

Literacy and Intervention in Millthorpe School

For further details on any interventions please contact Mrs Griffiths m.griffiths@millthorpeschool.co.uk

Base Line Testing

Mrs Griffiths attends all primary schools at which students with SEN attend and liaises fully with SENCOs and teachers , focussing on

- Barriers to learning
- Strategies which work
- Interventions which have been tried
- Teacher assessments of National Curriculum levels in Reading, Writing, Maths and Science

In addition,all students at Millthorpe in the first half term will have received an assessment on

- Word and comprehension reading skills (giving reading age and standardised score)
- Spelling test (giving spelling age and standardised score)
- CATS testing (giving standardised scores in verbal, quantitative and non verbal skills)

This thorough testing in year 7 gives us a clear idea of your child's needs and allows us a base line from which we can measure progress.

Catch Up Literacy

Students are withdrawn from lessons for 20 minutes twice a week and work 1;1 with a trained teaching assistant, through a prescriptive teaching programme focussing on reading and writing. It addresses all aspects of the reading process: word recognition and language comprehension and is targeted to the needs of individual learners

1. An initial indepth assessment identifies learners strengths and weaknesses in addition to a standardised reading test from which progress will be measured.
2. Students read carefully graded books which enable the student to read with a high degree of success
3. In the prepared reading session unfamiliar vocabulary is introduced and the story so far is reviewed . The learner reads and discusses the text

- To give an opportunity to identify which reading strategies the learner uses
 - To encourage the learner to take responsibility for tackling any less familiar words
 - To provide an opportunity to discuss the text and to ensure that the learner understands the content, can infer meaning and express opinions
4. From the text that the learner has just read, a sentence is identified which contains a word that the learner has miscued. This word is carefully analysed by the supporting adult and learner (segmenting and blending phonemes or memorising letter names of high frequency sight words) and then the learner practises spelling the word. Then the word is written in its sentence and the sentence is reinstated in the context of the text.

Last year students following this scheme made an average of 30 months reading progress in 18 weeks.

Acceleread / Accelewrite

This programme is delivered in half hour slots four times a week by a Higher Level Teaching Assistant. Students are withdrawn on a carousel arrangement to avoid curriculum issues. It aims to improve reading and writing skills using computer text-to-speech software and a set of phonic based, structured sentences. A key element of the approach is using the computer to provide a 'safe, emotionally neutral environment which is non-judgemental and infinitely patient.' The text to speech aspect gives the pupil constant speech feedback on what they are writing to help develop associations between letters and their corresponding sounds. The approach encourages the pupil to pause and reflect on their own writing and self-correct. It gives them control over their own learning.

Last year's average progress using this intervention was 11 months in 18 weeks

Paired Reading

Paired reading runs in registration time three times a week. Selected students in years 7 and 8 read with trained volunteers from years 9 and 10. Reward breakfasts, house points, competitions and prizes maintain interest and enthusiasm.

Last year on average students made 26 months progress across 10 months

Spellzone

Parents of identified students are encouraged to support their children in establishing a daily spelling time, using the electronic version of spelling called Spellzone.

Spellzone is written mainly with older students in mind: teenagers and adults. The course is used to teach and improve English spelling in schools, colleges and adult training centres and, although the student accesses the games and activities at home, the results and level of engagement are monitored by an identified teaching assistant at school.