



**Notre Dame Catholic College
Literacy Interventions**

At Notre Dame Catholic College we believe in a blended approach to intervention support. This is to enable pupils to access a full suite of interventions that are delivered in person and online, both 1:1 or independently.

STAR Reader

For reading support, pupils are assessed using the STAR Reading test, this provides us with a reading age for the pupils, but also identifies where on an intervention spectrum the pupil lies against the school benchmark for that age. This takes into account national data of pupils who have also taken the test. This will then identify the support needs of a pupil, but more importantly the urgency and regularity of the intervention required. The chart below shows the spectrum and how we identify such interventions;

School Benchmark - Year 9



The report also identifies the scaled score of a pupil, their percentile ranking against other pupils their age nationally and most importantly their reading age and then their ZPD (Zone of Proximal Development), which determines the level of books that are required to support their individual progression in reading without them becoming frustrated.

Star Reading Scores	
SS: 147 (Scaled Score) ■ Urgent Intervention	Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 2 (Percentile Rank)	scored greater than 2% of students nationally of a similar age.
PR Range: 2 - 2	The range of potential variability in PR score.
Reading Age: 6:10	The Reading Age indicates the typical reading age for an individual with a Star Reading Scaled Score of 147.
NRSS: 69	The Norm Referenced Standardised Score converts Zakaria's "raw score" to a standardised score which takes into account the student's age in years and months to show how the student is performing relative to a national sample of students of the same age. The norm score is 100. A higher score is above norm and a lower score is below norm.
SGP: -	The SGP is a norm-referenced percentile-based quantity ranging from 1 to 99 indicating progress relative to other students, in the same year group, with a similar achievement history.
Domain Scores	
Comprehension Vocabulary: 3 Understanding and Interpreting Texts: 2 Engaging and Responding to Texts: 1	Domain scores, ranging from 1-100, estimate percent of mastery on skills in each domain in Year 9.
Reading Recommendation	
ZPD: 1.6-2.6 (Zone of Proximal Development)	; ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Zakaria's ZPD in www.ARBookFind.co.uk to find appropriate books.

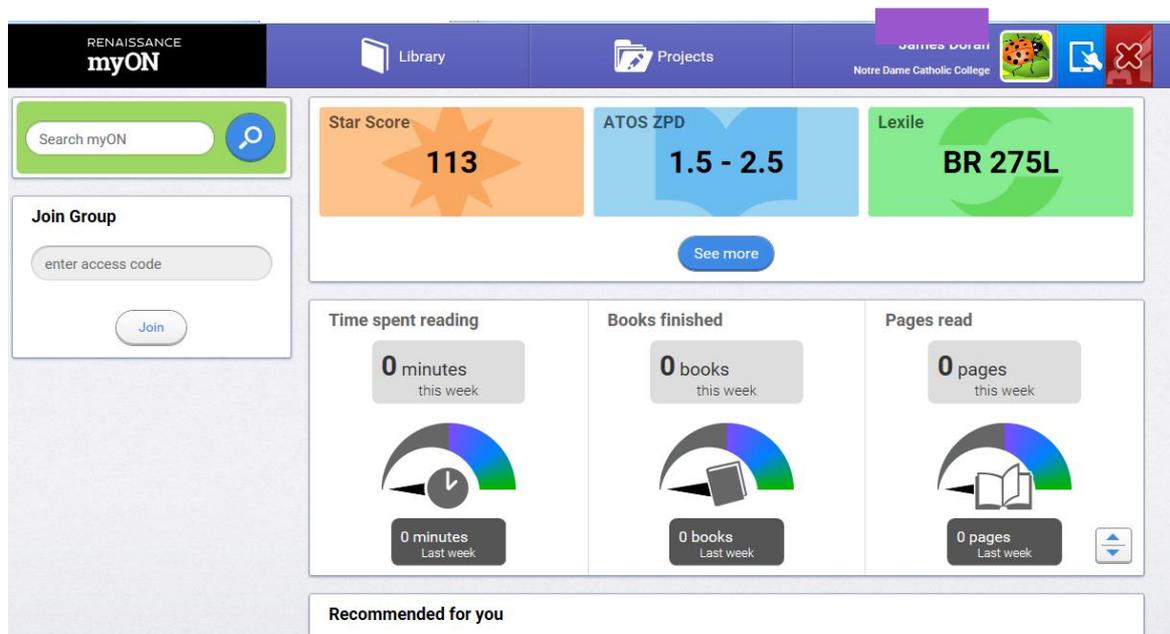
This provides us, as a school with a baseline with which to support the pupils, whilst retesting them using this approach every half term so that we can track and monitor progress. This also allows for those pupils who are on the 'Watch list' and those that do not require intervention to never fall behind.

