



Reading Performance 2022 – 2023

A bespoke Reading **Intervention Programme** created by a Reading Recovery Teacher, delivered to our struggling readers, by trained primary school teachers

RATIONALE

Many pupils arrive at Cornfields with reading skills that are significantly below age-related. This could be due to lack of engagement in their previous school/specific learning difficulties. Often our pupils have received years of direct phonics teaching, yet are still unable to access the first level reading books on arrival. We often inherit pupils who are at the very early stages of reading instruction and who inevitably have a very negative view of learning to read/reading. We recognise that we need to offer these learners something **different** in order to engage them in the activity of reading and enable them to progress. These 'non-readers' are assessed and targeted on arrival.

Being a literate adult is of utmost importance in today's society because it plays a crucial role in developing essential life skills. Here are some key reasons why literacy is important for life skills:

1. **Communication:** Literacy skills empower individuals to effectively communicate their thoughts, ideas, and needs. It enables clear and concise expression, both verbally and in written form, allowing individuals to engage in meaningful conversations, express themselves, and build strong personal and professional relationships.
2. **Critical thinking:** Literacy helps in developing critical thinking skills by enhancing the ability to analyse, evaluate, and interpret information from various sources. This skill enables individuals to make informed decisions, solve problems, and think critically about complex issues, thereby contributing to personal growth and success in various areas of life.
3. **Access to information:** In today's digital age, information is easily accessible, but being able to understand and navigate through it is crucial. Literacy equips individuals with the ability to comprehend and evaluate information from different sources, such as books, websites, and articles. This enables individuals to stay informed, make decisions based on reliable information, and continuously learn and adapt in a rapidly changing world.

4. **Empowerment:** Literacy empowers individuals to advocate for themselves, making them confident, self-reliant, and independent. It enables individuals to understand their rights, access resources and services, and actively participate in civic activities, such as voting, volunteering, and community engagement.

5. **Career opportunities:** Strong literacy skills are highly valued in the job market. Being literate enhances employability, as it facilitates effective communication, problem-solving, and critical thinking skills. Additionally, literacy skills are essential for learning and adapting to new technologies, staying updated with industry trends, and accessing professional development opportunities. Being literate opens up a wide range of career options and improves job prospects.

6. **Personal development:** Literacy fosters personal growth and self-improvement. It enables individuals to engage in lifelong learning, expand their knowledge, and explore new interests. Reading, in particular, exposes individuals to diverse perspectives, cultures, and ideas, broadening their horizons and promoting empathy and understanding.

Overall, being a literate adult is essential for developing various life skills, including effective communication, critical thinking, information literacy, empowerment, career advancement, and personal growth. It is an investment that enriches individuals' lives and equips them with the tools they need to succeed in both personal and professional spheres.

Statistics:

1. According to the National Literacy Trust, around 5.1 million adults in England lack functional literacy skills, which means they have difficulty with everyday reading and writing tasks.

2. The Skills for Life survey conducted by the Department for Education in England found that 16% of adults in the country currently have literacy skills below the level expected of an 11-year-old.

Quotes:

Reading and disadvantage

'By the final year of compulsory schooling, the reading skills of English pupils from disadvantaged backgrounds are on average two and a half years behind those from affluent home.'

- The socio-economic gradient in teenagers' literacy skills (Jerrim-2012)

"Low literacy levels among adults in the UK have a profound impact on individuals and society. It affects their ability to find work, access opportunities, and fully participate in their communities." - Jonathan Douglas, Director of the National Literacy Trust.

"Addressing adult literacy challenges is crucial for building a stronger and fairer society. It unlocks potential, empowers individuals, and improves chances of socio-economic mobility." - Anne Fox, Chief Executive of Cumbria Community Learning and Skills.

Educational impacts on reading

'Reading for pleasure is more important for pupils' cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.'

- Social inequalities in cognitive scores at age 16: The role of reading (Sullivan and Brown-2013)

Health and wellbeing impacts of reading

'Literacy has been found to have a relationship with depression:36% of those with low literacy were found to have depressive symptoms,' - UK Survey of Adult Skills (OECD-2013)

"Adults with low literacy skills face numerous barriers, including limited employment prospects, poor health outcomes, and reduced parental engagement in their children's education." - Skills for Life Network, a platform supporting adult literacy practitioners in the UK.

. "Low literacy skills can trap individuals in a cycle of poverty, perpetuating inequality and hindering social mobility. Investing in adult literacy is an investment in the future of individuals and society." - Claudia Harris, Chief Executive of the Careers & Enterprise Company.

. "Improving adult literacy levels is not just about teaching people to read; it is about unlocking their potential, boosting their confidence, and enabling them to achieve personal and professional goals." - Fiona Evans, Head of Community Programmes at the National Literacy Trust.

These statistics and quotes emphasise the significance of addressing low literacy levels among adults in the UK, as it has wide-ranging impacts on their lives and the overall well-being of society

ASSESSMENT FOR LEARNING

We aim for all our pupils, regardless of their difficulties/barriers to learning, to achieve a reading age of at least 8.0 years, to enable them to function in society. We also expect many of our pupils to exceed this. We have a 'no excuses' attitude towards this goal. If a child at Cornfields is not progressing in reading; we will always seek to find ways to engage and motivate.

