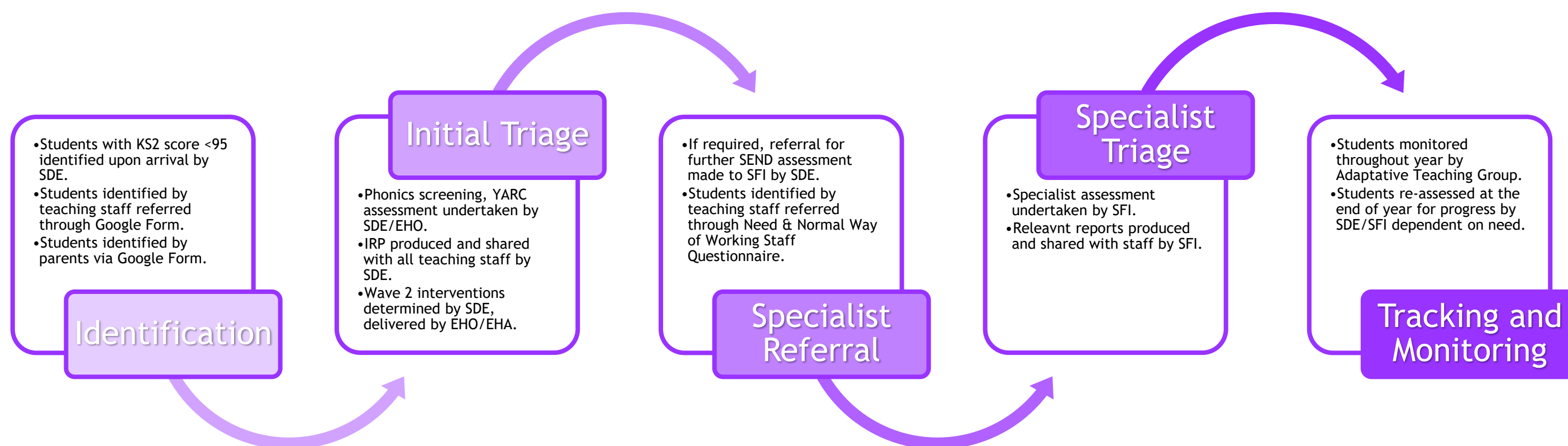
Alex Quigley

Priority	What do we do?	How do we do it?	Why do we do it?
Prioritise 'disciplinary literacy' across the curriculum	<p>Students are given opportunities to explicitly engage with Tier 3 vocabulary in all subject areas. This is driven through two key stratagem: Rapid Reads and Lexicons for Learners.</p> <p>Additionally, Reading Like a... documentation sits behind each curriculum area's literacy planning, where key aspects of disciplinary literacy are defined, explored and outlined.</p>	<p>Rapid Reads are administered one per half term in all subject areas. Texts are chosen to be matched to expected reading ages, with adapted questions offered to allow readers at all levels to access the material.</p> <p>Tier 3 vocabulary is presented as Lexicons for Learners. Each curriculum area has determined a list of ten words for each KS3 year group which are essential in unlocking the curriculum. Activities for elaborative rehearsal of these key terms are planned in to the curriculum.</p>	<p>Disciplinary literacy goes beyond general reading and writing abilities by focusing on subject-specific literacy practices and strategies. By prioritising disciplinary literacy, we can help students understand and engage with the specialised texts, language, and processes of various subjects, enabling them to navigate disciplinary content, analyse complex information, and communicate effectively within each academic domain. This approach fosters deep content knowledge, critical thinking, and prepares students for academic and career success in specific fields.</p> <p>Supported by:</p> <ul style="list-style-type: none"> Beck, McKeown & Kucan (2002), <i>Bringing Words to Life: Robust Vocabulary Instruction</i>. EEF (2021), <i>Improving Literacy in Secondary Schools (Guidance Report)</i>. Quigley, Alex (2020), <i>Closing the Reading Gap</i>. Shanahan, T & C (2012), <i>What is Disciplinary Literacy and Why Does it Matter</i>
Provide targeted vocabulary instruction in every subject	<p>Staff create explicit opportunities within the curriculum where key Tier 2 & 3 vocabulary is taught. These are mapped into MTPs with a conscious effort for them to be relevant. A range of strategies and methods for this are utilised across the school. Make it Stick activities used to promote retention of all words taught.</p> <p>In addition to this, Forensic Reading is delivered once a week for one hour to all KS3 students. This provides an excellent vehicle for targeted vocabulary instruction - particularly in terms of incidental practice.</p>	<p>Strategies for the explicit teaching of Tier 2 and 3 vocabulary include:</p> <ul style="list-style-type: none"> Frayer models; Quigley approach - Select, Explain, Explore, Consolidate; Incidental practice (words in context) mapped into the curriculum; High quality oral language; Shared definitions of key Tier 2 vocabulary to encourage a shared lexicon across the school; Explicit, direct instruction (particular focus in Forensic Reading); Cultivating 'word consciousness' - discussing patterns, etymology, exposure in context; The 4 Ps of vocabulary - plan, pre-teach, provide direct instruction, provide opportunities for wider reading. <p>Lexia is used to support further development of students' vocabulary knowledge.</p>	<p>Targeted vocabulary instruction helps students acquire and use specialised terms and concepts specific to each subject, enabling them to grasp and articulate complex ideas effectively. To thrive personally and academically, learners need the vocabulary to express themselves appropriately in both contexts. This is a pivotal life skill as well as one which accelerates academic progress.</p> <p>Supported by:</p> <ul style="list-style-type: none"> Beck, McKeown & Kucan (2002), <i>Bringing Words to Life: Robust Vocabulary Instruction</i>. Milton & Treffers-Daller (2013), <i>Vocabulary size: revisited</i>. Murphy, James and Diane, (2018) <i>Thinking Reading</i>. Oxford Language Report 2020 Coxhead, Averil (2006), <i>The essentials of teaching academic vocabulary</i>.
