

*“Of the subjects taught in school, reading is first amongst equals – the most singular in importance because all others rely on it”*

Doug Lemov, Reading Reconsidered

## Universal Offer

All students receive the following universal offer to support the development of their vocabulary and literacy:

### 1) Form Time Reading

- One session per week of reading a book as a class
- Consistent use of reciprocal reading strategies to promote engagement and fluency

### 2) Targeted instruction of high tariff vocabulary in all subjects

- Expectation of vocabulary instruction universal across all subjects
- Methods such as Frayer Models used in variety of subjects

### 3) Access to challenging texts in curriculum lessons

### 4) Use of book vending machine for rewards to promote love of reading

*\*Stanine – A nine point scale with a standard deviation of two. Stanine points 4-6 are approximately expected. Stanine points 7-9 are above expected. Stanine points 1-3 are below expected*

## Intervention strategy for students below expected levels of literacy

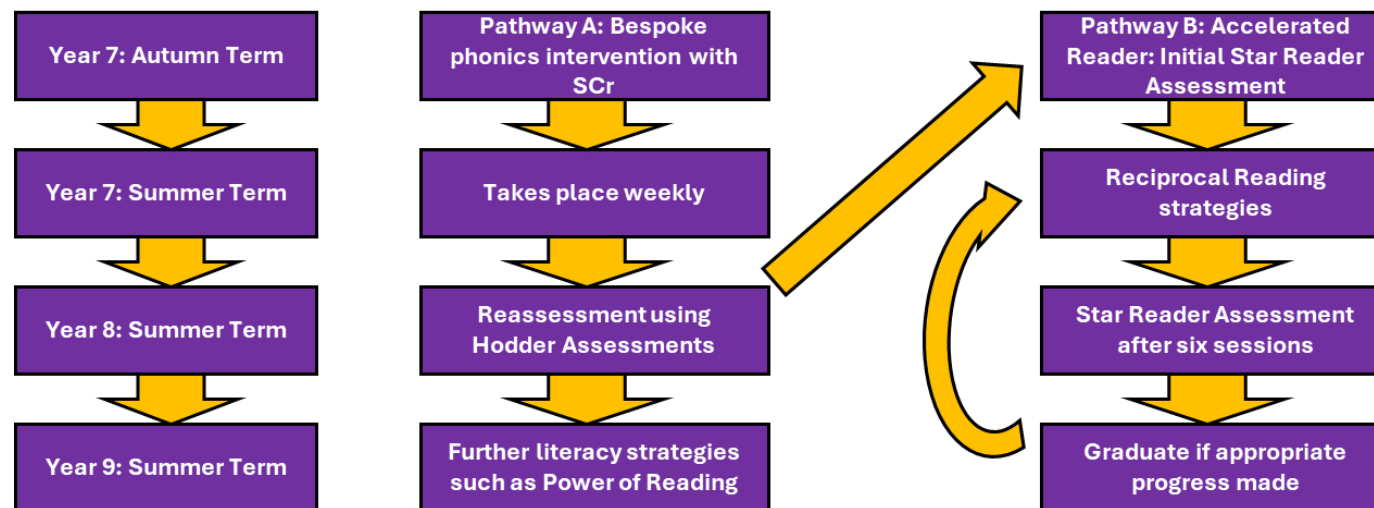
Students identified as being in Stanine\* 1, 2 or 3 on their NGRT tests are identified as being below expected levels of literacy. We also review primary school data on students identified as being below their expected literacy level.

Students identified as being below their expected literacy level are allocated into one of two literacy intervention pathways.

Pathway A focuses on phonics and sentence comprehension. This is for students identified as being in Stanine 1 and 2.

Pathway B focuses on passage comprehension. This is for students identified as being in Stanine 3 and those with lower passage comprehension scores in Stanine 2.

*Once a student has graduated from Pathway A, they graduate to Pathway B.*



**Maximising Our Potential**