St Anne's C of E Primary School Literacy Pathway

Tier 1 – Universal

Quality First Teaching (QFT)

- Adaptive Inclusive Teaching
- Oracy focus
- Careful bespoke phase planning
- Knowledge Working Walls
- Talk for Writing
- Holistic learning for all
- Dual Coding when appropriate

Inclusive / Accessible Classrooms

- Staff training and revisits
- Staff use of Cambridgeshire OAP Toolkit
- Whole class checklists
- Use of manipulatives and visuals
- Reduced language
- Adult modelling
- Dyslexic Friendly Classrooms
- Reduced sensory feedback classrooms
- Careful transitions to next stage

Assessment Approaches

- EYFS Baseline assessments
- Y1 Phonics Check
- Little Wandle Assessment
- Teacher Assessments and observations
- Accelerated Reader
- OAP toolkit
- Termly comprehension assessments
- Pre Key Stage Standard Tracking and assessment

Decision making resources to support Targeted Provision:
- Progression in Reading and Writing discussed in meetings/ through data tracking/assessment
- Little Wandle assessments
- Literacy Difficulties – Completion and analysis of Standardised assessments and screeners
- YARC/ PhAB/ Boxall/ Pivats assessments
- Use of receptive and expressive language
- Gap analysis of reading & writing, referring to progression in reading statements
- Pupil view
- Eye and hearing tests

Tier 2 – Targeted

Accuracy
- Little Wandle intervention
- Colourful Semantics
- Guided Groups
- Extra reading support
- Coloured paper/overlays
- 5 minute box

Fluency
- Little Wandle intervention
- Reading/Writing progressions
- Extra reading support
- Coloured paper/overlays

Spelling
- Enhanced Rehearsal Technique (ERT)
- Targeted spelling lists
- T/TA targeted support
- Word mats
- Use of assistive technology
- Coloured paper/overlays

Oracy
- Pre-learning & over-learning
- Colourful Semantics
- Blank level questions
- SALT based intervention
- ELKLAN resources
- Time to Talk

Reading Comprehension
- Guided reading groups
- Blank Level questioning analysis
- 1:1 reading – comprehension focus
- Coloured Paper/ overlays

Writing Composition
- Colourful Semantics Composition and editing support
- Use of assistive technology
- ELKLAN resources
- Fine motor/Gross motor development
- Writing slopes

Assess/Monitor/Review - Making progress?
Yes – continue with Tier 2 Targeted support if needed
No – Review interventions and consider moving to Tier 3 support

Tier 3 – Personalised

Tier 3 support for children may include:
- Consideration of referrals/ and referrals to external agencies e.g. SEND Services, Community Speech and Language, Paediatrician, Mental Health and Wellbeing Team/ Younited/ EHA/ OT
- Further meetings with parents regarding child's progress and specific difficulties – discuss gaining parental consent to add child to the School's SEND register under K code (SEN Support).
- Personalised approach to decoding in place, following further assessment.
- Personalised interventions in place.
- Assess, Plan, Do, Review (APDR) cycles in place with targets co-produced by school and home.
- Consideration of an ICT assessment for further exploration of the use of Assistive Technology.
- Established and consistent use of assistive technology in classrooms where appropriate.
- SEND parent consultation evenings.