

Reading Support

Regular assessment is vital to ensure the early identification of children who may need us to provide them with extra support, either through interventions or during daily classroom teaching. Ideally, these children will take part in daily or weekly, highly structured interventions, which will normally include recapping or relearning missing GPCs and tricky/common exception words and practising blending and segmenting skills. As soon as we identify any child who is struggling to succeed in phonics, the provision will be put into place to close the gap. Teachers are encouraged to offer paired reading opportunities within the classroom especially in KS1.

In EYFS, children are given opportunities to play and manipulate sounds in a multisensory way. Children who are not making sufficient progress within the phonics scheme can learn to read via sight reading schemes and other specific early interventions such as Nessy and the Literacy Box.

All children are assessed during the year on their reading fluency in addition to their reading comprehension. Children who are not reading fluently will receive extra reading sessions in school and in KS2 may continue reading the levelled home school readers. Pupil Premium pupils benefit from additional reading sessions with Beanstalk reading helpers. The Reading Rubrik is used to assess children who are not fluent.

In addition, pupils who are working below age related expectations may be offered small group interventions to support their comprehension skills.

Oracy

Oracy is woven across all lessons in the Curriculum. Pupils use sentence stems and visual reminders to support oracy. Vocabulary mats are regularly used as part of Quality First Teaching. Where a child has limited vocabulary then pictorial vocabulary mats can be used to support teaching. Rich partner talk allows children to learn from each other. We have an expectation that all children will aspire to become confident communicators and using scaffolds or adult support this will be achievable.

All children use planning sessions before beginning independent writing. Children are also exposed to modelled and shared writing at the beginning of a writing session.

Writing is often the most challenging task for children in primary school. In EYFS, where children are finding the initial stages of writing difficult, pre-writing activities are put in place. These include activities to strengthen gross and fine motor skills such as exercises, working with play do, clay, cutting etc.

In KS1, where the foundations of phonics are put in place, writing sessions will take place with phonic mats, alphabet strips and word mats. Picture prompts may be included to ease working memory.

In KS2, writing frames are included, which chunk writing, to ensure children are not overloaded. Where this is insufficient, TAs may on occasion scribe for children. Touch typing is taught when it is felt that pupils would benefit from recording their work using a word processor. Occasionally, pupils use the voice function on notes to record their work.