 The Catholic High School, Chester

 **Out of the classroom, there are interventions and support for the lowest 20% of readers and those with low levels of literacy skills:**

**KS3**

* One hour a week of small group literacy – focusing on developing literacy skills through a range of curriculum topics.
* Form time spelling sessions once a week – using a phonics-based approach and looking at strategies for spelling.
* Reading Plus – an online program for those students receiving literacy support. Students are encouraged to use this at home to further develop their skills.
* Two Reading assessments per year to assess progress.
* Support in lessons to look at how students can apply strategies across the curriculum.
* Learning plans on Provision Mapper with personalised targets and strategies for staff to use across the curriculum.

**KS4 –** Same as above apart from:

* One hour a fortnight of small group literacy – focusing on GCSE English curriculum and skills. Spelling strategies are also incorporated.

 Literacy, Reading and EAL Offer

**At The Catholic High School, Chester all students get:**

* A Reading and Spelling assessment at the start of Year 7.
* A Reading assessment at the end of Year 9.
* All in-year admissions have a Reading assessment when they start.
* Whole class teaching of Academic Reading across the curriculum using pre/during/after reading strategies to improve comprehension.
* Ten minutes of independent reading at the start of every English lesson.
* KS3: one English lesson dedicated to reading per fortnight.
* Direct instruction of tier 2 and 3 vocabulary across the curriculum, supported by Knowledge Organisers.
* A strong reading culture where reading is valued, and a dynamic library with many opportunities for students to develop their love of reading.
* Use of COPS across the curriculum.
* One form time a week dedicated to developing literacy skills.

*‘Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.’*

EEF: Reading Comprehension Strategies Key Findings, July 2021

**What we would like to do:**

* Develop our outreach work with parents and families so that we are all working towards supporting our students to achieve in the best way we can.

**What else do we do?:**

* Dyslexia Screener for students who staff or parents feel may be showing dyslexic tendencies.

**EAL Support:**

* At least one hour per week of small group English for those students with most need of support with the language.
* Students who come to us with little or no English receive more intensive support to begin with.