



Reading Performance 2020 – 2021

A bespoke Reading Intervention Programme created by a Reading Recovery Teacher, delivered to our struggling readers, by a trained Primary School Teacher

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 towards reading. We have recognised 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.

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)

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)

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 individual education plan. It is then the responsibility of the class teacher to ensure these gaps are plugged.

Assessed level on entry to Cornfields	Initial Assessment undertaken	Progress/Attainment in the academic year 2020-2021
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>
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 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 16 months reading age this academic year. Many exceeded this by moving up several book bands. 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 'Letters Sounds'. 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>
Functional Skills levels	We have a unique tracking system that sets out the criteria for Entry Level skills criteria in English.	<p>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.</p>

NEXT STEPS:

- Set-up guided reading across the school, in order for those above The Reading Doctor intervention threshold to benefit from the teaching methods and resources.
- In recognition that Reading (message getting) and Writing (message giving) are reciprocal...Take an indepth look at writing across the school to evaluate the existing skills and knowledge of our pupils,ensuring that we provide an engaging and relevant curriculum, for all. Commence whole school Writing Assessments and complete moderation of these.
- To ensure all staff are familiar with the specification for Functional Skills and how these correlate with literacy age and National Curriculum standards (use of tacker sheet).
- To ensure staff have resources to enable them to support pupils in writing independently for a variety of purposes
- To ensure staff are deepening and enhancing comprehension skills by using appropriately leveled texts, on relevant topics, with correct questioning. Create and provide a resource for this.
- To improve spelling across the school by creating a systematic approach to assessing and teaching. Create and provide a resource for this.