Develop students' ability to read complex academic texts	<p>The main vehicle for developing reading of complex texts is that of Forensic Reading. The texts here offer a high level of challenge but are taught with a high level of scaffolding, allowing learners to access complex concepts as well as complex language. This is further supported by age-appropriate disciplinary Rapid Reads throughout year.</p> <p>There is a conscious effort to consider how word reading and language comprehension work together to build reading comprehension and that this encompasses everything from phonology to inference at word and text level and to prosodic features such as fluency and tone.</p>	<p>Strategies for developing the ability to read complex texts include:</p> <ul style="list-style-type: none"> High quality teaching of Forensic Reading; Mapping of reading rich curriculum; Reading skills (corner stones) defined; Consider the 'Arduous Eight' when planning opportunities for reading (Quigley); Rewordify to consider how complex ideas can be expressed more simply; Specific activities intended to activate schema prior to reading. 	<p>Reading complex texts challenges students to analyse, synthesise, and evaluate information, fostering critical thinking and deepening their understanding of complex concepts. It is a way for us to accumulate and share essential information and knowledge of our culture, providing a database for humankind, one which everyone can tap into. Exposure to complex texts also expands students' vocabulary, enhances their reading fluency, and develops their ability to extract meaning from challenging passages. By developing proficiency in reading complex texts, we can empower students to navigate academic, professional, and personal endeavours with confidence and intellectual agility.</p> <p>Supported by:</p> <ul style="list-style-type: none"> Murphy, James and Diane, (2018), <i>Thinking Reading</i>. Quigley, Alex (2020), <i>Closing the Vocabulary Gap</i>.
Break down complex writing tasks	<p>The Writing Sequence provides a structure for sequencing extended writing tasks. This ten stage process is taught and modelled, and provides a scaffold to increase students' confidence as well as their performance.</p> <p>In addition to this, a bank of strategies from across the curriculum has been collated and all staff have access to this for use in their classrooms. Emphasis is placed on use of these, and implementation of other strands, when QA cycle is completed, with particular attention given to metacognitive teacher modelling.</p>	<p>Strategies for breaking down complex writing tasks include:</p> <ul style="list-style-type: none"> Breaking down of the question (linked with Tier 2 vocabulary teaching). The Writing Sequence; Oral composition leading on to transcription; Single paragraph outline - topic sentence, supporting details, conclusion sentence; Essay frames; Expanding boxes; Structure strips; Chunking; Dual coding; WAGOLLS; Mapping of writing skills into English curriculum and shared with school Considered for when and how scaffolding is removed. 	<p>By breaking down complex writing tasks into manageable components, students are provided with a clear roadmap and scaffolded support that promotes their ability to comprehend, plan, organize, and execute their writing effectively. This approach not only reduces the potential of feeling overwhelmed and frustrated, but also fosters a deeper grasp of writing concepts, enhances critical thinking, and promotes student autonomy and confidence in tackling complex writing assignments.</p> <p>Supported by:</p> <ul style="list-style-type: none"> Hochman & Wexler (2017), <i>The Writing Revolution</i>. Quigley, Alex (2020), <i>Closing the Writing Gap</i>. Rosenshine, B. (2012), <i>Principles of Instruction</i>.

