

Literacy Support SOL – Rapid Learning Plus – Years 7-9

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:																																																
<ul style="list-style-type: none"> <i>Rapid Plus is a reading scheme used for targeted literacy support for struggling readers and learners with Special Educational Needs in years 7 – 9.</i> <i>Students are selected for extra support based on their reading age assessed at two points across the school year. GL assessments are used to highlight specific individual children's weaknesses (such as word decoding, comprehension, and inferential skills) and these are then addressed through the reading programme.</i> <i>Rapid Plus achieves has high-interest, visually appealing texts that have been finely levelled to match students' respective reading age. The Rapid Plus texts have a carefully controlled vocabulary. This means the number of 'different' words introduced in each text is restricted so that the student is not faced with lots of words they do not recognise. Careful management of the</i> 	<ul style="list-style-type: none"> <i>Finely levelled fiction and non-fiction texts.</i> <i>Assessment texts to monitor students' progress.</i> <i>Written tasks and quizzes to consolidate word- and text-level work linking reading, writing and spelling.</i> <i>Seven stages of progression and two sub-levels within each stage.</i> 	<p><i>The total number of words and the number of different words in each text have been carefully controlled. This means the text levelling is very accurate and students can read within a level confidently knowing that they will be successful.</i></p> <table border="1" data-bbox="1469 689 2123 1193"> <thead> <tr> <th>Stage</th> <th>Set</th> <th>No. of Different Words</th> <th>No. of Total Words</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>A</td> <td>60</td> <td>180</td> </tr> <tr> <td>3</td> <td>B</td> <td>75</td> <td>220</td> </tr> <tr> <td>4</td> <td>A</td> <td>100</td> <td>300</td> </tr> <tr> <td>4</td> <td>B</td> <td>130</td> <td>350</td> </tr> <tr> <td>5</td> <td>A</td> <td>165</td> <td>450</td> </tr> <tr> <td>5</td> <td>B</td> <td>190</td> <td>525</td> </tr> <tr> <td>6</td> <td>A</td> <td>210</td> <td>625</td> </tr> <tr> <td>6</td> <td>B</td> <td>250</td> <td>700</td> </tr> <tr> <td>7</td> <td></td> <td>450</td> <td>1200</td> </tr> <tr> <td>7</td> <td></td> <td>525</td> <td>1500</td> </tr> <tr> <td>8</td> <td></td> <td>600</td> <td>1725</td> </tr> </tbody> </table>	Stage	Set	No. of Different Words	No. of Total Words	3	A	60	180	3	B	75	220	4	A	100	300	4	B	130	350	5	A	165	450	5	B	190	525	6	A	210	625	6	B	250	700	7		450	1200	7		525	1500	8		600	1725
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<p><i>vocabulary enables struggling readers to experience success and to read with fluency. This has a big impact on their reading confidence.</i></p>		
<p>Challenge and Support:</p>	<p>Worldwide learning/ links to 21st century:</p>	<p>Cultural capital/ Industry/ Enrichment:</p>
<ul style="list-style-type: none"> • <i>Each text is short and is devised to be read in approximately 15 minutes. This means that the students can read a complete text in one reading intervention session or a guided reading session.</i> • <i>Rapid Plus texts use a specially designed font which is approved by the British Dyslexia Association. This font has minor modification to letters such as ‘b’ and ‘d’ that can so easily be confused by the struggling reader. The font also has a slight increase in the spacing between letters that struggling readers often perceive as one letter, e.g. ‘r’ and ‘l’.</i> • <i>Text is always placed on a dyslexia-friendly cream background.</i> 	<ul style="list-style-type: none"> • <i>Every Rapid Plus book includes a fiction and a non-fiction text. At Stages 3 to 6, the ‘A’ set is always a ‘real-life’ story, featuring typical teens in everyday situations – dealing with bullies, playing practical jokes, managing misunderstandings, at home, at school, and in their communities.</i> • <i>Throughout the series there is a range of other genres, based on what teenagers have said they like to read – including fantasy, horror, ghost stories, science fiction, myths and legends.</i> 	<ul style="list-style-type: none"> • <i>Links to real-life scenarios and through empathic discussion.</i>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> <i>The texts explore a range of scenarios with moral questions explored through discussion.</i> <i>The non-fiction texts link to a wide range of social/historical contexts.</i> 	<ul style="list-style-type: none"> <i>In every session there is an emphasis not just on the context and knowledge being learned from the texts but on how the literacy skills can be applied towards any academic reading across the curriculum.</i> 	<ul style="list-style-type: none"> <i>Learning to read well is only a part of the course. There is also a major focus on 'reading to learn' which can then be applied across the curriculum in lessons.</i>
<p>Assessment timeline:</p>		
<p><i>There are seven Rapid Plus assessment books to accompany Stages 3–9. Each book contains two assessment texts (one for Set A and one for Set B).</i></p> <ul style="list-style-type: none"> <i>All the assessment texts are fiction and are based on the relevant characters or themes that the students will have met in the Rapid Plus reading books.</i> <i>The students will then demonstrate a variety of literacy skills, including:</i> <ul style="list-style-type: none"> Accuracy of reading Reading with expression Obeying punctuation Literal comprehension Inferential comprehension Personal response Spelling <i>The results of this assessment are then used to determine whether additional literacy support is required.</i> 		
<p>Feedback</p>		
<ul style="list-style-type: none"> <i>Progress is discussed with each student and areas of development decided upon for each individual.</i> 		