Accelerated Reader

Once a pupil has completed the STAR Reader test they are also enrolled on the Accelerated Reader programme, if they require intervention. This programme matches pupils ZPD (Zone of Proximal Development) to books within their range. These are books that are suitable for them to improve their reading ability. These books can be in the physical form or a pupil can search the ZPD (Zone of Proximal Development) range of a book using the 'Accelerated Reader Book Finder' (www.arbookfind.co.uk) which will then link to our new online platform, MYon.

MYon

Linked to Accelerated Reader, the school also uses MYon (<https://www.myon.co.uk/login/>), which is available to all students within the school. Those students who are requiring intervention can access MYon and it automatically draws over their ZPD and matches books within a library to support their reading development. When a student has read a book, they then take a quiz based on the book which will help improve their ZPD (Zone of Proximal Development) and their progress over time in reading. Pupils will also have access to this programme at home and it tracks the amount of time they have read, the books they have read and also their individual progress over time. The screenshot below, shows the home page of a student and the information that is drawn across from their STAR Reading test.



The three pieces of information that are important in this chart are;

STAR Score – the score obtained from taking the online STAR Reading test.

ATOS ZPD (Zone of Proximal Development) – Matches books against the reader's ability to ensure that they do not become frustrated with reading.

Lexile – This scientific approach puts the reader and the texts at the same level making sure that the can connect with a book that supports their development. Lexile scores can be used on the following website to find books that match the level of the reader <https://hub.lexile.com/find-a-book> Once a text is completed the pupil will take a test against the book they have read and this will improve their scores and ability over time. All of which is tracked and analysed within school.

The Hornet

The Hornet Literacy Primer is a manual for teaching literacy skills: **reading** and **spelling**. It can be used by anyone. In short: you do not need to be a teacher or a professional: A coach needs a moderate ability to read the English language. Other than the manual, all you need is a pencil, an exercise book and scrap paper.

Some of our students, particularly between the ages of 5 and 7, required both a slower start and a lower threshold. The Hornet was specifically designed for these students. Adults with severe reading and spelling difficulties are also able to use the Hornet.

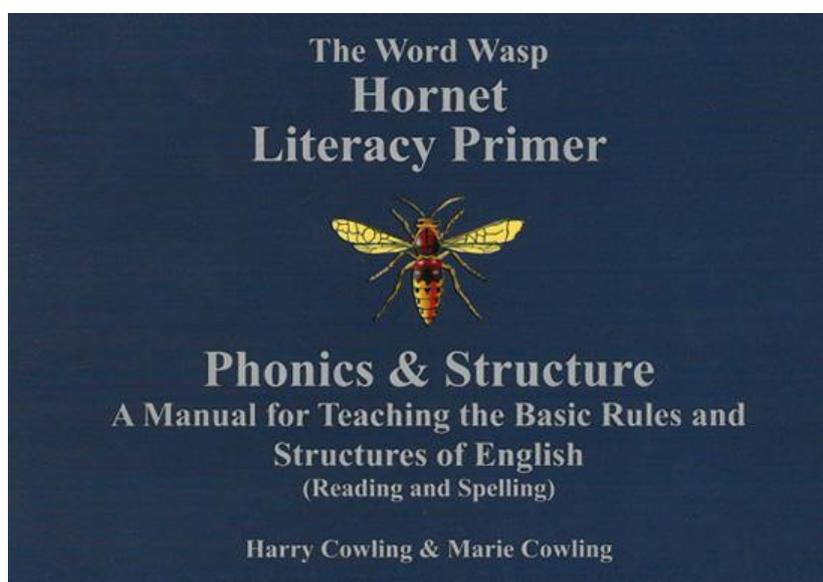
The Hornet's early exercises are concerned with learning the basic phonic sounds of the alphabet code. These sounds are at the very foundation of our language. Our programmes are based on phonics and rules, central to which is the development of the ability to process sounds; particularly vowel sounds. Students of the Hornet will, from the beginning, develop the ability to identify vowel sounds from speech and express them graphically (write them down!). Our students, thanks to the Hornet/Wasp marking system, cannot progress through the text before they are able to identify vowel sounds.

The most frequent underlying problem, which effects reading, spelling and speech, is one of auditory discrimination: the ability to identify sounds. Without this ability, students are unable to initiate the thinking process. Sequential thinking is at the root of cognitive development. These processes often remain undeveloped in both children and adults with reading and spelling problems.

Nothing is to be gained by inflicting memory-based data at this stage: It is of little use to use the most frequent words as a sound base. These words have a place in the learning programme but certainly not at the beginning; they are exceptions or form part of a digraph, diphthong or rule which needs to be taught as and when the initial ability to form phonic constructions has been developed.

