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| **Reading Strategy at Haybrook College** | | | |
| * WRAT5 tests are used to assess all pupils upon entry. Relevant subtests are word reading, spelling and sentence comprehension. * All staff are made aware of pupils’ Standardised-Age-Scores to enable staff to adapt their teaching to meet the needs of their pupils.   **Available to all pupils:**   * QFT in lessons, informed by the Haybrook Way: Explicit instruction, Cognitive and metacognitive strategies, Scaffolding, Flexible grouping, Using technology. * SLCN strategies used in lessons to support learning. * Word Aware strategies used to support vocabulary acquisition and understanding | | | |
| **Targeted Intervention** | **Universal Offer** | | |
| **Additional support for the weakest readers** | **Reading independently and developing reading for pleasure** | **English curriculum** | **Wider curriculum** |
| **Reading concerns:**   * Access to wider literacy support from Specialist Literacy Teacher for targeted 1:1 intervention * 1:1 intervention with the Reading Intervention Mentor (Millside only, the aim to expand this provision to all centres)   **Interventions include**:   * Units of Sound (Phonics) * Rapid Plus (reading intervention Reading age below 10yrs) * Language for Behaviour & Emotions * Bedrock for grammar & vocabulary   **Reading comprehension concerns:**   * SLCN screener * Access to 1:1 SaLT interventions with SALT and SALT Assistant. * 1:1 intervention with the Reading Intervention Mentor   **Resources:**  E.g. Learning mats, Vocabulary lists, Widget symbols, Barrington Stokes books (high interest, low reading age books | * Onsite libraries * Reading Club (Millside) * Reading to school pets (Millside) * Articles of interest available and discussed, eg. News Shed. * Drop Everything and Read Sessions (DEaR) Minimum weekly – centre-specific * Bedrock Vocabulary (Interim) * Word games and quizzes– E.g. Articulate, Scrabble * Reading challenge half-termly * PoW – WoW (Picture of the week and word of the week) | **Vocabulary instruction and disciplinary literacy**  Explicit teaching of academic vocabulary  **Text selection for Language & Literature.**   * Covers a range of carefully selected genres and text types, including poetry, fiction and non-fiction, pre-twentieth century to modern eras. * Enables pupils to gain knowledge about different perspectives and ideas in society and the world.   The overarching theme is power, conflict and the supernatural, a thematic thread which runs throughout the entire KS3 and 4 curriculum.  KS3 ½ termly book focus, reading with related activities.  KS4 PEARL Structure  **Resources**  Knowledge and graphic organisers  Narrative frameworks  Task plans | **Vocabulary instruction and disciplinary literacy**  Explicit teaching of academic vocabulary in all subjects using SLCN strategies such as Word Aware  Guided academic reading supported by SaLT strategies, group, tag and choral reading.  PoW – WoW  Trips & visits to expose pupils to words and vocabulary, in order to provide context and visual image to curriculum work to aid memory and recall.  Reading ambassador in each centre.  ‘I’m reading...’ boards for adults to share their love of reading and the genres of book they are reading/  **CPD and INSET**  Overview of how children learn to read.  Simple view of reading  Reading House – EEF  Disciplinary Literacy  Reading for Learning – NLT |