<p>Combine writing instruction with reading in every subject</p>	<p>Through high quality CPD, staff are equipped with a number of stratagem for development of this strand. However, all stratagem provide a focus upon “during reading” activities which are tailored to specific subject disciplinary needs.</p> <p>Again, emphasis is placed upon metacognitive teacher modelling of these kinds of writing tasks through I Do, We Do, You Do. This is to ensure that the covertly complex process of writing can become more explicit to students.</p>	<p>Strategies for combining writing instruction with reading include:</p> <ul style="list-style-type: none"> • During-reading activities which encourage active engagement; • Top Ten Grammar Moves (Quigley); • Think, Pair, Share, Write • Sentence Crafting: combining, expanding, shrinking, signposting; • The (Not So) Simple View of Writing: Explicit teaching of text generation (ideas, words and sentences), transcription (spelling, typing and handwriting) and executive function (attention, planning, reviewing and monitoring); • Sedita’s ‘Writing Rope’ • Writing about what you read (and modelling how this is done): personal reactions, personal interpretations, summaries, note taking, creating questions, answering questions; • Cornell note-taking; • LEAD process. 	<p>Research demonstrates that “reading and writing works best when one process fuels or informs the other”. Therefore, by giving explicit consideration of decoding and encoding we can establish a kind of overlearning which catalyses progress. Additionally, by providing opportunities for students to write about what they’ve read, we can amplify motivation, ensure active engagement, allow time for clarification and make visible the comprehension which has been established.</p> <p>More than any other strand, this allows learners to build literacy skills that are relevant beyond the classroom and long into their lifetimes.</p> <p>Supported by:</p> <ul style="list-style-type: none"> • Graham & Herbert, (2010), <i>Writing to Read: Evidence for How Writing Can Improve Reading</i>. • Halliday & Webster, (2010), <i>On Language and Linguistics</i>.
<p>Provide opportunities for structured talk</p>	<p>MTP planning makes specific reference to oracy skills which are being developed. Opportunities to cover the seven main strands (recitation, exploratory, Socratic, dialogic, accountable, metacognitive, self-talk) are provided across the course of a year in every subject area.</p> <p>Voice 21 provides a framework for the planning, delivery and assessment of oracy activities, which focuses on four key areas: physical, linguistic, cognitive and social & emotional. By demarcating the different skills required, learners can be more confident and successful.</p>	<p>Strategies to provide opportunities for structured talk:</p> <ul style="list-style-type: none"> • High quality teacher oracy; • Whole school mechanisms for setting expectations; • Oral composition (also supports previous strands); • Specific scaffolding of oral activities e.g. sentence stems, discourse markers etc. • Before, during and after writing talking tasks; • Cue cards to stimulate discussion; • Voice 21 success criteria; • Voice 21 Talking Points; • Debate lessons; • ABC feedback - agree with, build upon or challenge; • Harkness models; • Reciprocal Reading; • Listening Triads; • Accountable talk; • Repeat correct phrasing; • Upgrade learner talk; • Paraphrasing others’ responses; • Images to structure talk. 	