The Hornet teaches these sounds and simple rules and introduces more rules incrementally. The effect of this simple methodology is to provide students with tasks they are able to perform at all times. Students will learn to read and form words and, simultaneously, learn simple rules: The word 'fill' contains one vowel sound therefore is required to end with two 'lls' . The word 'until' has two vowel sounds and is therefore required to be spelled with one 'l'.

Information taken directly from <https://www.wordwasp.com/the-books/hornet-literacy-primer/>



The Word Wasp

The Word Wasp, like the Hornet Literacy Primer, is a manual for teaching literacy skills: both reading and spelling. It too can be used by anyone. In short: you do not need to be a teacher or a professional: A coach needs a moderate ability to read the English language. The structured programme is based on phonics and those rules which govern English. Our texts rely on teaching the 43 sounds/rules that form the structure of our language. The Wasp does not rely on memory! We start with the basic letter sounds and work our way through the language. Coaches are guided throughout the Wasp with easy to follow instructions and the simple marking system directs coaches to problem areas.

The Word Wasp like the Hornet has been designed in order that students will not be confronted by anything beyond their grasp and it has also been designed to reflect its efficiency. Patronizing graphics and language will not be found amongst the exercises. No one will find the text embarrassing, which makes them ideal for both young and older students.

The Word Wasp is a comprehensive programme beginning with basic letter sounds before progressing to more complex diphthongs and digraphs. It can be used with students from the age of seven to adult. The programme ends with polysyllabic words of Latin and Greek origin. Reading and Spelling Problems solved through Rules and Structure

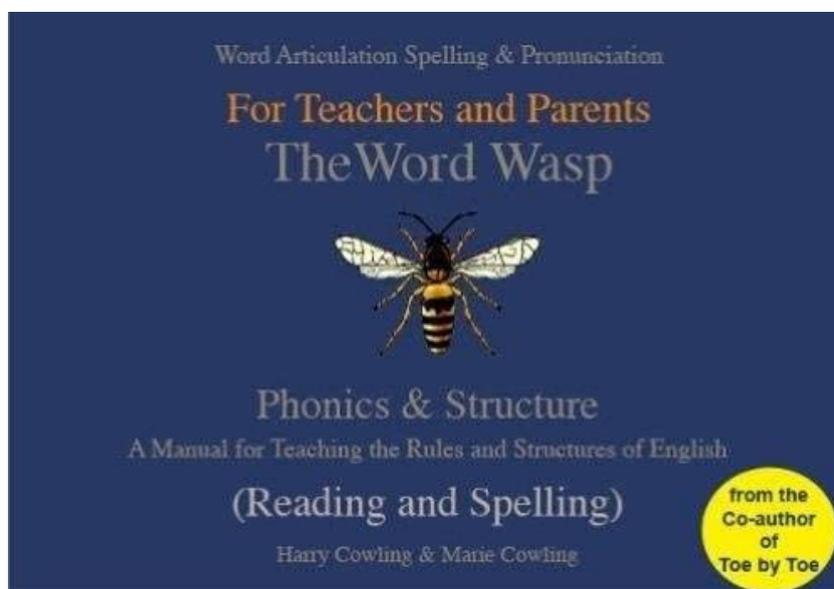
Both Wasp and Hornet programmes start from the premise that no one learns to read or spell by remembering the shape or letter order of a word. Our language and every other language is a code. Fail to teach the code! Fail to teach the student!

Both the Word Wasp and the Hornet have been carefully designed so students are reintroduced to rules on a regular basis in the reading and spelling exercises. When rules reappear, coaches are invited to reintroduce them by demonstrating them on scrap paper. Students can then be directed to the cause of a spelling mistake and the rules will be re-enforced once more. We are teaching the code of the English language! We are not teaching our students to memorise words. Giving students word lists is the equivalent of giving a word a number. How many telephone numbers can you remember?

Simplicity is the key to both programmes.

A coach does not need I.T. skills: complimentary literature, books, audio tapes or video tapes.

Information taken directly from <https://www.wordwasp.com/the-books/the-word-wasp/>



Other interventions are used on a personal and individual level for literacy support across the school and these adaptations and reasonable adjustments are put into place on a needs basis. Notre Dame Catholic College is always adapting and improving our practice and over time the school will add to its provisions. Such provisions include, but are not limited to;

- Handwriting support
- Dyslexia support
- Emotional literacy support
- Access arrangements including the use of scribes and readers
- Laptops within lessons where needed

If you require any further information, please do not hesitate to contact our SENCO, Mr. McVerry (amcverry@notredame.liverpool.sch.uk)