

Year 11 Pupil Reading Intervention Case Study

2021-2022

Learning needs: Dyslexia, ASD.

Reading age (sept 2021): 17:00+

End of KS4 GCSE target grades:

Subject	Target Grade
English Language	1
English Literature	4
Maths	3
Science	7

Current KS4 GCSE working at grades:

Subject	Working at grade
English Language	5
English Literature	6
Maths	3
Science	9

Overview of the pupil's time at Maplewell Hall:

The pupil joined the school in the 2019-2020 academic year and was originally placed in a KS3 Pathway C group. Initial reading tests revealed that they had a reading age of 6 years and 1 month. In the academic year of 2020-2021, they joined the A curriculum pathway. Their dyslexia meant that they needed a lot of support with reading and writing, however their understanding and verbal responses were far beyond the abilities of the C pathway curriculum. The NGRT reading test revealed that in year 10 (academic year 2020-2021) they had a reading age of 9 years and 7 months; a significant amount less than their chronological age. The pupil has received support from the school and a number of key staff (detailed further in the case study) that has substantially improved their academic ability and their emotional well-being. At the start of Year 11 (Sept 2021) they completed another NGRT reading test and they now have a reading age of 17+.

Key Staff Support:

The pupil has had a number of one to one interventions and support, planned and facilitated by our Reading Intervention Lead that have significantly improved their confidence and academic ability in the classroom. The Reading Intervention Lead follows the DIPT programme with the pupil to help them to recognise words on sight and improve their spellings. Currently, the pupil is recognising one new word per day which is a massive achievement that is also having a positive impact on their well-being.

Interventions have directly impacted on their reading age, seeing a result of 17:00+ in September 2021; this is a significant increase of 7 years and 5 months in a space of just 3 months. The Reading Intervention Lead has also contributed considerably to building the pupil's confidence in the classroom. They spent a lot of time working with the pupil one to one in their English lessons; scribing their work, discussing questions, modelling answers and challenging them to maximise their learning.

Examples of the pupil's DIPT work can be found [HERE](#). These examples of work were taken from three different points in the year. They outline the increase in the complexity of the vocabulary used for DIPT exercises but also the decrease in the time taken for the pupil to complete the timed task. This reflects a significant improvement in their ability to recognise words on sight. They are making substantial progress in being able to identify words, being able to learn a new word each day.

Input from the pupil:

When asked how the pupil thought the school had helped to support their needs, they said that they had had significant 'help with reading and spelling'. They also stated that they had been given a number of 'different strategies for reading and spelling' that have helped in their academic progress. The pupil has become a lot more confident in the classroom due to the 'support in lessons'. They said that having a scribe has made them feel a lot more secure in their understanding and more willing to contribute in lessons - 'I get to say the answer and it is still my own independent work'. The pupil was shown their target grades and their current working grades. They were then given the opportunity to reflect on their progress during their time at Maplewell Hall, they feel pleased and proud about the progress that they have made in their core subjects. They are very satisfied with the progress of their reading age, again this has built their confidence, and has made them feel like they can achieve their ambitions.