

How do we support pupils to catch up?

Read Write Inc assessments are carried out every half term and analysed by class teachers and reading teachers. Termly pupil progress meetings, with key staff, encompass the use of these assessments for analysis. Pupils identified as not making sufficient or above progress, have interventions planned for them and teaching staff are aware of who is a priority for intervention or in class support. Formative data informs day-to-day planning and teachers adapt and change this according to the pupil needs. Children are identified from an early stage, if they are falling behind and these children will be given 1:1 tutoring following the Read Write Inc scheme.

Pupils who did not achieve their phonics check in Year 1 or 2, receive interventions (daily reader/extra phonics support) and/or work in a group which is teacher driven. These children are assessed by the Reading Lead, as well as class teachers, to ensure sufficient progress is being made.

In KS2, children in Y3 or Y4 that still need phonic tuition, continue to have intervention with an experienced adult, following the 1:1 tutoring scheme. Children in Y5 and Y6 who still need support with reading and phonics are provided with intervention sessions using the Fresh Start scheme.

Children who are not engaging with their home reading books at home, have opportunities in school to be listened to by an experienced and trained adult.

Where progress becomes a concern, parents are invited to a meeting with the teacher and advice is given as to how they can further support their child at home. Phonic specific targets also form part of Student Achievement Plans (SAPs) for those children on the Record of Need. These documents are discussed with and sent to parents at regular intervals throughout the year.