

Supporting lowest 20%

What is the process for identifying the lowest 20%?

This is done through both formative and summative assessment. Teachers in EYFS/KS1 receive a detailed analysis from the phonic assessment which provides bespoke intervention for the gaps identified. In KS2 it is from reading assessments and formative assessment from both listening to children read and how they respond in the reading part of their English lesson.

Quality First Teaching (QFT):

Before considering additional support beyond the classroom, class teachers firstly adapt their teaching in the following ways to ensure every child makes good progress:

Pre-teaching

Reading the text with an adult prior to teaching
Identifying key vocabulary
Vocabulary mat to support text and build schema
summarising or identifying key points (visually)
Questioning

Adaptive teaching approaches

Adult led small Group support
Teacher to identify focus children to monitor echo reading and tracking
Support children to spot known graphemes in words they cannot read fluently and try to blend them to read.
Buddy up with a stronger reader,
Think about where children are sat – can they access the text?
using graphic or semantic organisers (visuals, vocabulary mats)
Scaffolding – keep adult scaffolding to a minimum
using peer and self-questioning strategies to practice the strategies (such as reciprocal questioning)
explicit teaching and instruction of strategies
flexible grouping (who can support/buddy)
Questioning prompts using phrases such as “**I see/I think/I wonder...**”

Phonics Interventions

Phonics teaching can be embedded throughout the school day using the following:-

- Frequently refer back to the day's GPC on the frieze/learning wall
- Talk to children in sound talk (for non-blenders) e.g. “Where is your c-oat-t?”

- Making the most of every learning opportunities i.e when lining up-hold up flash cards, tricky words, sound talk instructions etc

However, some children may require additional support in order to keep up with the pace of the phonics programme. We provide a bespoke Little Wandle intervention where trained teaching assistants deliver the programme daily based on the heat map analysis provided to them.

Children in EYFS/KS1 take part in 3 x guided reading sessions on a weekly basis.

Children who are working at the bottom 20% receive reading with the class teacher 3 times a week.

Children with multiple gaps are targeted to take part in the keep up sessions.

Reception Responsibilities:

- Class Teacher is responsible for reading with the lowest 20% 3x per week
- Early reading lead is responsible for providing the bespoke half termly heat maps.
- Teaching Assistant is responsible for carrying out the keep up programme.
- Class teacher responsible for daily interventions.

KS1 and KS2 responsibilities:

- Class Teacher is responsible for reading with the lowest 20% 3x per week
- Class Teacher is responsible for setting up the 'Weekly interventions'.

Year 5/6 interventions:

Fluency focus-same group of children once per week. 1hour lesson. Developing fluency and looking at vocab. Read the text -I read -you read- finish with questions about the text. The scheme is written for year 5/6 Charles Dickens research school.

KS2

Rapid catch up if they are still relying on phonics.

KS2 -Assessment -Ordered NFER assessments -termly assessments.