## **Reading Provision Map**

Possible indicators Significantly behind peers Requires constant overlearning Failing to make progress despite intervention Difficulty retaining Information Below reading age expectations. SALT Ethnic Diversity EHCP 1:1 TA support CAS 1:1 SEN support Educational Psychology Referral

Daily reading 1:1 - Focused questions linked to their needs. Pre Reading - Focus on vocabulary One page profile. LSS support Lexia

Can do approach for all children. All children to complete challenges during lesson. Sentence stems to aid answering questions - linked to question types. Repetition of these sentence stems. Visuals used to support leaners. Agreed lesson structure - see Nevill Road Way - throughout school. Slides are clear and dyslexia friendly. Reading display/corner in every classroom. Reading for pleasure - 100 Book Challenge. Challenge Reader (replaced free reader) to encourage a variety of texts. Books for hooks in English. Reading texts linked to wider curriculum. Librarians - promote reading and listen to others read. NFER Summative assessments. Library in centre of school - Children decorated with front covers. Updated books lists - Inclusive and a mixture of Fiction and Non Fiction. Opportunities for direct feedback and purple pen. Clarifying vocabulary to ensure all can access the text. Collaborative learning and use of talk partners. Lots of opportunities of discussion. Formative assessments throughout the lesson. In lesson, live lesson marking and feedback. Guided support and independent practise. Recap prior learning in each lesson. Use of Deepening Understanding and class texts used - variety of fiction, non-fiction and poetry. Verbal praise and next steps. Clear sequence of planned lessons. Progression map. Reciprocal Read and Whole Class Reading - Using NFER to guide questions included in cycle. PM Benchmark and Reading Recovery levels - 3 weekly assessments. All tracked electronically. Verbal praise and next steps.. Clear sequence of planned lessons.



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