



Provision Grid for Reading

Whole School Approaches

- ✓ Quality First Teaching meets the needs of all children
- ✓ SENCO as strategic lead with sufficient time to implement the Code of Practice
- ✓ Inclusive ethos that supports learning and wellbeing of all children
- ✓ Access to ELSA
- ✓ 'Team around the child' approach e.g., consistent language, approaches/strategies
- ✓ Positive relationships with staff and children within school
- ✓ Pupil and parent/carer voice are valued and used to inform provision that is regularly reviewed
- ✓ High expectations and positive growth mindset; pupils enjoy learning reading
- ✓ Mixed ability or flexible groupings.
- ✓ Use of reasonable adjustments
- ✓ English Leader to co-ordinate whole school English policy (including reading, synthetic phonics and development of communication, language, and literacy skills) and curriculum
- ✓ Regular monitoring and tracking of a whole school consistent use of synthetic phonics programme including the use of pure sounds across the curriculum
- ✓ Communication Friendly Classrooms

Staff Expertise

All staff trained in Little Wandle Phonics Programme.

All staff receiving training for Leeds Communication Friendly School Standard.

	Assess [pupil needs]	Plan & Do [strategies & intervention]	Plan & Do [resources]	Review [progress indicator]
Universal (Quality First Teaching)	<p>Assess and identify pupils having difficulty acquiring new skills in word reading/fluency and language comprehension using a small step assessment tool alongside the use of the pre-key stage standards. Or for pupils in EYFS and the autumn term of year 1, the use of the finely graded assessment tool of SENIT Developmental Journal.</p> <p>Difficulties involving specific skills such as:</p> <p>1. Phonological Awareness (syllables, phonemes).</p>	<p>A suitably detailed and appropriate Individual Provision Map (IPM).</p> <p>Use of 'Quick Guides' for advice on overcoming barriers to learning.</p> <p>Teacher aware of common reading difficulties and why they arise. Use this knowledge in planning lessons.</p> <p>Daily reading at instructional & independent level using a structured scheme.</p> <p>Tasks and texts differentiated, simplified, or extended and readability checks of key texts.</p> <p>Use of worked examples for responses to comprehension questions.</p>	<p>Variety of reading materials including:</p> <ol style="list-style-type: none"> 1. High interest/low reading age library readers 2. Audio books as alternatives to story readers 3. Oxford Owls <p>Structured, cumulative phonic based IT programs (Dyslexia friendly structures):</p> <p>1. Nessy Read and Spell.</p> <p>Dyslexia Friendly Resources:</p> <p>Use of coloured paper, coloured overlays/lenses and</p>	<p>Quantitative - attainment & progress data.</p> <p>Qualitative - using observation, staff/pupil/parent views and pre and post data to evidence improvement in:</p> <ol style="list-style-type: none"> 1. Increased participation & engagement in reading activities e.g., increased ability to use paired strategies to access texts. 2. Retention of key concepts and skills and ability to generalise new

