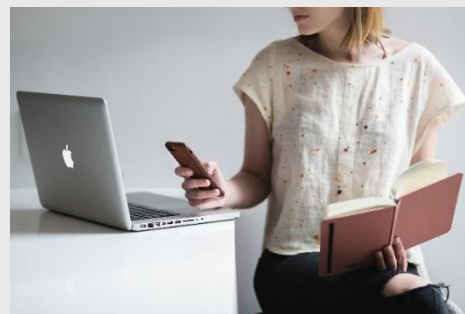


Kingsdale Foundation School - Learning Support Department

How do we support reading at Kingsdale Foundation School?

Reading is an essential skill for all our students during their secondary education and as they move into adulthood. We have increased our reading provision making it an additional focus during the National Year of Reading.

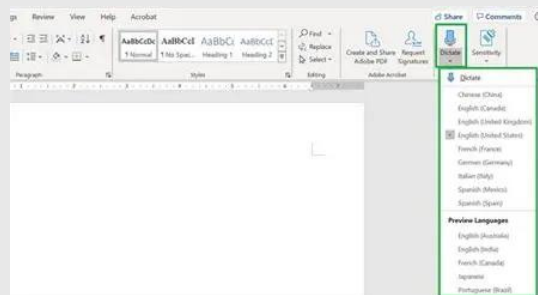


How do we assess reading?

At Kingsdale all students complete a CAT (Cognitive Abilities Test) to assess their reasoning and also the NGRT (New Group Reading Test) which provides a reading age which we can measure year on year. This enables us to monitor reading development yearly; we would expect to see the reading age increase in line with a child's chronological age. Any students who are significantly below in reading age can be highlighted through the NGRT and directed to the English or Learning Support Department for additional support.

Universal Support

All students are given a subject reading list which directs them to improve and stretch their reading – **Microsoft Office 365** is given to all students on roll, this has embedded assistive technology which is helpful for students with reading difficulties. One of these is **read aloud** - a readback function which allows students to listen to their own typed work or learning materials for homework if they prefer to hear text aloud.



Students can also use the '**dictate**' function at home to support them to complete homework, this can also be read out for proofreading purposes.

Language departments support reading by providing **vocabulary books** which help reading development at single word level. Each week children are given a number of words to work on.

Embedded Reading Strategies – Quality First Teaching

Staff have received high quality training around reading from our Dyslexia Specialist teachers, Speech and Language Therapists and also via the DfE Reading Programme. Teachers at Kingsdale recognise that some students may:

- feel embarrassed about reading aloud
- misread unfamiliar words
- read very slowly and find scanning or skimming difficult
- find text is distorted, particularly black print on white
- find it difficult to read with noise distractions
- have difficulty understanding technical language and abbreviations and/or differentiating between technical language which look or sound similar

- have difficulty reading information from whiteboards
- have difficulty reading information on charts if different layers of information are presented on one chart or if information is presented on different levels – e.g. reading both across and down
- might read inaccurately without being aware of it

Reading: Strategies employed by teachers/ support staff

To support reading in the classroom, teachers may:

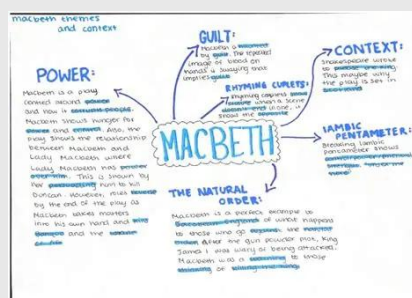
- ✚ Allow extra time for reading.
- ✚ Present the student with essential reading in advance, highlighting important parts if appropriate
- ✚ Highlight keywords, to scaffold comprehension
- ✚ Provide opportunities to discuss reading
- ✚ Provide glossaries of terms and lists of acronyms to support reading.
- ✚ Highlight key takeaways and summaries at the beginning of all new documents, especially longer documents.

Written information specifically produced for the students where practicable is ‘**dyslexia friendly**’:

- Written in a logical sequence
- Avoids small print
- Uses sans serif font such as Arial, Comic or Calibri pt 12 minimum
- Uses bullet points in preference to complex sentences
- Uses simple words, and space the information so it is not cramped
- Left aligned not justified
- Avoids overuse of jargon or uncommon words
- Uses colour and space on whiteboards to differentiate sections

Reading: Strategies for the student

- Use a small alphabetical notebook to create a personalised dictionary and record useful words and meanings of abbreviations
- Devise a card system for particularly difficult terms abbreviations, with spelling on one side and meanings on the other
- Use an electronic dictionary
- Use mindmaps and/or flowcharts where appropriate
- Use a coloured overlay, if appropriate
- Listen to text being read out where possible using the read aloud function in Microsoft Word or other applications.
- Listen to text, whilst looking at and annotating a hard copy



and

English Department

The English Department provide a **timetabled literacy reading lesson** for Years 7, 8 and 9 who have an hour a week dedicated to reading every week. This timetabled classroom time is provided to undertake silent reading and literacy related to learning in the curriculum alongside library access. We recognise the importance of having this allocated reading slot, it may be that additional booster sessions are then provided if any challenges are identified early on.