<p>Through structured talk, students engage in purposeful conversations, collaborate with peers, articulate their thoughts, and actively listen to others. These interactions promote deeper understanding, encourage diverse perspectives, and foster the development of empathy and respect. By participating in structured talk, students gain valuable skills for effective communication, problem-solving, and social engagement, preparing them for success in academic, personal, and professional contexts. In addition, oracy has shown to be particularly beneficial for low-attaining learners.</p> <p>Supported by:</p> <ul style="list-style-type: none"> • Alexander, R., (2008), <i>Towards Dialogic Teaching: Rethinking Classroom Talk</i>. • APPG, (2021), <i>Speak for Change Report</i> • Jay T, Willis B, Thomas P, et al. (2017) <i>Dialogic Teaching: Evaluation report and executive summary</i>. • Mercer, N. (2015), <i>Why Oracy Must be in the Classroom</i>. • Vygotsky, L. (1934/1986), <i>Thought and Language</i>.
<p>Provide high quality literacy interventions for struggling students</p>	<p>Upon arrival at the school, students with scaled scores of less than <95 are identified and considered for assessment and subsequent intervention.</p> <p>Those who are identified as requiring intervention beyond QFT are placed into one to one, or small group intervention, which takes place during their Forensic Reading lesson, or tutor time dependent on need and age group. These sessions focus on developing inference and comprehension skills, as well as phonics where necessary and are targeted at stage not age.</p> <p>Students may also be referred by staff members who have identified issues within lessons. This is done via a Google Form (link below).</p>	<p>The process for supporting struggling students is detailed below. In addition to this, the responsible SLT member leads CPD and development of the staff team, encouraging inter-disciplinary as well as disciplinary development for all students, particularly this cohort, who are deemed to be those working at the lowest levels.</p>	<p>By providing high-quality literacy interventions for struggling students we can ensure equitable access to education and support their academic growth. These interventions target specific reading and writing difficulties, addressing skill gaps and helping struggling students develop foundational literacy abilities. Through the implementation of tailored interventions, we can prevent learning gaps from widening and provide struggling students with the necessary tools and strategies to improve their reading and writing proficiency. High-quality literacy interventions not only boost students' confidence and motivation but also enhance their overall academic performance and future opportunities.</p> <p>Supported by:</p> <ul style="list-style-type: none"> • DfE, (2015) • EEF (2021), <i>Improving Literacy in Secondary Schools (Guidance Report)</i>. • McLaughlin et al, (2014), <i>OECD</i>. • World Literacy Foundation (2015)

