

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
- those who are fluent, independent readers, some reading for pleasure outside of the school environment.

Our aims are to develop reading skills but also to encourage an interest and love of books.

Reading is something that we consider to be a key skill for independence. Our stated aim is 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 constantly looking at ways to enhance a 'Culture of Reading' at our school. 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 the hall is transformed into a café, serving drinks while individual pupils and classes drop in to sit and read quietly in a relaxed setting.

The Cafés have been really successful and are themed, depending on the time of year. We have had 'Starbooks' and more recently 'The Pebble Brook Express', just in time for Christmas and the launch of the school newspaper's new name: 'Pebble Brook Express'.

DEAR Time happens twice weekly. Some students are matched with a Reading partner, others work individually with adults, some groups listen to a book being read by a teacher or an audio book.

Pupils have **Green folders** with interest books as well as books that follow our Phonic scheme. Some students use Literacy Gold online programme to support their reading and spelling.

Reading Progress March 2024

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 de code 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. I have put in figures for the number of children who came to us in year 7 reading at 12years 10 months as well the progress made.

Current year 7 have only had one reading age test. There are 3 pupils (out of 27) 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
- Not all percentages add up to 100% as some of the independent readers have been so for some time and we do not test past 12years 10 months.

Year 8		
Number of pupils	23	
Independent readers on entry	4	
Independent readers	5	22%
Excellent progress	10	43%
Good progress	5	22%
Requires improvement	2	9%

Year 9		
Number of pupils	28	
Independent readers on entry	7	
Independent readers	15	54%
Excellent progress	8	29%
Good progress	2	7%
Requires improvement	3	11%

Year 10		
Number of pupils	21	
Independent readers on entry	3	
Independent readers	8	38%
Excellent progress	11	52%
Good progress		
Requires improvement	4	19%

Year 11		
Number of pupils	24	
Independent readers on entry	0	
Independent readers	7	29%
Excellent progress	8	33%
Good progress	2	8%
Requires improvement	6	21%

Year 12		
Number of pupils	11	
Independent readers on entry	0	
Independent readers	6	55%
Excellent progress		
Good progress	1	9%
Requires improvement	4	36%

Year 13		
Number of pupils	18	
Independent readers on entry	0	
Independent readers	9	50%
Excellent progress	6	33%
Good progress	2	11%
Requires improvement	3	33%

Year 14		
Number of pupils	17	
Independent readers on entry	0	
Independent readers	8	47%
Excellent progress	6	35%
Good progress	2	12%
Requires improvement	6	35%

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 practice 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. (now called 'Literacy Gold') 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 3mths	% (out of 10 pupils)
0-5 mths	20%
1-2 yrs	60%
2 ys *	20%

Literacy Gold is now used throughout the school, either in English lessons or in Form reading / DEAR sessions. Currently there are 20 students in KS3/4, with a dyslexia diagnosis who use this programme but others are also benefitting from using it as part of DEAR time/ P5 from March 24. (30 in KS3, 6 in KS4 and 33 in KS5)