

Implementation - Phonics and Reading at New Horizons Academy

At New Horizons Academy, we deliver a responsive reading curriculum that meets learners at their specific point of need, ensuring no child is left behind regardless of their previous educational history. We deliver Phonics using the Read Write Inc scheme, which places high-quality teaching at the heart of every lesson. To meet the specific needs of our learners, we implement this through the following strategies:

- Children grouped according to progress / next steps
- Termly assessments used to inform grouping
- Termly meetings held with staff to ensure they are aware of individual next steps
- Gaps are identified in learning and addressed within direct teaching
- Interventions for pupils identified as having significant gaps with our dedicated phonics intervention teacher.
- Resources are provided to support delivery

For those children who have a secure understanding of phonics, teachers use a range of resources to ensure that the different needs of our children are met including the 'Comprehension Crusher' scheme and other comprehension resources from Grammarsaurus and where appropriate, personalised comprehension tasks. Through our writing sessions, children access high-quality texts following the Literacy Tree scheme of learning, which is adapted to meet the needs of our pupils. Children also have the opportunity to access other texts through class reads and through our school library. Library ambassadors choose a 'book of the week' which is shared with the whole school. Class reads are chosen with the purpose of engaging pupils in reading but also look to ensure that our pupils are exposed to a wide range of topics (supporting their cultural and SEMH development) and a wide range of authors from various backgrounds.

Robust Diagnostic Tools: FFT Aspire Reading and Phonics Checks

To ensure our reading pathway is precisely targeted, regular Phonics checks, FFT Aspire Reading Tests or practice SATs reading tests are carried out depending on their needs.

- Standardised Benchmarking: This provides an immediate, objective standardised reading score and reading age, allowing us to identify the exact starting point of each learner relative to national norms.
- Informed Placement: This data acts as the "gatekeeper" for our curriculum. Depending on their scores, some pupils will undertake learning through the Read Write Inc and or phoincs interventions, while some will be placed into comprehension groups.

The Foundation: Read Write Inc. (RWI) Phonics

For our emerging readers, we implement the Read Write Inc. programme with fidelity to ensure their foundational learning needs are met.

- Homogeneous Grouping: Pupils are assessed regularly and placed in small groups based on their specific phonic knowledge.
- Multisensory Learning: Lessons utilise the "Praise, Phrase, Repeat" method, which is effective for learners requiring clear routines and frequent positive reinforcement.

Reading Comprehension

Pupils who are secure in their phonetic ability are able to move into comprehension focused groups to develop their fluency and comprehension skills.

- Using Grammarsaurus comprehension resources including the 'Comprehension Crusher' scheme, pupils are exposed to a range of texts and genres as well as comprehension questions domain types. Pupils also have

frequent opportunities to develop their fluency skills, understanding of vocabulary and confidence in reading aloud.

Impact - Phonics and Reading at New Horizons Academy

Quantifiable Progress and "Gap Closing"

The most significant impact is evidenced through our Phonics assessments, FFT Aspire standardised reading scores and end of KS2 SATs and mock SATs data. By comparing termly data, we demonstrate measurable progress from each child's individual starting point. This allows us to evidence the "narrowing of the gap" between our learners and their mainstream peers.

Targeted Intervention Success

The use of FFT Aspire and our regular Phonics assessments ensure that our impact is not just anecdotal. We see pupils "graduating" from RWI or Fresh Start into the higher-level reading comprehension curriculum once their standardised scores show they have achieved functional fluency and decoding speed.

Re-engagement and Reading for Pleasure

The success of our individualised approach is reflected in our pupils' attitudes. Students who previously experienced "reading failure" begin to view themselves as successful readers. This is seen in:

- Increased Confidence: A willingness to read aloud in front of peers and share their interpretations of texts.
- Emotional Expression: Using the characters and themes in their reading to better communicate their own thoughts and feelings.