Assessment is an imperative part of reading instruction at Cornfields, as it determines whether or not the goals of education are being met. Assessment affects decisions about planning, intervention, resourcing and tracking progress. Assessment inspires us to ask the hard questions: "Are we teaching what we think we are teaching?" "Are pupils learning what they are supposed to be learning?" "Is there a way to teach Reading more effectively/differently, thereby promoting better learning?"

On entry all pupils are assessed using the PM Benchmark Kit. This is designed to explicitly assess students' instructional and independent reading levels, using accurately leveled fiction and non-fiction texts. The Running Record gives an invaluable insight into existing skills, knowledge, strategies and comprehension. The PM Assessment tool also dovetails with book bands for guided/individual reading and is designed to provide reliable leveling information from emergent levels through to reading age 12. Through this in-depth assessment process we can also identify any potential, specific learning difficulties/speech and language difficulties.

Alongside the PM Benchmark assessment, pupils at or below Purple Level (Year 2 Standards/Entry Level 2) will undergo an in-depth assessment of their skills and knowledge in relation to 'Letters and Sounds' (phonics). Each pupil receiving intervention through The Reading Doctor has an individual record book to record their ongoing progress. If after exiting the intervention programme, there are still gaps in a child's phonic knowledge, these gaps will be noted and form part of the child's future learning pathway. All pupils will then join a guided reading group led by the classteacher / progression and engagement guide to ensure progression. We also recognise that progress is not always linear, whilst adopting a 'no excuses attitude to ensuring all our pupils become functionally literate.

READING INTERVENTION AT Cornfields

INTENT- What skills, knowledge and attitude will we nurture in our pupils and why?

Our intent is for all pupils to be functionally literate. Through rigorous and sequential assessments, building on existing knowledge and skills, all pupils will learn to read, write, speak and listen at a level as close to age-appropriate level as possible. New knowledge and skills will build on what has been taught before and retained. We will address social disadvantage by ensuring our pupils have every opportunity to become functional readers, writers, speakers and listeners. They will be able to demonstrate their competence in English by using it in real world situations as well as demonstrating a sound grasp of basic English knowledge and skills. We will break the vicious cycle of late intervention, low confidence and inefficient resource allocation. We will carry out assessments of our pupil's existing and underpinning knowledge as well as their ability to apply this in different contexts. We will provide a foundation for progression into employment or further education and develop skills for everyday life.

IMPLEMENTATION- How will we facilitate engagement and progression?

English is prioritised and at the heart of our curriculum. We recognise that having a 'functional literacy age' (age 8.0years+) is pivotal in enabling our pupils to access a broader and richer curriculum. We address social disadvantage by ensuring our pupils have every opportunity to achieve this 'functional reading age' thus improving life chances. Our systems ensure prompt access to targeted support. This will be achieved through providing the right support, in the right place at the right time.

On entry, many of our pupils have rapidly fallen behind their peers, therefore we act quickly to close the gap and work towards accelerated progress. Our assessments identify barriers to learning and gaps in knowledge and skills. From this starting point we implement a bespoke programme, using high quality multisensory/dyslexia friendly resources. Weaknesses are addressed quickly so that potential can be unlocked. Pupils are encouraged to adopt a problem-solving mindset and in doing so, build resilience and independence.

Our systems inspire us to ask the hard questions: "Are we teaching what we think we are teaching in English?" "Are pupils learning what they are supposed to be learning in English?" "Is there a way to teach English more effectively/differently, thereby promoting better learning/progression?". Our bespoke assessment/teaching of phonics provides a sharp focus to enable us to sort out any confusions, target gaps in learning and evaluate impact. PM Benchmark running records are carried out by a specialist teacher (The Reading Doctor). Barriers to learning are identified in order to implement tailor made programmes with appropriate coverage, content, structure and sequencing, to unlock the potential of our struggling learners.

We use a variety of high quality reading schemes that adhere to the worldwide recognised, colour book banding system. This allows pupils to be flexible in their approach -reading a variety of genres across different publishers using a variety of cues to enable them to read with independence and enjoyment. It also provides us with an accurate tracking system and assessment tool for measuring impact. Books are carefully chosen to match the gaps in phonics of each individual pupil. This is highlighted through our one-to-one, thorough, assessments. Phonics skills and knowledge are tracked precisely. Every pupil who has gaps/challenges in their phonological awareness/phonological processing, utilises our highly personalised and expertly designed, dyslexia friendly, resources, such as; The Word Building Tool, Magnetic letters, Phoneme frames and 'Sound and Say Cards'. They also work on the reading and spelling of word families through our bespoke spelling books, allowing for reciprocal links between reading and writing. Pupils' knowledge and skills are tracked against the expectations for each colour band, Literacy age, National Curriculum year group standards and Functional Skills levels. These are made explicit in The Reading Doctor support materials. The texts we use provide opportunities for Speaking, Listening and Communicating/Reading/Writing Texts. They connect closely to our pupils' phonics knowledge. Our systems, methods and resources facilitate reciprocal links between reading and writing and ensure all pupils have every opportunity to gain the phonics knowledge and language comprehension necessary to read for meaning and the skills to communicate, giving them the foundations for future learning and better outcomes in life, including employability. Our teaching methods are based on the best available evidence for effective methods to support students to gain these skills. The structured teaching of phonics is used to teach students at Entry Levels for 'Reading' and 'Writing'. All words from the Entry level lists have been put into phonics groups where possible. For older learners, who are working at a level that is significantly below age-related, we are mindful of matching reading materials to interest levels ie age-appropriate. We also use unique 'Teenage Phonics' tools, respecting age and cognition.

