

Assessment and Intervention Pyramid for Literacy

	Focus areas	Phonics	Word Reading / Reading Fluency	Reading Comprehension	Spelling	Handwriting	Writing Composition
TARGETTED INTERVENTION	Intervention	<p>1-Read, Write, Inc tutoring; 1:1, x10 minutes, x4 weekly</p> <p>2- Precision Teaching, 1:1</p>	<p>1-Read, Write, Inc tutoring; 1:1, x10 minutes, x4 weekly</p> <p>2- Toe by Toe, 1:1, x10 minutes.</p> <p>3- Coloured Overlays/coloured background exercise books.</p> <p>4- Precision Teaching, 1:1</p> <p>5- 1:1 Reading running records</p>	<p>1-Year 6 reading SATs booster group</p> <p>2- Read Theory (UKS2)</p>	<p>1-WASP</p> <p>2-RWI spelling booster group</p>	<p>1-Adapted equipment i.e. rulers, weighted pencils, raised paper, pencil grips.</p> <p>2-OT programmes/pre-writing skills.</p>	<p>1-Talking Postcards</p> <p>2-Pre teaching.</p> <p>3- Clicker</p> <p>4- Use of ICT i.e. laptops.</p> <p>5- Colourful semantics.</p> <p>6- TASK Charts</p>
	Trigger	<p>1-RWI assessments every 6 weeks- bottom 20% of year R/1/2.</p> <p>OR failed phonics screening in Year 2.</p> <p>2- Failed phonics screening/less than expected progress from starting point.</p>	<p>1-RWI assessments every 6 weeks- bottom 20% of year R/1/2.</p> <p>2- Identified phonics barrier in AR Star tests and universal provision. Recommendation from external agency. Failed phonics screening in Year 2.</p>	<p>1-Pupils identified from assessment conversion on Target Tracker; falling below ARE from year 2 starting point.</p> <p>2-Pupils identified from assessment conversion on Target Tracker of AR Star Test.</p>	<p>1-Suspected SLD/diagnosed SLD.</p> <p>2-Poor score on GPS assessment, inability to apply accurate phonics.</p>	<p>1-Poor formation or fluency identified by non-efficient pencil grip.</p> <p>2-Identification by external agencies or SENCO observation on poor finger/muscle strength.</p>	<p>1-Pupil demonstrating difficulty retaining/holding a sentence in their heads.</p> <p>2-Pupils not accessing WTTT homework, pupils with limited vocabulary exposure.</p>

			<p>3- Suspected SLD/identified SLD.</p> <p>4- Failed phonics screening/less than expected progress from starting point.</p> <p>5- Needing Urgent intervention/intervention on diagnostic AR test.</p>				<p>3- Advised by external agencies, difficulty structurally forming a sentence.</p> <p>4- Recommendations due to SEND or specific barriers with written fluency.</p> <p>5- Advised by external agencies, difficulty structurally forming a sentence.</p> <p>6- Pupils unable to process tasks in large chunks.</p>
	Assessment	<p>1-RWI assessments every 6 weeks by phonics lead.</p> <p>2- Target Tracker/assessment conversion</p>	<p>1-RWI assessments every 6 weeks by phonics lead.</p> <p>2- Half termly AR Star test and target tracker.</p> <p>3- Professional diagnosis or internal screening.</p> <p>4- Target Tracker/assessment conversion</p> <p>5- AR Star Test half termly analysis</p>	<p>1-Target Tracker assessment conversion grid (yr 2 to yr 6).</p> <p>2-AR Star Test/Target Tracker</p>	<p>1-Professional diagnosis or internal screening.</p> <p>2-GPS assessments, written pieces, WTTT.</p>	<p>1-Observation</p> <p>2-Observations and external agency assessments.</p>	<p>1-Observation.</p> <p>2-WTTT homework sheet, observation, WTTT pieces.</p> <p>3- Observation, written pieces/WTTT.</p> <p>4- Written pieces, WTTT, external agency assessments.</p> <p>5- Observation, written pieces/WTTT, external agency assessments.</p> <p>6- Observations, tasks, success of tasks.</p>

	Focus area	Phonics	Word Reading / Reading Fluency	Reading Comprehension	Spelling	Handwriting	Writing Composition
UNIVERSAL – ALL PUPILS	Provision						
		1-Visual reading scheme for all pupils- Read, Write, Inc. 2- Accelerated Reader (quizzes and Star Tests)	1-KS2 Whole Class Reading 2- Accelerated Reader (quizzes and Star Tests)	1-KS2 Whole Class Reading 2- Accelerated Reader (quizzes and Star Tests) 3- CGP revision books for year 6 pupils.	1-No Nonsense Spelling scheme 2- Live Marking 3- Scaffolds	1-Pen Pals 2- Live Marking	1-Talk For Writing 2-WAGOLL 3-Scaffolds 4- Live Marking
	Trigger	1-N/A All pupils receive this. Groups are fluid based on RWI assessments/alterd every 6 weeks. 2- N/A Defines ZPD to ensure accurate reading book for pupils.	1-N/A 2- N/A Defines ZPD to ensure accurate reading book for pupils.	1-N/A 2- N/A Defines ZPD to ensure accurate reading book for pupils. 3- N/A; all year 6 pupils	1-N/A 2- N/A; all pupils 3- Pupils not meeting the expected standard in spelling of common exception words and use of phonics.	1-N/A Observation and letter formation in English books identify exact areas to focus on. 2- N/A; all pupils	1-N/A 2- N/A 3- Pupils not achieving LOs or those showing reduced independence/resilience. 4- N/A; all pupils
	Assessment	LSA Support Adapted Planning Working Wall					
	1-Read, Write, Inc visual reading scheme assessments; every 6 weeks and mini-assessments fortnightly. 2- AR Star Test every half term.	1-Target Tracker 2- AR Star Test every half term.	1-Target Tracker 2- AR Star Test every half term. 3- Target tracker to establish which revision level is required.	1-Weekly spelling tests/GPS assessments 2-N/A 3- Pieces of written work, GPS assessments, weekly spelling tests.	1-Identification formation sheet in English book. 2- N/A	1-WTTT. 2-N/A; use previous pieces to establish a WAGOLL focus. 3-Work, observations, SEND recommendations. 4-N/A	

	Focus areas >>>	Phonics / PA	Word Reading / Reading Fluency	Reading Comprehension	Spelling	Handwriting	Writing Composition
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