



# How do we ensure that children make good or better progress in reading at Offenham CofE First School?

*Offenham CofE First School has many systems in place to ensure that all our pupils make good or better progress in Reading.*

*There are multiple ways in which we do this:*

## How do we track progress?

- All pupils complete a baseline assessment on entry to reception class.
- Using the TwinklPhonics programme phonics is delivered daily and assessed informally as well as formally each half term.
- English Lead / Headteacher is readily available to support with the assessment process if needed.
- NTS standardised assessments are completed 3 times per year (Y1-Y5), giving a standardised score, identifying achievement and analysing gaps.
- Accelerated Reader Star Testing half termly also provides reading ages (Y3 - Y5)
- Pupil Performance meetings held termly between class teachers and headteacher.
- Data analysis occurs termly after data drops.

## What are our progress expectations?

- We expect all our reception children to have learnt all set 1 sounds, be able to blend and ready to begin the ditty phase by the end of the Autumn term.
- We track reading progress using NTS results, Accelerated Reader (if applicable) and teacher assessment ensuring pupils not on target
- Progress in YR is assessed using the EYFS framework. Pupils are expected to achieve ELG by the end of the summer term, making age appropriate progress

throughout the year linked to progress in TwinklPhonics programme and levelled reading books.

*How do we support those who are not making expected progress?*

- Children in EYFS/KS1 who are not making expected progress are quickly identified and additional phonics support is provided and delivered by class teacher / TA.
- Phonics continues to be a focus throughout the whole school. Children identified with gaps in their phonic knowledge receive TwinklPhonics daily sessions. This intervention is supported and monitored by the English lead.
- Teachers identify their lowest 20% of readers each term within each year group - split year groups are identified at teacher moderation meetings.
- Children who are identified as not reading regularly at home are monitored on a weekly basis and additional reading support is provided and contact made with parents to offer support where needed.
- The English lead has classroom-release time to investigate data and track progress. Updates and summaries are then shared with staff.
- The school SENDCo tracks SEND children. They analyse test scores/ teacher assessment and uses these to assess progress, alongside regular classroom visits and pupil conferencing.