

## Reading at Pebble Brook School.

Pupils at Pebble Brook School join us with a wide range of reading abilities: some still at the early stage of recognising sounds, letters with a few key sight/ high frequency words to those that are fluent, independent readers, some of whom read for pleasure outside of the school environment. Our aims are to develop reading skills but also to encourage an interest and love for books.

Reading is something that we consider to be a key skill for independence. Our stated aim to prepare for adulthood so being able to read well and comprehend is a major factor in all aspects of adult life. This is why reading has such a prominent part to play in our curriculum and daily timetable.

We have Reading schemes that support our Phonics Programme (Sounds-Write) : Totem, Dandelion, Dockside, Talisman, Rescue, Alba & Titans as well as Rapid Readers Series.

Through our assessments, we identify those pupils who need intervention to develop their key literacy skills. Individual programmes are put in place which encompass reading, phonics and writing.

Students have guided reading sessions within their English sessions alongside further practice in the weekly Form times. Pupils have opportunities to be exposed to books they would not choose themselves, e.g Dickens with *Oliver Twist*, whilst at the same time thinking about the themes that will appeal, such as *Myths and Legends*, reading Rick O' Riordan's *Percy Jackson* books. These, are supported, often, through visuals and films, which enhance the whole experience.

Our school library has a wide range of fiction and non-fiction books including comics, magazines, graphic novels and annuals, which are very popular.

We are working to create a 'Culture of Reading' at our school. Space is at a premium so we have had to squeeze our library into a small area in a lobby. To help promote reading for pleasure and opportunities for reading practice we have introduced a number of initiatives and strategies including the following:-

- Reading 'drop in' café where we turn the hall into a café and serve drinks while individual pupils and classes drop in to sit and read quietly.
- 'Green folders' where pre-prepared reading exercises are given to form tutors to implement during a thirty-minute form group session.
- Reading partners where every 'non-contact' member of staff and pupil independent-readers have two named pupils whom they share reading time with, at least twice each week.

## Reading progress

Reading ages are tested twice in an academic year, in the Autumn term and after Easter. Many of our pupils have significantly delayed reading and it is universally acknowledged that children whose reading age is not in line with their chronological age are disadvantaged and should have accelerated reading programmes until they become independent readers - the equivalent to 12 years and 10 months. It is agreed that good progress is making up 6 months in every 12 months. As a school the progress in children's reading is excellent.

We test both accuracy ( the ability to decode words) and comprehension (the ability to make sense of the words) and progress in both is broadly similar. The data below is based on accuracy. Also there are figures for the number of children who came to us in year 7 reading at 12 years 10 months as well the progress made.

Current year 7 have only had one reading age test. There are 4 pupils (out of 22) who are independent readers, however their comprehension is not quite up to that level.

- Excellent Progress over 6 months improvement in an 12 month period
- Good progress 4-6 months improvement in a 12 month period
- Requires improvement 0-3 months improvement or regression. The number in brackets is the number of pupils who have regressed, with a commentary below

This data does not include the progress of the pupils who followed the Dyslexia Gold programme (10 KS3 pupils) as we have not re-tested these children with this specific testing regime. All pupils who are red are considered for intervention in discussion with English teachers.

Year 8		
Number of pupils	30	
Independent readers on entry	8	
Independent readers	13	43%
Excellent progress	10	33%
Good progress	3	10%
Requires improvement	4 (1)	13%
Year 9		
Number of pupils	20	
Independent readers on entry	2	
Independent readers	5	25%
Excellent progress	10	50%
Good progress	1	5%
Requires improvement	4 (0)	20%

<b>Year 10</b>		
Number of pupils	27	
Independent readers on entry	0	
Independent readers	6	22%
Excellent progress	13	48%
Good progress	2	7%
Requires improvement	6 (2)	22%
<b>Year 11</b>		
Number of pupils	17	
Independent readers on entry	0	
Independent readers	9	53%
Excellent progress	7	41%
Good progress		
Requires improvement	1	6%
<b>Year 12</b>		
Number of pupils	18	
Independent readers on entry	0	
Independent readers	9	50%
Excellent progress	4	22%
Good progress	2	11%
Requires improvement	3 (1)	16%
<b>Year 13</b>		
Number of pupils	20	
Independent readers on entry	0	
Independent readers	8	40%
Excellent progress	5	25%
Good progress	1	25%
Requires improvement	6(3)	30%
<b>Year 14</b>		
Number of pupils	5	
Independent readers on entry	0	
Independent readers	2	40%
Excellent progress	2	40%
Good progress	1	20%
Requires improvement		

## Phonics at Pebble Brook School

Again, pupils join us with a wide variety of experiences with phonics. Our Phonics programme, 'Sounds-Write' offers a multi-sensory approach. Our spellings are based on the Sounds- Write codes, alongside still developing the reading and spelling of high frequency words. The activities that support the scheme help practise word sorting, tracking, word reading and writing, hopefully in fun and engaging ways. These can be used individually or in small groups.

Pupils also have access to interactive programmes such as 'Wordshark', 'Wordshake' and the dyslexia friendly programme, Literacy Gold.

At Pebble Brook, we look closely at identifying those who are dyslexic and involve an Outside Agency to complete a range of assessments. Once the assessments have been completed we share the outcomes with parents and carers and complete a plan of action for each individual pupil.

From September through to December 2023, 10 pupils piloted the use of the 'Dyslexia Gold' programme. These pupils followed the programme three times a week for at least 20 minutes, which developed their eye tracking and focus, their fluency and phonological awareness.

The results we have had since adopting this approach and investing in the assessments have been remarkable.

Reading Age progress in 3 months	% ( out of 10 pupils)
0-5 months	20%
1-2 yrs	60%
2yrs +	20%