The **Buddy reading scheme** is also managed by English and is a reciprocal reading scheme which involves year 7 reading with year 11 students, and year 8 reading with year 12 students. High interest material of the child's choice is used. This develops confidence and prosody.

There is a **word of the week** read out on the school tannoy as part of the daily announcements, this is then presented within a sentence to support usage. This helps students to hear new words within a context. These words are also visible across the school on posters to support the development of new vocabulary.

Booster/ intervention sessions are provided to students requiring additional English support during holidays, Saturday and after school for Year 11.

The English department also provides a **homework club** to support students who require additional help with completion of work. **Book Clubs** are also available for students to improve their reading and skills of analysis in literature.

A pilot project using the **FFT Wandle Readers** is currently taking place for Year 7 and 8. A screening test via Wandle is being used to assess reading level to enable further targeting of students with well-below age related reading ages who then complete a further diagnostic test with the Director of Learning Support. This is to ensure that they are given access to additional reading support.

Learning Support - Targeted Support

Targeted interventions are directed at students who require additional support. These challenges may be identified prior to arrival into Year 7 or during their time in school. Interventions may include:

Homework Club

Learning Support provide a **daily homework club** which allows children to receive additional support with their homework – dedicated Teaching Assistants are available to help after school every day in the Learning Support Centre or SN2.

Literacy Gold

Literacy Gold is an **online reading intervention** which focuses on both reading fluency, phonics, spelling and tracking skills. It is a computer based programme which can be worked on independently by students at home. Some students prefer to come to SN4, next to LSC, where we have access to four computers offering Literacy Gold and

headphones, this allows students to use the software at lunchtime or during homework club.

Literacy Gold - Reading Intervention for KS1, KS2 & KS3

- Goes **beyond phonics** to reach the pupils that phonics leaves behind.
- Provides a **personalised** intervention to meet each pupil's specific learning needs.
- Proceeds at a **suitable pace** for each pupil - containing lots of short, varied activities.
- **Limits distractions**; is clear, linear and easy to follow.
- Uses instructional **routines** that become **familiar**.
- Every word is **illustrated**, making it suitable for EAL pupils.
- **Spaced repetition** of new concepts, provides multiple opportunities for **overlearning**.



Dyslexia Club

This is an **intervention** which happens **after school** on Thursdays for specific targeted students who have declared themselves to be dyslexic or to have dyslexic traits. We also have other students who are neurodiverse who choose to attend the club. We deliver fun activity sessions where we focus on metacognition, spelling, reading strategies, writing strategies, use of assistive technology and oracy skills, we also provide opportunities for Year 10 and 11 children to complete revision during lunchtime and receive academic support in preparation for their GCSE examinations.

Time limited Dyslexia support is also provided in the sixth form to identified students who require additional support.

At least twice a year we take children on a trip to the theatre or to **Bell House** for a specific workshop.

Nurture Reading Support

The Learning Support team provide **additional reading support** on a 1:1 or 1: 2 basis before or after school to targeted students using graded readers via the Barrington Stokes range of books.

These are **Dyslexia Friendly graded readers** which are high interest for teenage readers and have relatable topics being discussed. Barrington Stokes work with the UK's best writers and illustrators to publish super-readable, accessible and dyslexia-friendly books that help every child experience the joy of reading. Specially designed to support children with dyslexia and engage reluctant readers, these stories build confidence and reading stamina.



Sessions are delivered by trained teaching assistants who support the development of reading fluency, confidence and prosody.

Exam Access Arrangements

There are a range of exam access arrangements which can be made available to students with specific reading difficulties. These are based on evidence of normal way of working from teachers, medical or learning needs and assessment by specialist teachers to establish the type and level of reading needs.

Students may be allocated reading support ranging from:

- **Exam Reader pens** – these are approved exam scanning pens which can be used to support reading of questions, phrases or individual words. Students can use them in exams to support using earphones.
- **Coloured overlays** – some students may find the use of coloured overlays helpful, these support tracking of text and eye comfort when reading for some students. We always recommend the student is seen by an optician and may need to be assessed by a behavioural optometrist in line with guidance from PATOSS, our professional body. Overlays are favoured by the exam board over coloured paper due to the ease of administration for schools and the exam board.
- **Access to a shared human reader** – Students with occasional reading needs can be given the option of a shared reader who can read questions or sections read out loud on demand.
- **Access to a human reader** – Some students with significant reading needs receive 1:1 reading support in exams if they struggle with reading. This needs to be done in a discrete area.
- **Computer reader** - Some students who are typing in exams as their normal way of working, can be approved for the use of readback to support them to hear their work read out using TextHelp EverWay secure software.



Bookshare RNIB Scheme

RNIB Bookshare supports learners with a print disability to access the curriculum. They enable learners who cannot read standard print, including those with dyslexia or who are blind or partially sighted, to read the same books, at the same time as their peers, giving them the same educational opportunities and putting them, for the first time on a par with their peers, creating an inclusive environment in education.

Kingsdale are working with the RNIB Bookshare scheme to provide access to **audiobooks** for any children to access audiobooks which can support them with reading and accessing text, both for English lessons and also revision sessions.

"It would have been almost impossible if I didn't have RNIB Bookshare. I'm doing my GCSEs and being able to come home and revise independently ... has been a massive help for me and fingers crossed, it can improve my grades."

Charlie, age 16