



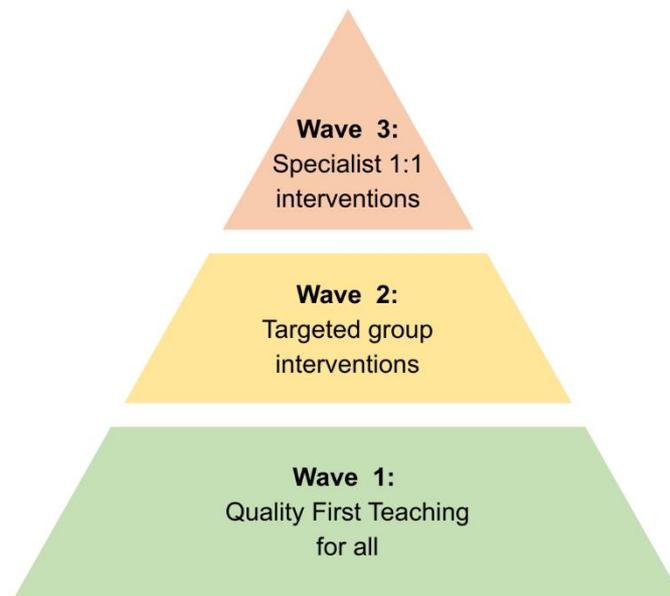
Reading Fluency

While there are elements of literacy that are subject-specific, there are also key components of literacy instruction that can be used across the curriculum to secure a culture of reading and drive progress in reading for all students. Reading Fluency refers to the importance of having designated reading, comprehension, and vocabulary practice as a part of both subject curriculum and whole school planning.

Graduated Response

We take a graduated approach to intervention, moving from whole class teaching through small group tuition to one to-one support, to ensure that appropriate, meaningful and measurable interventions are targeted at the right students to drive accelerated progress in literacy and ensure that all students can make significant progress, regardless of their entry point to the secondary phase. A graduated approach is one in which levels of support and intervention increase in intensity matched to need:

- **Wave 1:** Universal Support of Quality First Teaching. This includes high-quality, evidence-based instruction for all students across the curriculum.
- **Wave 2:** Targeted Support. Pupils who are identified as needing extra help receive targeted, time-limited support in small groups, often based on a specific skill gap.
- **Wave 3:** Intensive Support. Students with the most significant literacy needs receive intensive, one-on-one, or very small group instruction.
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Diagnosis

Students are identified for interventions using NGRT data as a starting point, which provides the data required to being categorising students into waves in order to coordinate a targeted response to meet their needs:

Wave	Category	NGRT Score
1	1a. Quality First Teaching for all	SAS of 110+ - significantly above expected
	1b. Quality First Teaching for all	SAS of 100-109- reading at expected level
2	2a. Targeted group interventions	SAS of 90-99- reading approx. 1-2 years below
	2b. Targeted group interventions	SAS of 80-89- reading approx. 2-3 years below
3	3a. Specialist 1:1 interventions	SAS of 69-79- reading approx. 3+ years below

Examples of intervention strategies on offer at each wave of intervention could include:

Wave	Intervention	Entry Criteria	Examples in Curriculum
1	Quality First Teaching for all	All pupils	Regular reading aloud in all lessons. Echo reading, choral reading, paired reading etc. Use of dyslexia-friendly texts, Reading Routes etc.
	Reading for Pleasure curriculum	All pupils	Pupils experience the curriculum through a range of challenging, subject specific texts and teachers consistently model effective reading strategies.
2	Comprehension intervention	<ul style="list-style-type: none"> • NGRT SAS of 80-99 reading approx. 1-3 years below. • Fluency check- sets 12 or above. • Probing (TR probe). • Referral by English teacher (followed by assessment by Literacy Lead). 	Weekly targeted interventions sessions with English teacher. Grouped by year group, data, or identified specific need.
	Spelling and handwriting interventions	<ul style="list-style-type: none"> • Referral by English teacher (followed by assessment by Literacy Lead). • Liaison with Learning Support Department and SENDCo. 	Weekly targeted interventions sessions with Literacy Intervention Teacher. Grouped by year group and data.
	Reading Leaders programme	<ul style="list-style-type: none"> • NGRT SAS of 80-99 reading approx. 1-3 years below. • Fluency check- sets 12 or above. • Probing (TR probe). • Referral by Learning Manager of Year 7 or SENDCo (for social and emotional needs). 	<ul style="list-style-type: none"> • 20 minute per week reading mentor session. • Year 10 pupils trained by Coram Beanstalk read with identified Year 7 pupils. • 10 week rotation.
	Bedrock Learning-vocabulary	<ul style="list-style-type: none"> • All year 7 pupils 	<ul style="list-style-type: none"> • 2 x lessons per week on the Bedrock Learning provision. • 1 LRC/ Bedrock Learning lesson per fortnight.

			<ul style="list-style-type: none"> • Bedrock Learning homework set weekly.
3	Thinking Reading programme	<ul style="list-style-type: none"> • NGRT SAS of 69-79- reading approx. 3+ years below Fluency check- sets 11 or below. • Probing (TR probe). • Referral by English teacher (followed by assessment by Literacy Lead). 	3 x 30 minute 1:1 sessions per week with Thinking Reading Teacher.