

How do we make sure pupils make progress?

A systematic, synthetic phonics programme is taught daily in all KS1 classes (until children have completed the programme in Year 2) and to relevant children in KS2. Phonics lessons follow the same sequence in all classes. Phonics summative assessments are used every half term, to identify gaps in learning and ensure that children are receiving the correct tuition, and formative assessment is applied daily by the phonics teachers to inform next day intervention.

We follow the Read Write Inc SSP programme. This complete phonics programme ensures that we teach the correct progression and assess regularly, so that we can identify gaps and ensure children are making progress.

The KS1 phonics lead assesses children for the Phonics Screening Check and puts in place intervention for those children who are not set to pass. This ensures children do not get left behind with their learning.

Reading sessions form a large part of the English teaching in KS2 and there is daily phonics in Early Years and KS1, as well as KS2 where needed. In these sessions, pupils are given opportunities to read independently, as part of a group or with a partner. They also ensure the development of key comprehension skills. Regular intervention tutoring is used across the school through the Read Write Inc 1:1 tutoring and Fresh Start programmes, to plug gaps in learning.

The school supports pupils to be expert readers by developing the key skills of clarifying, questioning, explaining, retrieval, summarising and predicting. There is a clear progression of reading skills from EYFS to Year 6, against which pupils' progress is measured and gaps are noted and acted on.

Pupils who are struggling with decoding skills (preventing them from accessing reading material) have targeted interventions or are part of a smaller reading group.

Pupils who need further opportunity to practise reading, because they do not read at home, are given priority to read to an adult in school. Staff have pupil progress meetings and the Reading Lead completes pupil conferencing in reading to monitor the learning of all children.

We assist parents with supporting reading by providing parents meetings, reading information meetings, information on the website and letters home. When children enter Tregony School in EYFS, parents are invited to an initial meeting, where the EYFS lead shares the reading expectations with parents and gives them tuition on synthetic, systemic phonics.