

# Intent, Implementation and Impact: READING



## Intent:

The purpose of education at Howard House is to equip young people with the knowledge and skills that will enable them to better understand the world around them; prepare them for adult and working life; develop cultural capital and interests that will help remove barriers to achievement; and become rounded citizens that are able to positively contribute to our changing society. Our curriculum is founded on high expectations and increased opportunities for all students. It is our aim that students are accredited in all areas of study, at the appropriate levels: Phonics Screen, Key stage 2 SATS; Functional Skills; GCSE. At Howard House School we want to support our students overcome the barriers they face and develop greater problem solving and initiative which relates to the world around them and their day to day lives. The curriculum will look to increase our student's life chances and provide them with the skills and knowledge that is needed to access better opportunities in further education, college, apprenticeships or/and work.

The majority of students who come to Howard House are working below their expected reading age. As a school we have taken the decision to provide additional reading lessons to all pupils to close gaps in learning and support literacy across all subjects and develop a passion in reading for pleasure.

Our Reading Curriculum is designed to inspire and educate learners at all stages of their education, from aged 10-18. The curriculum is taught in a progressive and systematic way and exploits opportunities to revisit learning and build on prior knowledge and skills, as presented in our Long term and medium term plans. For example, students will identify figurative language and its effects in a text. In Year 7, students will learn to identify similes, metaphors and personification. By Year 9, students will be able to confidently talk about the effects of similes and metaphors and should be able to begin identifying examples of idioms, hyperboles and symbolism to access a text at a higher level.

Our curriculum reflects our school aims by teaching reading in an enjoyable way that meets the needs of individuals. It provides opportunities that enrich experiences and build cultural capital by sharing texts which focus on a range of diverse characters and cover subjects that are both interesting and relatable to students. Through a carefully constructed curriculum students access early reading and phonics; guided reading to enhance enjoyment and comprehension; and independent reading to increase reading for pleasure.

KS2, KS3 and KS4 national curriculum objectives are covered throughout lessons across fiction and non-fiction texts. Long term plans also highlight opportunities for students to revisit concepts and knowledge, links to other curriculum areas, CEIAG, cultural opportunities and our Graduate Goals.

Each lesson is carefully adapted to respond to individual starting points and individual challenges Dyslexia-based strategies and multisensory approaches to Phonics and Reading lessons enable us to support all our students and particularly those diagnosed with Dyslexia. Our staff are acutely aware that students may have experienced significant trauma and adverse childhood experiences (ACEs), this permeates our curriculum and is reflected in our adaptive teaching.

Students are baselined and routinely assessed using the Accelerated Reader Star Reading assessment which identifies gaps in student learning. All pupils are able to access reading and develop their literacy skills, regardless of SEND.

Reading and enjoying stories with others is an experience some of our students may not have accessed first hand with an adult, we aim to provide this experience in a safe and comfortable environment.

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## Implementation:

As subject leader, it is my responsibility to ensure students are supported in making progress with their reading throughout their time at Howard House. By promoting a culture of reading throughout our school we can ensure there is a consistent and coherent approach to building the confidence of students as independent readers. Reading is monitored across the whole school by providing teachers with opportunities to reward Reading credits and Reading Out Loud credits for each subject. This is to ensure students are given chances to practise developing their reading skills and vocabulary for various topics, purposes and styles. Feedback is given in staff CPD training; to the head teacher in 1 to 1 meetings; and to other schools across Young Foundations in termly literacy review meetings. Reading trips are organised by the Reading & Phonics Lead, who is also responsible for ensuring curriculum coverage for the subject.

Strong subject knowledge underpins the curriculum to ensure gaps in reading skills and knowledge are addressed, whether this be regarding word-recognition or comprehension. CPD is regularly completed to ensure best practise with up-to-date methods and knowledge relating to the needs of our students, such as Dyslexia training. To ensure rigour, the Young Foundations literacy review meetings provide opportunities for teaching in schools across Young Foundations to share their practise and reflect with others.