Provide high quality literacy interventions for struggling students.

If a student has received a **scaled score of <95**, it indicates that they are working **significantly below the expected standard** and are very likely to need some additional help. At this level, students are **initially triaged** using the *York Assessment of Reading for Comprehension* and a *Fresh Start: Phonics Screening*. Following this, an **Individual Reading Plan** is drawn up to inform **QFT strategies**, and details student voice and staff observations (example included below). Subsequent **intervention** is then **planned and implemented** based on the **area of need**. If required, referral for **specialist triage** is submitted alongside. A **collaborative approach** alongside SEND specialist staff allows for each individual to receive tailored support.



Parental Referral Link: https://docs.google.com/forms/d/e/1FAIpQLSckn7iFURWlcF_fsZqGHmCOpByX4rAWz5L5hCvPVZ4NrFu-g/viewform?usp=sf_link

General QFT Strategies for Supporting “Struggling Students”

	Word Level	Sentence Level	Text Level
Level 1 - Emerging	<ul style="list-style-type: none"> • The re-writing of class texts to match ability - replacing complex vocabulary; • Drilling sight words/common exception words; • Modelling of phonic decoding; • Explicit teaching of the alphabetic code; • Explicit teaching of dictionary skills to establish the meaning of unfamiliar words; • Providing glossaries with simple definitions and/or visual cues; • Cloze reading passages; • Activities tailored to specific phoneme or phoneme groups that are causing a barrier to learning. 	<ul style="list-style-type: none"> • Explicit Sentence Instruction - including the parts of a sentence (subject, verb, object), sentence types (declarative, interrogative, imperative, exclamatory), and sentence patterns; • Modelling and sentence examples; • Sentence building activities - sentence puzzles, sentence strips, or sentence building games; • Sentence expansion - expanding simple sentences by adding descriptive details, adjectives, adverbs, or additional clauses & using conjunctions to combine sentences and create more complex sentence structures; • Sentence combining - practice combining shorter, simple sentences into more complex sentences in a variety of ways; • Sentence editing and revising - model how to edit and revise sentences for clarity, coherence, and grammar; • Provide sentence-level editing checklists or peer editing activities; • Combine vocabulary instruction with explicit modelling of how words are used within sentences and ask students to put this into practice; • Sentence fluency drills; • Sentence-building games; • Read aloud sentences from various texts, emphasizing intonation, rhythm, and sentence structure. 	<ul style="list-style-type: none"> • Abridging of class texts; • Ask student to demonstrate understanding by describing what they know; • Model skimming and scanning for specified information; • Making predictions such as what happens next; • Providing multiple choice answers to comprehension questions; • Model expressive reading; • Encourage the use of a ruler, or finger, to aid tracking of text; • Re-phrasing and extending the responses of students.
Level 2 - Developing	<ul style="list-style-type: none"> • Gap fill exercises; • Pre-teaching of vocabulary; • Visual/verbal instructions; • Repeating back questions/instructions; • Re-reading texts/tasks before answering questions; • Explicit teaching of, and reference to, key components of language (nouns, adjectives, verbs, adverbs, pronouns). 	<ul style="list-style-type: none"> • Sentence analysis - analyse & deconstruct sentences, focusing on the different components of a sentence, including subjects, verbs, objects, and modifiers; identify sentence patterns and structures including sentence functions; • Mentor sentences - mentor sentences from high-quality literature or exemplary writing samples to demonstrate sentence variety, complexity, and effective language use; • Sentence imitation - learners imitate the techniques seen in mentor texts. • Vocabulary enrichment - provide explicit opportunities, supported with modelling, for students to implement new vocabulary in their own sentences/writing; • Fluency practice - reading of sentences to assess fluency and rhythm (support punctuation knowledge); • Peer collaboration - review and revise each other's' sentences; focus critique on structure, clarity and effectiveness; • Scaffolded writing tasks that increase in complexity; • Graphic organisers; • Sentence stems/starters. 	<ul style="list-style-type: none"> • Retrieval practice, including: cued retrieval questions and open retrieval questions; • Practise matching words in a given question to words in the text using text skimming and highlighting; • Summarising and paraphrasing what has been read; • Sequencing of texts and ideas; • Memory competitions, both about what is read and about vocabulary which has been taught; • Activities to activate schematic knowledge surrounding reading material.