	<p>2. Decoding.</p> <p>3. Sight recognition</p> <p>4. Verbal reasoning.</p> <p>5. Language Structures.</p> <p>6. Vocabulary.</p> <p>7. Literacy knowledge.</p> <p>8. Background knowledge.</p> <p>Identify pupil strengths and interests.</p> <p>Monitoring of progression using reading scheme/book band levels.</p> <p>Salford Reading Test.</p> <p>Does the pupil experience difficulties in the following areas?</p> <ol style="list-style-type: none"> 1. Short term and working memory. 2. Speech and language difficulties. 3. Reading anxiety. 4. Feelings of frustration and avoidance strategies. 5. Processing. 6. Over reliance on decoding strategies. 	<p>Adult modelling of oral reading (decoding skills).</p> <p>Feedback to improve learning.</p> <p>Classroom adaptations for working memory difficulties.</p> <p>Clarify, display, and refer back to new or difficult vocabulary.</p> <p>Consistent reference to word level work.</p> <p>Teach phonological awareness throughout the school day.</p> <p>Practice visual discrimination skills in lessons through using puzzles, ordering, matching, or sorting activities.</p> <p>Consideration of dyslexia friendly strategies including:</p> <ol style="list-style-type: none"> 1. Dyslexia friendly fonts 2. Use of coloured screens <div data-bbox="741 916 1368 1337" data-label="Diagram"> </div>	<p>reading rulers to support the use of dyslexia friendly strategies.</p> <p>Comprehension Skills:</p> <p>'I do, we do, you do' approach to guided/class reading sessions.</p> <p>Whole School comprehensive, structured approach to promoting vocabulary:</p> <p>Word Aware_</p>	<p>skills to unfamiliar contexts.</p> <ol style="list-style-type: none"> 3. Independence e.g., ability to use assistive technologies to access texts independently. 4. Improved confidence and self-esteem. 5. Clear approach/strategies of what to do when unsure about a task. 6. Positive response from pupil and parent/carer voice.
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	Gather pupil and parent/carer voice.			
Targeted Work	<p>Formative and summative assessment identifies increasing and persistent difficulties or gaps in word reading/fluency and/or language comprehension skills and knowledge.</p> <p>Finely graded assessment using Little Wandle Phonics.</p> <p>Use of standardised assessments: the YARC_or New Salford Sentence Reading Test as a tool for measuring impact (pre and post targeted interventions).</p>	<p>High quality inclusive teaching plus additional time - limited interventions, designed to increase rates of progress.</p> <p>Structured interventions with reliable evidence of effectiveness.</p> <p>Timetabled targeted/guided sessions with entry, exit and success criteria, and agreed monitoring schedule.</p> <p>Pre-teaching of language and key concepts.</p> <p>Opportunities for overlearning and repeated practice.</p> <p>Develop a range of memory strategies to support recall of sounds and words.</p> <p>Explicit links made to QFT with planned opportunities to apply taught skills in QFT.</p> <p>Explicit teaching to work on:</p> <ol style="list-style-type: none"> 1. Guided practice of key skills. 2. Developing independence. 3. Word level reading. 4. Reading accuracy. 5. Reading rate and fluency. 6. Reading Comprehension. 	<p>Evidenced based interventions (EBI) - multisensory, structured, cumulative & sequential synthetic phonic based programmes:</p> <p>Alpha to Omega.</p> <p>Structured, cumulative phonic based IT programs (dyslexia friendly structures):</p> <p>Nessy Read and Spell.</p> <p>Reading accuracy, fluency and reading rate:</p> <p>1.Little Wandle</p> <p>Reading & language comprehension:</p> <p>1.Inference Training</p>	<p>Frequent cumulative review.</p> <p>Review progress against intervention outcomes.</p> <p>Able to apply and generalise skills to other contexts.</p> <p>Improved self-esteem and attitude to reading.</p> <p>Improved fluency and accuracy in reading.</p> <p>Improved standardised scores in targeted area (e.g., Single Word Reading Test, reading accuracy, reading rate).</p> <p>Increased capacity for independent reading.</p>
Personalised	<p>Significant difficulty in retaining or applying learning, despite focused approaches and intervention.</p> <p>Working significantly below ARE in:</p> <p>Single word reading.</p> <p>Reading accuracy.</p>	<p>High quality inclusive teaching plus personalised interventions to maximise progress.</p> <p>Structured 1:1 or very small group interventions with reliable evidence of effectiveness. Teaching of specific reading skills identified through diagnostic assessment or similar.</p>	<p>1:1 delivery of structured, personalised interventions:</p> <p>Phonological awareness:</p> <p>1.Individual Speech and Language Support Plan.</p>	<p>Review progress against personalised outcomes.</p> <p>Improved standardised scores in targeted area (e.g., SWRT, reading accuracy, reading rate).</p>

	<p>Reading rate.</p> <p>Regular episodes of frustration and evidence of low self-esteem caused by difficulties.</p> <p>Diagnostic assessment to identify barriers to learning and provide baseline to inform a suitable intervention: YARC/Dyslexia Portfolio or New Salford Sentence Reading Test.</p> <p>Finely graded assessment tool, Progression Steps (B Squared) alongside the use of the pre-key stage standards. Or for pupils in EYFS and the autumn term of year 1, the use of the finely graded assessment tool of SENIT Developmental Journal.</p> <p>Tests of cognitive processing to identify possible causes of reading difficulties e.g.</p> <p>Phonological awareness. Short term auditory memory. Rapid automatised naming. Tests of underlying ability to support understanding of pupil profile e.g.</p> <p>Language: verbal, expressive, receptive vocabulary. (SALT)</p> <p>Non-verbal processing.</p>	<p>Personalised learning programmes based on multisensory principles with frequent overlearning.</p> <p>Precision Teaching with opportunity to apply taught skills.</p> <p>Teaching of specific reading skills identified through diagnostic assessment or similar.</p> <p>Additional planning and arrangements for transition including baseline assessments.</p> <p>Provide Access Arrangements for tests and exams to reflect normal ways of working.</p> <p>Refer for specialist support if required. (SENIT)</p>	<p>EBI structured, cumulative, structured & sequential synthetic phonic based programmes:</p> <p>1. Alpha to Omega. 2. Active Literacy Kit.</p> <p>Whole word approach & early reading skills (always taught in addition to) phonological awareness and phonic skills:</p> <p>1.SENIT Key Word Readers scheme_</p> <p>Reading accuracy fluency and reading rate:</p> <p>Fully decodable reading books.</p> <p>Reading comprehension:</p> <p>1.Use of finely graded tool to identify and support outcomes.</p> <p>2.YARC Comprehension strategies.</p>	<p>Able to apply and generalise skills to other contexts.</p> <p>Improved self-esteem and attitude to reading.</p> <p>Improved fluency and accuracy in reading.</p> <p>Increased capacity for independent reading.</p>
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