IMPACT- What impact will our English curriculum have on our pupils now and in the future?

As a minimum , our pupils are able to read short and straightforward texts that instruct, describe, narrate and explain. Due to the bespoke and relevant nature of our curriculum, our pupils have good engagement levels, despite their barriers. They are/will be functionally literate and prepared for the workplace and the modern world. They will fulfill their potential in English, having overcome any barriers to learning and leave Cornfields with relevant and ambitious qualifications. Our pupils will be statistically healthier, wealthier and less likely to be involved in criminal activity due to reaching/exceeding their potential in speaking, listening, communicating, reading and writing thus turning the vicious cycle into a virtuous one.

Assessed level on entry	Initial Assessment undertaken	Progress/Attainment in the academic year 2022-2023
Non-Readers	PM Benchmark (running record) and early reading skills/knowledge checklist.	<p>100% of pupils engaged in PM Benchmark and the early reading skills/knowledge checklist.</p> <p>On arrival, many have lacked any engagement in reading instruction in previous settings and have a negative view of themselves as a reader. We track their engagement levels precisely. 'Pupil voice' often starts with: "I can't/won't read" "I didn't read at my old school" to "When is it my turn to read?" "I can read now"</p> <p>10% of pupils are non-readers on entry- 100% success rate in engaging them and starting them on the path to 'beginner reader'</p> <p>We now have a '10 steps to Becoming a Successful Reader' chart so pupils can monitor their perception of themselves as a reader</p>
Working at Functional skills levels/ NC curriculum Standards/ Book Bands/Reading age	We assess pupils in line with the standards set out in the National Curriculum/Functional Skills specification and these align with the coloured book banding system, which equates to a reading age. This gives us our starting point and allows us to track progress precisely.	<p>On average pupils gained 2.0 years reading in a year. Many exceeded this by moving up several book bands.</p> <p>100% of pupils made progress from their starting points. This is also true for pupils who have previously been 'stuck' and have many barriers to learning, including specific learning difficulties, ADHD, ASC & ODD</p>
Letters and Sounds knowledge and skills progression	We assess pupil's exact knowledge of phonics against the 44 sounds of the English language. From this starting point we track progression of attainment precisely.	<p>100% of pupils made significant progress in terms of their phonics skills and knowledge from their starting points.</p> <p>This is also true for pupils who have previously been 'stuck' and have many barriers to learning, including specific learning difficulties, ADHD, ASC & ODD</p> <p>100% of pupils make progress in terms of phonics knowledge and skills. Many of whom have made little or no progress in their previous settings</p> <p>Pupils are actively using The Reading Doctor Phonics mats to plug their gaps in reading and spelling.</p>

Functional Skills levels	We have a unique tracking system that sets out the criteria for Entry Level skills criteria in English. Independent Writing and Spelling assessments undertaken	All pupils worked towards recognised qualifications ranging from Unit Awards and Functional skills Entry level 1 to GCSES. Pupils' ongoing progress and attainment is tracked precisely to ensure they are entered into the correct examination level. Progress is being tracked against the specification for functional skills. An increasing number of pupils are achieving functional skills qualifications earlier.
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Established Systems

- Guided reading across the school, in order for those above The Reading Doctor intervention threshold to benefit from the teaching methods and resources. Updated and expanded Reading Material for pupils. **Achieved**
- In recognition that Reading (a message getting) and Writing (a message giving) are reciprocal... unaided writing across the school is looked at in depth, to evaluate the existing skills and knowledge of our pupils, ensuring that we provide an engaging and relevant curriculum, for all. Whole school Writing Assessments are completed and moderated. **Achieved**
- We ensure all new staff are familiar with the specification for Functional Skills and how these correlate with literacy age and National Curriculum standards (use of tacker sheet). **Ongoing**
- We ensure staff have resources to enable them to support pupils in writing independently for a variety of purposes. **Achieved- 'Frames for Writing' photocopiable book has been produced. Ongoing- staff to make use of these regularly to scaffold writing.**
- We ensure staff are deepening and enhancing comprehension skills by using appropriately leveled texts, on relevant topics, with correct questioning. **Achieved - Question Stems resource has been created.**
- We improve spelling across the school by creating a systematic approach to assessing and teaching. Spelling Bookmarks have been created to meet National Curriculum and functional skills standards/specification. **Introduced and implemented**
- Mnemonics collection created to help with the spelling of 'Tricky Words' ie words that are not completely decodable