QFT Strategies for Consolidating “Secure” Learners

	Word Level	Sentence Level	Text Level
Level 3 - Secure	<ul style="list-style-type: none"> Point out and discuss new/challenging vocabulary during reading activities; Provide examples of ambitious vocabulary in real contexts; Increase exposure to more sophisticated words through reading and discussing word choice/effect; Word building activities; Dictionary challenges; Magpie activities; Explore morphology; Explore modality; Explore etymology - particularly in creating word “families”; Ask students to collect/record interesting words. 	<ul style="list-style-type: none"> Advanced sentence structures - introduce structures, such as compound-complex sentences, parallel structures, and varied sentence beginnings; Sentence style exploration - explore sentencing in terms of purpose and how writer’s use this to achieve this; Sentence variety exercises - focus on incorporating sentence variety; experiment with different sentence lengths, structures, and types; Advanced editing and revising - guide sentence-level improvements; Teach advanced grammar and syntax conventions, such as parallelism, subordination, and proper use of modifiers; Sentence cohesion/transitions: strategies for maintaining coherence and cohesion within and between sentences; Sentence analysis > imitation - independently explore sentencing and implement what they discover; Provide authentic writing opportunities that challenge progressing learners to apply their sentence-level knowledge in real-world contexts; Explore the use of modality to express balanced views; Encourage development of individual voice. 	<p>At this level, it is important that reading skills are made explicit when they are being taught. Broadly speaking this should therefore include:</p> <ul style="list-style-type: none"> Retrieval: ask what they know, give examples, or summarise the basic points in their own words; ask cued retrieval questions; ask open retrieval questions; reinforce text content by recording what is read; prime memory prior to teaching; use retrieval and memory skills in classroom situations other than reading. Simple Inference (Understanding): demonstrate overall understanding of a text - summarise in so many words; provide sentence stems; practice rewording questions to create answer statements; begin with ‘what’ questions and move to ‘why’ questions; segment reading; follow before, during after structures; highlight key points. Context Comprehension: support meaningful comprehension by creating regular opportunities for reading with peers/independently; share books with more experienced readers that are beyond independent reading ability; teacher-led discussion used in preparation to build the context for meaning making; activate scheme; relate to existing schema; ask: who, what, why, where, when. Inference and Deduction: encourage reading more than once to allow inferences to build; collaborative reading where students share and challenge each other’s views; hot seating; thought tracking; ‘book talk’ grids; open-ended questioning; true or false to explore inferences; looking for unstated clues/drawing conclusions; encourage reference to text when discussing inferences made. Writer’s Purpose and Viewpoints: exposure to a wide range of writing for a wide range of purposes; focus on impact on audience; discuss multiple interpretations; support with “reading around” materials; explicit teach about the writer and their beliefs; provide “big questions” for debate to establish student viewpoints to relate to a text; explain rationale for understanding writers’ motivations. Writer’s use of Language: explicit reference authorial method; exposure to a wide range of writing for a wide range of purposes; focus on word choices and their effect; model your thoughts about the author’s intentions; compare texts on the same topic written for differing audiences/purposes; identify symbolism and imagery in texts; provide opportunities for recital; challenge student to write for differing effects; provide synonym lists. Organisation of Texts: communicate the importance of understanding structure; identify common features of text types; skeleton plans which provide structure; segmenting processes; re-ordering and sequencing tasks; highlight and comment upon structural features of a text; focus on discourse markers; highlight and comment upon sentence structures/types; graphical organisers; modelling of structural features. Social, Cultural and Historical Traditions: provide “reading around” material (including multimedia); link to cross-curricular learning; draw upon personal knowledge and experience; role play; reading in role; independent research prior to reading; linking word use to time period; provide other reading from same context.

QFT Strategies for Challenging “Excelling” Learners

	Word Level	Sentence Level	Text Level
Level 4 - Excelling	<ul style="list-style-type: none">Exposure to sophisticated vocabulary;Dropping down of content from subsequent key stage;Equipping with technical and disciplinary vocabulary to allow articulation of learning;Self-devised quizzes and knowledge organisers to record and group learning;Assigned to lead the learning of others in this area e.g. explaining key words, preparatory reading outside of lesson, leading of reciprocal reading	<ul style="list-style-type: none">Exposure to higher level Tier 2 academic vocabulary to formulate sentencing;Looking at modality to establish a thesis/viewpoint;Embedding evidence from secondary texts;Structures to endorse or dis-endorse claims;Structures to compare and contrast;Structures to make concessions.	<ul style="list-style-type: none">Exposure to wide range of high level texts;Open questions involving text evaluation;Metacognitive activities, asking students to reflect on their own reading abilities (both strengths and areas of development);Self-devised quizzes and knowledge organisers to encourage retention;Free reading from library and encouragement to take books home;Exposure to more sophisticated ways of writing about reading - reports, essays etc.Assigned to lead the learning of others in this area e.g. explaining key themes or ideas, preparatory reading outside of lesson, leading of reciprocal reading.



