

PROBLEM

Student literacy skills:

- NGRT data shows wide range of reading ages with large numbers of students with less than chronological reading ages.

	% Reading Age Less than Age	% Reading Age Equal to/Greater than Age	No S
Year 7	44%	52%	4
Year 8	49%	49%	2
Year 9	45%	51%	3
Year 10	51%	41%	7

- Large numbers of students unable to access curriculum through use of texts.
- Large numbers of students unable to access exam questions with high reading demand (mean around 15 for GCSE).
- Clear correlation between students with a lower reading age and behavior incidents suggesting that they find it harder to engage in lessons resulting in poorer behaviour.

Curriculum:

- Move to more knowledge based curriculum.
- More demand on students ability to read, comprehend and recall key facts
- GCSE and A Level assessments demand wider knowledge with more extended writing questions.

Teachers and pedagogy:

- Move to a greater reliance on factual accuracy, reading and recall of key facts requires change in pedagogy.
- Many subjects moving back to more use of text books and key text based sources as a teaching aid in the classroom.
- Many teachers have not been trained to use methods which support students in reading and accessing key texts.

INTERVENTION DESCRIPTION (What are the active ingredients?)

Active ingredient one

Base line and assessment data:

- WRAT test and NGRT test data available to all staff to assist in planning and intervention strategies.

Active ingredient two

Decoding and vocabulary development:

- Lexonic sound training delivered to all KS3 and 4 students by SMCA team.
- Bedrock learning embedded as homework of choice for Y7 following through in to 8 and then 9.
- Staff pedagogy incorporates known strategies for development of vocabulary and breaking down of key words in all subjects.

Active ingredient Three

Reading

- Students involved in regular daily reading of a suitably challenging and diverse literary canon, delivered skillfully by well-trained form tutors, using an agreed process and protocol.
- Staff skillfully utilise an agreed protocol for approaching the reading of text books and large text based sources.

IMPLEMENTATION ACTIVITIES

Data gathering:

- NGRT tests completed at start of Y7 and each year through to Y11 during first half term each year.
- WRAT test used as a screening tool for Lexonic intervention program.

Training:

Decoding:

- Three Thursday CPD sessions during the academic year to develop vocabulary based on Bedrock learning platform.
- Two Thursday CPD sessions during the academic year to train staff in Lexonic approaches to word etymology in subject teaching.
- Training to supplement team of Lexonic tutors within the academy staff.

Reading:

- Three INSET days to develop approaches to:
 - Reading a literary canon text with form
 - Reading and vocabulary development using text books and sources in class.

Educational materials:

- Selection and purchase of literary canon reading books for Y7-9.
- Identification/purchase of storage solution for new books.
- Development of resources to support teaching of each text.

Time:

- Timetabling of capacity within timetable for Lexonic tutors.
- Planning of bespoke time within curriculum for delivery of reading using literary canon.

Parental support:

- Parents informed and aware of the changes to the Academy day and the approach to reading.

Monitoring:

- Monthly checks of BEDROCK use and progression via literacy SLT lead.
- Quality assurance checks of reading in form time via HOLH.
- Quality assurance checks of use of agreed reading protocol in lessons by HoDs supported by SLM during focus weeks.
- Quality assurance of reading data through NGRT data each academic year.

IMPLEMENTATION OUTCOMES

Short term:

Fidelity:

- Learning support staff demonstrate knowledge and understanding of new intervention package.
- Staff demonstrate knowledge and understanding of approaches to reading a literary canon book with their form.
- Staff demonstrate knowledge and understanding of approaches to reading a text book or source in their lesson time.
- The academic year commences with regular daily reading (apart from Thursdays).
- Parents are aware of changes to the day and philosophy behind the decision.

Reach:

- All staff using approach to reading a text in lessons where required.
- All Y7-9 forms reading the literary canon in designated reading time.
- Learning support staff involved with reading interventions trained.

Acceptability:

- Students experience a focus on reading a text in at least two lessons per week.
- Students in Y7-9 read from the literary canon during every reading opportunity.

Medium term:

Fidelity:

- Students regularly use BEDROCK learning as a vehicle for English homework.
- Students experience agreed approaches to reading a text in all lessons where texts are used.
- Staff utilise approaches to developing vocabulary to enhance BEDROCK.
- Students experience work to decode the meaning of words through Lexonic.

Reach:

- All staff using approach to reading a text and vocabulary in lessons where required.
- All Y7-9 forms reading the literary canon in designated reading time.
- At least half of year groups have experienced Lexonic training.

Acceptability:

- Students experience a focus on reading a text wherever used.
- Students in Y7-9 read from the literary canon during every reading opportunity.

Long term:

Fidelity:

- Students experience a rich reading and vocabulary environment.

Acceptability

- Reading and vocabulary embedded within the Academy day.
- All students experience at least one round of Lexonic training.

PUPIL OUTCOMES

Short term:

- Increased student engagement with
 - reading of texts in lessons
 - agreed books in form time
 - vocabulary development in lessons.

Medium term:

- Improved BEDROCK vocabulary data.
- Increased confidence from students when accessing texts and reading.
- Improvements in NGRT and GL assessment data.

Long term:

- Increased levels of progress at KS4 across all subjects.
- Increased progress at KS4 for disadvantaged students.