

Reading Intervention

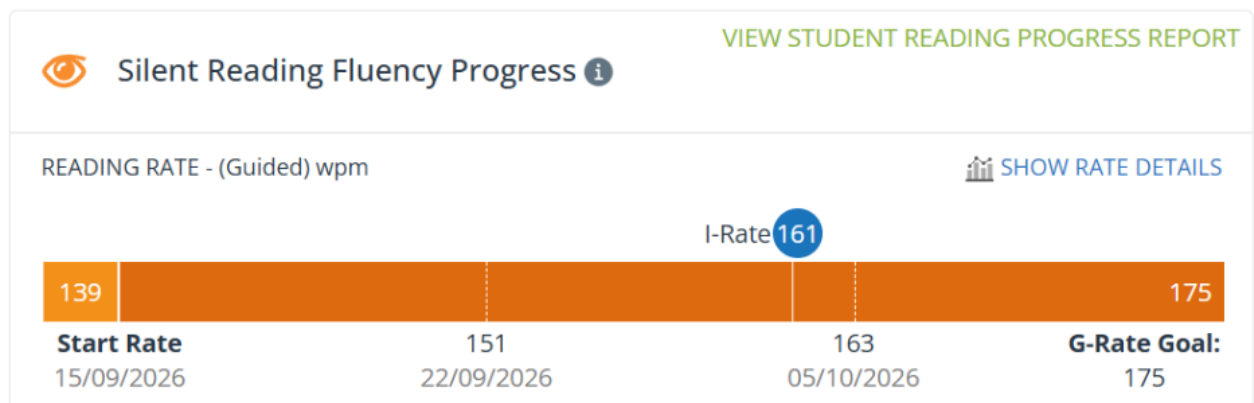
Morning Readers

Year 1

At the start of year 1 this child, who is pupil premium and SEND, was not on track to pass his phonics screening test. He started attending early morning reading for 15 minutes a day 4 times a week. He has since passed his phonics screening test at the end of year 1 and is currently working towards the year 2 expected standard. He still attends early morning reading and is becoming increasingly fluent and confident with his reading.

Year 5

This child, who started with us in year 4 and is pupil premium. She attends morning readers 4 times a week. She started in year four as a working towards child in reading and struggled significantly with reading fluency. She reads with an adult during these sessions and also accesses Reading Plus. Below is the progress she has made in her reading speed over one half term.



Reading Plus

Individual Case Study

One child who joined us in year 3 as an international new arrival and pupil premium was a borderline working towards at the start of the year 5. She was often scoring a standardised score between 92-97 on assessments. She always worked hard and wanted to do well but without the capacity to carry out any extra reading or intervention she wasn't able to make accelerated progress. Her parents don't speak English and struggle to read with her at home. She completed 3 weekly Reading Plus sessions as part of whole class reading provision. She also completed two extra weekly sessions as an intervention that could be carried out independently. She also had access to Reading Plus at home. After 5 weeks we did a mid-term assessment and she scored a greater depth score of 112.

Class Case Study

A year 5 class with 61% pupil premium children and 18% SEND children. The used Reading Plus three times weekly and also had access to it at home. Some children also attended early morning reading sessions where they accessed Reading Plus. In the first six weeks of the term the children on average increased their reading speed

by 12 words a minute and made 0.4 months of progress. Some children have made over a years worth of progress from their starting points.
81% of children are on track, making expected growth. The children in the 19% are using Reding Plus alongside phonics intervention so are using it less.

19%

81%

■ Not Making Expected Growth Due to Low Comprehension Scores ■ Not Making Expected Growth Due to Insufficient Use ■ Not Making Expected Growth Due to Low Weekly Assignments ■ Making Expected Growth

Progress

All Weeks (Including Current)



14

Average
Reading Lessons



12

Average Rate Gain
(WPM)



0.4

Average Level
Gain