



Academic Reading Performance 2019 – 2020

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

RATIONALE

Many pupils arrive at Cornfields with reading skills that are significantly below age-related. This is 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 the 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 levelled 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 levelling 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) 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.

<u>Assessed level on entry to Cornfields</u>	<u>Initial Assessment undertaken</u>	<u>Progress/Attainment in the academic year 2019-2020</u>
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>
Working at 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 2.0 years reading age the academic year. Many exceeded this moving up several book bands. 100% of pupils made progress 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>Letters and Sounds knowledge and skills progression</p>	<p>We assess pupil's exact knowledge of phonics against 'Letters and Sounds'. From this starting point we track progression of attainment precisely.</p>	<p>100% of pupils made significant progress in terms of their phonics skills and knowledge 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>
<p>Functional Skills levels</p>	<p>We have a unique tracking system that sets out the criteria for Entry Level skills criteria in English.</p>	<p>All pupils worked towards recognized qualifications ranging from Functional skills Entry level 1 to GCSES. 100% of year 11 pupils achieved a GCSE or functional 1 skills qualification. Pupils ongoing progress and attainment is tracked precisely to ensure they are entered into the correct examination level.</p>

ACADEMIC PERFORMANCE

Curriculum Area	<u>Literacy Strategy</u> Reading, writing, speaking and listening
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Intent

To provide a rich and varied reading, writing and speaking curriculum that matches the exact needs of our pupils, preparing them for adult-life.

At Cornfields we make it explicit that reading is a message getting activity and writing is a message giving activity- the two are reciprocal. Our intent is for all pupils to read, write, speak and listen at an age-appropriate level through rigorous and sequential assessments so that new knowledge and skills build on what has been taught before and retained. We address social disadvantage by ensuring our pupils have every opportunity to become functional readers, writers, speakers and listeners. We provide opportunities to engage in relevant reading and writing activities so that pupils are taught the value of these in terms of preparing them for adult-life.

Implementation

To deliver a broad and balanced curriculum with an emphasis on the process and relevance to adult-life.

Our assessments identify barriers to learning and gaps in knowledge/skills. From this starting point we implement a bespoke programme, using high quality multi-sensory resources. Weaknesses are addressed quickly so that potential can be unlocked in reading, writing, speaking and listening. Pupils are encouraged to adopt a problem-solving mindset and in doing so, build resilience and independence. Progress is tracked precisely.

Impact

Our pupils develop detailed knowledge and skills in English to enable them to access the wider curriculum and prepare them for adult-life.

Our pupils read for pleasure and to acquire new knowledge. They develop a critical appreciation of the work of authors, poets and illustrations in order to emulate these skills in their own writing. They have the skills and strategies necessary to become competent readers. Our pupils make close links between reading and writing. Reading, writing, speaking and listening are cross curricular. Adult talk is positive, it values and promotes positive reading, writing speaking and listening behaviours. Thus, our pupils are prepared for life as citizens in modern Britain.