



Literacy intervention in Learning Support

Outline of provision

Pupils in KS3 with additional needs for reading, spelling, comprehension or handwriting will receive targeted intervention based on their individual needs. This intervention mainly takes place during morning registration periods but in some circumstances, where the need is significant, they may receive 1-1 tutorial time where they are withdrawn from the main timetable.

Intervention is managed by the Literacy Specialist for Learning Support and led by Learning Support Assistants, with Sixth form mentors working with Years 7 and 8.

Intervention programmes available are: Reading, Kaos reading scheme for the weakest pupils, WordShark spelling programme, Spellzone spelling programme and handwriting.

Reading intervention is tailored to the learning needs of the pupil and will cover: decoding skills, reading for meaning, inference and deduction, reading to develop thinking skills, skimming and scanning techniques. Pupils will be encouraged to explore a range of reading genres and to engage with the writer's craft at every opportunity in order to develop the critical skills needed to access the KS4 curriculum.

Identification of Pupils

Year 7

Pupils will be identified in Year 7 via the Learning Support baseline reading and spelling tests plus information from CAT scores.

Any pupil with a reading and/or spelling standardised score of 85 or less will receive intervention in Year 7.

Years 8 and 9

Any pupil who has not made the expected progress at the end of Year 7 will continue with intervention as needed. In Years 8 and 9 this intervention will be more closely targeted and, in most cases, will take the form of 1-1 for reading and very small groups for spelling, supervised by Learning Support staff.

Other

Pupils may also be referred for assessment by other members of staff at any time and may subsequently be included in intervention programmes if assessment identifies an ongoing need.

There may also be occasions where a pupil requires further support with literacy through Key Stage 4 and 5. These pupils will be supported by a tailored programme to suit their individual needs as they arise.



Assessment – Monitoring and Tracking

Pupil progress will be monitored continuously by the keeping of reading records and regular review of online progress information.

Assessment of progress will take place at least once per term using Literacy Assessment Online.

Results of assessment will be shared with pupils at the earliest opportunity in order to give full and detailed feedback and to inform future planning.

Any pupil who improves their score to 100 or above and then maintains this at the next assessment, will no longer need to attend intervention programmes unless they have another ongoing, identified need that warrants continued support.

Handwriting will be monitored via regular extended writing opportunities that will then be moderated by Mrs Murray and any LSAs running the group. Feedback will also be collected from staff for any pupils for whom it is felt the intervention is no longer needed. This will ensure that skills developed during intervention are being effectively transferred to writing in subject areas.