

Supporting Reading in Secondary

This document sets out our approach to the teaching of reading for older pupils in our AP Academies.

Identifying gaps

All pupils are screened on entry to our AP Academies. In Secondary, where the reading entry test (New Group Reading Test -GL Assessment) highlights need, a further diagnostic screening is used. (Fresh Start) This is done on a one



In Alternative Provision, at times we have pupils who are struggling to engage with the above planned model of support and so we may need to develop some further creative timetabling and staffing solutions to reach the point of engagement in being taught to read. Here we build on Phase 1 outcomes around engaging and attending. We never stop. Leaders in Academies will have individual education plans around each pupil which are kept regularly under review so that no pupil is ever left behind. There is no one size fits all in implementing our resolute intent that all pupils will be supported to learn to read.

How we support reading and language development and comprehension across the curriculum in Secondary?

We are mindful of the EEF guidance on 'disciplinary literacy' below. Reading Lead/English Lead and SENCOs regularly cascade information from the diagnostic screenings above and suggest strategies that will support individual pupils at the specific and identified points of difficulty, whether this be decoding, language, comprehension and fluency. Leaders in our school ensure that all staff understand how pupils learn to read, and can be supported. P1allp(h)-3(o)-2(w)4(pu)-5(s)-4(l)-3(e)5a)-4



Reading Interventions and Approaches for Secondary