Forensic Reading Texts

	Secrets & Lies	Power & Conflict	Journeys & Futures	Women, Suffrage & Misogyny	Fragile Earth	Spirit of Life
Year 7	The Lie Tree - Hardinge	Jane Eyre - Brontë	There Will Come Soft Rains - Bradbury	Of Mice and Men - Steinbeck	Human Universe - Cox	A Long Way Home - Brierley
Year 8	The Sniper - O'Flaherty	The Book Thief - Zusak	Pedestrian - Bradbury	My Last Duchess - Browning	Scourge of the Oceans - Harvey/Attenborough	Iqbal - D'Adamo
Year 9	The Darkness Out There - Lively	Extracts from Speeches - Biden, Harris, Yousafzai	Life of Pi - Martel	At Home with Mr Sticky Fingers - Long	A Song of Myself - Whitman	The Fault in Our Stars - Green

IRP Glossary of Terms

addition	Adding in words where they do not appear in the text.
Alan Peat sentences	A set of specified sentence structures which can be taught to students in order to improve their composition.
composition	The process of composing from word, to sentence, to text level.
context	The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.
decoding	Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) to their sounds (phonemes) and recognizing the patterns that make syllables and words. There is an area in the brain that deals with language processing and does this process automatically.
DRTA	The Directed Reading Thinking Activity is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions.
dual coding	Dual coding is the idea of using different types of stimuli to help learners encode information in their brains more effectively, enabling it to be more easily retrieved later. In the classroom, the main two types of stimuli that are used are visual and verbal.
etymology	The origin of a word and the historical development of its meaning.
inference	A guess that you make or an opinion that you form based on the information that you have read; sometimes known as “reading between the lines”.
mispronunciation	Incorrect pronunciation of a word.
morphology	The study of the forms of words, in particular inflected forms, which are modified by prefixes and suffixes.
NGRT	The New Group Reading Test is a standardised assessment to measure reading skills of students aged 5 - 16 against the national average.
omission	The action of skipping over or leaving out words when reading a text.
paraphrasing	Express the meaning of (something written or spoken) using different words, especially to achieve greater clarity, or simplification.
refusal	Refusing to read the word, even when prompted.
retrieval	Retrieval is a reading skill and often one of the first skills to be developed by a child in school. Children have to pick out information from a text in order to answer questions about it. Retrieving and recording information and identify key details from fiction and non-fiction is an important skill for students to learn.
reversal	Writing or reading letters backwards, or switching letters in a word.
scanning	Scanning is reading rapidly in order to find specific facts.
schematic knowledge	All the knowledge we have relating to a topic, it's surrounding context and everything it encompasses. We can activate pre-existing schematic knowledge to help us make sense of new knowledge within that schema.
skimming	Skimming is reading rapidly in order to get a general overview of the material.
substitution	Using the wrong words or letters when they are reading or spelling.
SWRT	The Single Word Reading Test provides standard scores and age equivalent scores for single word reading skills.
transcription	Transcription is the process of copying a segment of text. The text may be offered orally, or in print. Differs from composition in that its main focus is spelling, punctuation, grammar and handwriting.
YARC	The York Assessment of Reading for Comprehension is a one-to-one, diagnostic reading assessment that enables teachers to assess students' reading and comprehensions skills, from an early age through to the end of secondary school.

