

## STB Reading Strategy 2024-25

All students entering Y7 sit the New Group Reading Test (NGRT) – an adaptive, digital test which measures students' strengths with reading and identifies what they might need help with. The test provides a Standardised Age Score (SAS). A score of 100 is average. Students scoring SAS 85 and under are likely to require further support with phonics and fluency. Student scoring SAS 86-96 might need some support with fluency, a vocabulary top-up or the guided reading pathway to monitor their comprehension of texts. Students in other year groups might also sit the NGRT if we feel that this is necessary. However, in most cases, we will read 1:1 with students in older years to measure their ability and place them on one of the intervention pathways below if further support is needed.

**SAS <85**

Hear pupil read 1:1

Use **Read Write Inc Fresh Start** to diagnose a student's need

Need:  
**Decoding**

Use  
**RWI Fresh Start**  
to teach phonics

Need:  
**Fluency**

Join one of the  
'yellow'  
pathways

**SAS 86-95**

Hear pupil read 1:1

**Diagnose:** Use Trust-wide fluency test to measure reading speed

**Fluency Intervention Pathway**

Use the texts from **Barrington Stoke** to promote reading fluency and automaticity.  
Six weeks. 30 mins per week.  
Students read with trained staff in a small group

**Vocabulary Intervention Pathway**

**Vocabulary instruction:**  
Students firstly explore common root words alongside prefixes and suffixes. They then read a series of extracts to promote vocabulary.  
Six weeks. 30 minutes per week.  
Students work with trained staff in a small group

**Guided Reading Pathway**

Use texts from **Barrington Stoke** to engage in discussion and comprehension prompts to explore a writer's purpose.  
Six weeks. 30 mins per week. Students work with trained staff in a small group

**SAS 96+**

These students are unlikely to require intervention outside of their regular curriculum and methods of assessment. Students' progress is monitored at assessment points and any struggling readers are flagged by staff across all subjects. Students enter intervention pathways if needed

**Literacy Assessment Online**

We use this online programme to regularly monitor students who are on any of the intervention pathways above

**Tutor Reading Programme** – all students actively read a selected text with their tutors twice a week. Tutors have been trained on how to deliver this.

**Progress Check: NGRT Form B**

All Y7 students sit a second NGRT test late in the year to measure their progress. This will help us to identify any students who require support into Y8. Students in other year groups might also sit the NGRT across the year if we feel that further diagnosis into their reading is necessary.