

Lansdown Park Academy Reading Strategy

How is Reading and Synthetic Phonics taught within Lansdown Park?

Intent

The teaching of Reading and Synthetic phonics at Lansdown Park are matched to the mainstream curriculum and adapted to the specific needs of our students and incorporate our 5 Curriculum Aims (Ethos, Relating to Staff, Relating to Others, Managing Learning and Managing Situations).

Phonics and Reading are taught across all of our subject areas. Extra support and intervention are offered for those students in most need on a 1:1 intervention programme. The key elements of this programme are visible in all classrooms and evident in the planning of all subject areas too.

At Lansdown Park we recognise the emotional state, and 'spikey profile' of our learners, many of who feel they have failed at school previously. We also recognise the prior knowledge and maturity of our learners and have found that traditional phonics programmes are best catered for emerging readers and may be perceived as 'childish' and not age appropriate.

Implementation

As mentioned above the delivery of Reading and Phonics at Lansdown Park reflects the needs of our learners by addressing the gaps in prior knowledge highlighted by rigorous baseline assessment.

Baseline assessment at point of entry highlights which students need 1:1 reading/phonics intervention.

The Phonics intervention used at Lansdown Park is 'That Reading Thing'. That reading thing is a sequenced, graduated scheme which aims to encourage learners to build on prior knowledge to progressively build on what they may already know. There are 30 levels in That Reading Thing followed by 20 levels if needed. Every learner does every level. The pace of progression is entirely guided by the individual learner.

Where intense intervention is not needed the English curriculum has been sequenced in an order which maintains a narrative of building on previous learning. The inclusion of a Literacy Focus in tandem with an English Language Focus is intended to foster an enjoyment in reading and the English Language.

The curriculum makes distinct reference to pedagogical practice and provides opportunity for frequent retrieval practice; progress tasks; check outs; frequent low stakes testing; worked examples; engaging learning that supports encoding; explicit teaching of vocabulary—linking new words/ concepts to old learning using scaffolds and differentiation.

Assessment is used as a tool to inform teachers and leaders where gaps in knowledge may

lie. The intent of assessment both formative and summative is to ensure that the 'spikey profile' of the vast majority of our students is combatted by offering a second layer of personalised learning.

Impact

At Lansdown Park we have found that the majority of our learners have a strong reluctance to engage with literacy or more 'childish' phonics programmes in a whole class setting. The skills and tactics used in our Reading intervention will lead learners to feel more confident accessing the next stages of their education.

At Lansdown Park we recognise that the majority of struggling readers come to us with simple strategies already in place for recognising and decoding words. Our reading and Phonics intervention is based on the skills and knowledge that accomplished readers use automatically to read unfamiliar words. These elements of reading English are introduced and reinforced throughout our intensive 1:1 intervention programme . This is extended throughout all lessons where reading and comprehension and spelling strategies are an integral part of the curriculum.

How do you assess the students to understand starting points and the progress made? How is the teaching of reading monitored?

Students are baseline assessed on entry at Lansdown Park (both in KS2 YARC and KS3/4 ART). This produces a reading age, which dictates what level of Reading intervention that student requires. Where there is a greater gap between reading and chronological age there is a greater level of intervention applied. Due to our high Staff to Student ratio, the vast majority of students can receive intervention within class. However where applicable students are withdrawn from class to have intensive intervention.

Student progression against baseline is assessed every 12 weeks. In addition to this there is direct reference made to the promotion of reading in planning across all subjects. This is in turn monitored by regular learning walks and work scrutiny and through student voice.

How do we ensure a love of Reading within Lansdown Park? How do we ensure we are reading at an appropriate level?

At Lansdown Park we work with students, many of whom, could be described as reluctant readers. The reasons for this are numerous. **As a school we have a collective goal of removing the barriers to reading that many of our students face.**

At KS3/4 we have chosen a wide range of Barrington Stokes Books from their Dyslexia friendly and reluctant readers scheme. These books are unique in ranging from age 6 upwards but also being aimed at teenagers in their subject matter.

Phonics and Reading are ingrained throughout all subject areas within the school. We have adopted the principle of That Spelling Thing and That Reading Thing to provide a familiar approach wherever the student is working from within the school.

The joy of Reading is encouraged and rewarded by everyone in the school. Reading is encouraged through School wide Reading Challenges, which celebrate readers of all abilities.

What training do all staff receive to teach Reading and synthetic phonics effectively?

All staff have received internal and external training on our Reading and Phonics intervention programmes. We have identified staff from a range of positions within the academy to deliver 'That Reading Thing'. The aim is to 'hook' students into reading at any given opportunity and with any member of staff.