

## **Thomas Telford School**

### **Literacy Catch-Up Strategy**

Upon entry to Year 7 students immediately sit a standardised reading test which established a reading age for each child. This helps to identify students whose reading age is significantly below their chronological age, and acts as a first step for identifying those in need of catch-up support. End of Key Stage 2 data is then used to refine this information, and is used to generate starting and target grades for students. These students are then tested at the end of Year 7 to ascertain the progress they have made as a result of the various interventions outlined below.

All Year 7 students benefit from a thorough and detailed literacy programme where vital material on word-level, sentence-level and whole text-level is taught by students. Success on this programme is used to further highlight students who require further support, and small group and individual Teaching Assistant and auxiliary teacher intervention is provided within lesson. This may be addressed in break-out groups which explore activities related to reading comprehension or in assisting students in composition tasks. Session 3 is also utilised for students with specific needs, with staff giving targeted support to address them. We also make use of volunteer Sixth Form reading mentors who listen to students read and support them in their confidence. This has been a highly successful intervention strategy, benefiting both mentors and mentees alike.

Resources at the disposal of the School are programmes in Butterfly Phonics and Fresh Start. However, no students have been deemed of a sufficiently low starting point for the former, and the School's own catch-up programme, focussing on vocabulary, grammar and syntax, serves as an effective mechanism for accelerating progress.

Thomas Telford School has not been in receipt of extra literacy funding for a number of years, but provision is made across the whole of Year 7 to address any issues related to catch-up.