****LITERACY X CURRICULUM

**READING APPROACHES**

& PROMOTION ACROSS THE UET Compass Belton Academy

**OVERVIEW**

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| **INTENT** | * All students are assessed on their reading levels through Assessment on entry. * Students reading, spelling and comprehension assessed on entry. * Those with poor reading levels go onto a reading intervention based on their need and on their weaknesses. * The Trust uses Read, Write, Inc. as the phonics programme to help develop reading. * RWI KS3 Fresh Start used with KS3 students to check reading fluency and fill any gaps in understanding. * Re-assessment happens half termly to check on progress. * Promote reading through teaching reading and giving students the opportunity to enjoy reading. * Develop analysis and interpretation of what has been read in subject specific contexts. * To offer students a range of reading experiences |
| **IMPLIMENTATION** | **Spelling, reading and comprehension age below expectations:**   * Timetabled use of Lexia, and/or Lexplore to develop skills in areas of need. * Liaison with Interventions Coach to monitor progress.   **Coding and phonics difficulties**   * Read write Inc. assessment * Half term Read Write Inc Fresh start sessions run during tutor time and enrichment sessions. * Reassess after 6 weeks with a further assessment after a term to ensure interventions have stuck.   **Reading Environments**   * Book corners * Libraries * Displays of reading based materials. |
| **IMPACT** | * Improvement in identified areas of need. * Improvement in basic literacy level; and improvement in higher order reading skills in lessons. * Improvement in engagement and progress across the curriculum. * Improved attendance both to lesson and school. * Improvement in self-esteem and confidence resulting in potential improvement in behaviour. * Enjoyment of reading and a desire to use the library. * Engagement with a wider variety of texts. * Increased confidence with independent reading. |

**BASE SPECIFICS**

While the common approaches above are used across bases, there are some particulars which are listed below.

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|  | **LEVEL & NEED OF IDENTIFICATION** |
| **COMPASS: LINGWOOD, BELTON, POTT ROW** | * Use of daily DEAR Time to engage readers in independent reading and discover books/reading materials they enjoy. * Interventions for pupils significantly below expected levels, with 1:1 support from staff members. * Promotion of using blending and phonic knowledge to read unfamiliar words across all subjects. * Use of reading during play or games to communicate. |

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Based on a document by James Rice – with thanks