Senior leaders and governors are provided with termly reading data after students have been assessed which provides information on reading ages and whether they require reading intervention; urgently require intervention; are on watch; or are working at their target level. Governors and SLT can see how students progress throughout the year from this data. Senior leaders know about pupil outcomes in relation to the National Curriculum programmes of study through completed objectives being assessed on Insight Tracker. Verbal feedback about classroom practise and how the curriculum is delivered is shared with leaders.

The Reading and Phonics Lead has delivered staff CPD training to inform the staff body of a whole school reading approach and how reading and phonics skills can be implemented into lessons with provided examples. Twinkl Phonics training has also been delivered to all staff by external trainers to ensure everyone working in school feels confident in using and teaching phonics as part of their teaching practise to support learning. The usefulness and impact of CPD is evaluated by the subject lead through staff feedback in meetings following training sessions.

Best practice in reading has been delivered across the school by providing phonics display resources to each teacher to help support readers with phonics knowledge. Both the Reading and English departments work closely together to share ideas and improve how the curriculum can be implemented effectively between subjects, leading students seamlessly from one to build upon the other. For national events, such as World Book Day, and classroom displays, staff have been able to share their favourite novels and stories with students to create a positive culture of reading amongst students and staff.

The Reading curriculum currently uses Accelerated Reader, MYON and Twinkl Phonics. These subscriptions provide students with online opportunities to participate in daily reading practise and engage with books they enjoy to then test their

knowledge. A wide range of physical books are available for students to choose from, alongside MyON eBooks and audiobooks if this is better suited to their needs and learning style. Students who need adapted learning resources such as coloured overlays, scanning pens and coloured exercise books are provided with these to support learning in the classroom.

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The subject lead has taken into account the reading levels of students in the school and adapted the weekly timetable in Reading lessons to reflect this. Out of four lessons per week, two are used for Guided Reading, where independent reading is modelled with fluency and expression for students to learn from and replicate, alongside participating in verbal discussion to analyse the book and check for understanding. One lesson per week is dedicated to Phonics and grammar to support students to use Standard English and improve their vocabulary and spelling. The final lesson of the week encourages students to choose a book to Read for Pleasure, in order to encourage an enjoyment for reading.

Students are each given a file with their individual resources needed to help them confidently achieve in the lesson, whether this be yellow overlays, scanning pens, handwriting pens, etc. This is monitored and evaluated through the annotation of short term plans on a weekly basis.

Some students may miss reading intervention due to work experience offsite. In this case, crucial objectives that students are required to know are covered in any catch-up lessons and verbal feedback within lesson helps them to work towards additional objectives they may not have had time to cover.

Reading skills, such as summarising information, inferring information and analysing texts, are explicitly taught and progressed upon through each year group. Students will study, as well as independently choose, a range of books throughout the year to acquire a wide range of reading experiences and knowledge. Pupils have opportunities to apply their reading knowledge through further discussion in lessons or writing thoughts and ideas in their reading journals.

Effective assessments are in place for reading and phonics. When students arrive at Howard House, they will complete a baseline reading assessment using Star Reading (Renaissance). If students can't access the starting level on this assessment, they will be assessed using Star Early Literacy. They will then be assessed using these resources on a termly basis to monitor their progress throughout the year. Assessments are completed using laptops, and students typically split it up into two sessions of 10 minutes each. Reports generated by Star Reading data can identify exactly which National Curriculum reading objectives students should aim towards completing next in order to move up a level. Students can also access a growth report to visually see their own progress. If a student scores a reading age of 7 or below on their assessment, their phonics knowledge will be assessed using the National Phonics Screening Assessment. Formative assessment takes place in lesson time during class discussion and when students have completed a book when Reading for Pleasure and can access a quiz on Accelerated Reader to assess their understanding of the text.

Standards in reading are moderated to ensure assessments are accurate by recording and showing the NRSS score (Norm Reference Standardised Score) in Star Reading assessments. This result converts the student's 'raw' score to a standardised

score which takes into account the student's age in years and months to show how the student is performing in relation to a national sample of students the same age. (The 'norm' score is 100; higher than 100 is 'above norm', lower than 100 is 'below norm').

Teaching the planned curriculum is monitored through annotations of short term planning, updating Insight Tracker and reflecting on completed work in reading journals or class discussions. The planning is adapted where necessary, in line with the pace of students' learning, for example.