Name: **Student A**

Date of Assessment: 26/09/2024

Initial Triage

Information Gathering:																													
Chronological Age at Assessment: 11:10																													
Fresh Start Assessment: Part 4																													
YARC Standard Scores: SWRT = <70, Reading Rate = <70, Comprehension = 97, Accuracy = 72, Fluency = <70																													
Pupil Voice: Student A is very vocal around her reading ability and will regularly state that she cannot read. She does not read outside of school and often. Her spare time is mostly spent at dancing and she thinks that she would perhaps like to read some texts, or stories, that are about this topic. She cannot recall any examples of texts she has read, either personally or in a school setting, where she feels she enjoyed/understood them.																													
Comments/Observations: Student A's perceptions of her ability do not seem to pose a barrier to her ability to develop; she is keen to improve and sees that this will help her across the board. I have often observed that she will try to avoid any activities which require her to read in lessons (potential use of toilet pass or time out). Her resilience is incredibly low and instead of even trying to sound out words, she will simply skip them/refuse them. However, if supported and really encouraged she can sound out simple words she is unfamiliar with.																													
Issues:																													
<ul style="list-style-type: none">Student A is reading at the level of a 7-year-old, this places her in the bottom 2% of readers for her age group.ACEs have almost certainly affected her primary schooling and she has large gaps in her knowledge. Additionally, Student A's SEMH needs could be affecting her executive functioning skills such as organisation, planning, and time management, which are essential for effective reading.Phonic screening suggests anything beyond single letter sounds is posing an issue – even most common digraphs (sh, th, ch, qu, ng, nk) were not secure.Accuracy score is incredibly low – in a text of 179 words, Student A was unable to read 44 words, equating to around 25% of the overall text. Her accuracy is affected by problems as noted in the table. These all contribute to a significant issue with her ability to read even simple texts.Student A's comprehension score was much better when reading a simple fiction text about a family on holiday, as opposed to a simple disciplinary text about bees. When she can decode words, she generally understands meaning.As she does not present with obvious behaviour issues, Student A's lack of ability can sometimes go under the radar.																													
<table><tr><th colspan="7">Analysis of reading errors (Supplementary passages only)</th></tr><tr><th></th><th>Mispronunciations</th><th>Substitutions</th><th>Refusals</th><th>Additions</th><th>Omissions</th><th>Reversals</th></tr><tr><td>Total error type (summed across passages)</td><td>6</td><td>7</td><td>31</td><td>8</td><td>5</td><td>0</td></tr><tr><td>% of total errors</td><td>10.5%</td><td>12.3%</td><td>54.4%</td><td>14.0%</td><td>8.8%</td><td>0.0%</td></tr></table>		Analysis of reading errors (Supplementary passages only)								Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	Total error type (summed across passages)	6	7	31	8	5	0	% of total errors	10.5%	12.3%	54.4%	14.0%	8.8%	0.0%
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Intervention:																													
Wave 1 (QFT)	Wave 2 (Intervention)	SEND – SEMH																											
<ul style="list-style-type: none">Celery coloured overlay issued by SFI and should be used.Give Student A ample time to sound out words.Frequent “check ins” to establish understanding.Re-writing of text to aid understanding where possible (Rewordify – could be useful, Quillbot for paraphrasing also helpful).Pre-teaching of vocabulary essential to understanding.Gap fill exercises for recall of key vocabulary.Re-reading texts – first for general understanding then careful reading for meaning.Repeating back questions and instructions for clarity.Modelling of phonic decoding.Providing glossaries with simple definitions and/or visual cues.Provide multiple choice answers for comprehension questions.	<ul style="list-style-type: none">Part 1 phonics and subsequent modules – whilst Student A could name letters, sounds were insecure.Explicit teaching of the alphabetic code and dictionary skills.Drilling of sight words and common exception words.Reading practice with an adult – selection of “high/low” books for confidence.Lexia Power Up and supporting activities.	<p>Strategies to support Student A with her SEMH needs:</p> <ul style="list-style-type: none">Setting clear targets based on amount of reading, or time spent reading. Small periods for each is best.Positivity and praise with persistent reinforcement of achievements (no matter how small).Use a timer to promote attention for a set amount of time.Discuss the task and the reading you are about to undertake before beginning the activity.Make the rationale for the reading clear – how will it support his learning/progress.Integrate social-emotional learning activities into reading instruction to help students develop self-awareness, self-regulation, social skills, and empathy. For example, discussing characters' emotions and perspectives in a story can promote empathy and emotional understanding.																											