

How do we test our students?

We test students once a year using The New Group Reading Test (NGRT).

We may test more frequently to assess the impact of interventions. We may also use fluency tests.

Students who access Lexia complete a baseline placement test and are constantly assessed by the programme.

What does the test tell us?

This is a standardised test that tells us whether students are reading below, at, or above their chronological age. Through a variety of exercises, NGRT can assess students' knowledge of phonics, comprehension, decoding ability, vocabulary, grammatical knowledge, deduction and inference skills, authorial intent, and ability to deal with figurative and idiomatic language (depending on the age of the student and test selected).

NGRT can indicate where a student's reading ability sits as compared to the national average.

We can use the test to identify struggling students who might benefit from further intervention.

What interventions are in place?



EEF Switch On

This is an intensive intervention involving daily 20-minute sessions for 10 weeks. It is a structured 1-1 intervention designed to support students in making accelerated reading progress. It develops students' reading fluency, as well as their comprehension.



Lexia

This is a computer-based programme that adapts instruction to meet the specific literacy needs of students. The focus is on three key areas of study: word study, grammar, and comprehension. The programme constantly assesses students so that teachers can see the progress they are making.



Lexonik Advanced

This is an intervention involving weekly 60-minute sessions for 6 weeks. Its aim is to train students to develop phonological awareness and make links between unknown words. This supports students' word recognition, reading fluency, automaticity, and vocabulary acquisition.



Lexonik Leap

This is an intervention for students who find reading particularly challenging. Activities are delivered to the students' specific needs, only focusing on their gaps. This intervention is delivered little and often.



Reading Intervention

These are bespoke interventions delivered by an English tutor. They focus on reading comprehension, as well as responding to texts through written tasks.

What strategies can teachers and parents employ to support students?

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- For many students, hearing the **fluent reading of a teacher** is a valuable necessity. Frequently read aloud to model fluency.
- Echo reading: children echo back sections read by an adult, emulating their intonation, tone, speed, volume, and expression.
- Keep the reading segments short to maximise concentration.
- Check the mechanics: Developing readers might see punctuation, but often do not grasp what it is telling them to do in terms of meaning or inflection. Make explicit references to punctuation: 'there's a comma there – remember to pause'.
- When reading, provide students with a focal point: e.g. look for details about the setting. This encourages autonomy: if they can't answer the question, they know they must re-read.
- Encourage students to correct their own errors: For e.g. you may repeat the word a student misread back to them, replicating and putting emphasis on the part where the error occurred: 'is that word 'in-SPEAK-tion'?

- Increase length and challenge of texts being read.
- Point students towards challenging material.
- Read critical articles in class: for e.g. scientific journals.