

Name	XXXXXXXXXX	Year	7	Category	--	SEN	K student
Student context							
<p>X began year 7 with a very low reading age of 6 years, 0 months. Due to this, X attends literacy support classes in lieu of Spanish lessons taken by the SENCO, Kelly Jacob. X received support in primary school for literacy and had an individual education plan whilst there. It was decided that he would complete the toe-by-toe programme of reading practice.</p>							
Toe-by-toe Intervention							
<p>The toe-by-toe intervention aims to teach reading and improve fluency through reading exercises involving lists of both real and nonsense words, sentences of level appropriate content and syllable division exercises. As the exercises progress, more sound combinations are added and sentence length increases, culminating in full paragraphs.</p> <p>X has been doing toe-by-toe since November 2018, starting at the beginning and is currently up to page 123 at time of writing.</p>							
Toe-by-toe Impact							
<p>When starting the sessions in November, X always came across as very outgoing and confident in his speech, however mumbled his words when reading aloud from the toe-by-toe book. Over the course of this intervention, he has improved a little, however he still reads quickly and quietly and it is occasionally difficult to discern if he has read the content correctly.</p> <p>In addition, X showed early on in our sessions a tendency to jump around the page reading word lists and sentence lists in seemingly random order. It has become apparent that he was tackling what he perceived to be the easy words first and then taking his time over the words he found more difficult or trying to outright ignore words he found more challenging. In recent sessions, we have managed to curb this habit slightly and he now mostly reads the words in the order they are presented. It is unclear if this tactic of evading difficult questions translates to other subjects.</p> <p>X has made remarkable progress over the past six months and although he is unlikely to complete the programme in its entirety by the end of the academic year, he will definitely stand in good stead with the progress he has made thus far. As evidence of his progress, the difficulty level of the books he reads in his own time has increased and he has started reading for pleasure extra to the reading that is compulsory to his school reading lessons.</p>							

Any other comments

At X's current rate of progress, it is unlikely that he will complete the programme by the end of the summer term, therefore it is advised that he continue to do toe-by-toe in year 8. It is expected that if he continues to complete three 15-minute sessions per week, he should complete the programme by the end of the autumn term in the next academic year.