Assessment and Intervention Pyramid for: Literacy
Stanway Primary School

	Focus areas>>>	Phonics	Reading fluency/de-coding	Reading comprehension – inference /retrieval	Grammar	Spelling	Composition	Handwriting
High Need	**Intervention**	Precision Teaching *Implementation of recommendations of Dyslexia diagnosis report* *Little Wandle Rapid Catch Up (KS1 and KS2)*	Precision Teaching for H/F words **Daily** reader with TA/teacher Targeted PIXL therapy 1:1 linked to speed reading Herts for Learning – fluency project (yr 6)	Targeted use of PiXL gap analysis to provide 1:1 sessions on specific gaps identified Herts for Learning – fluency project (yr 6)		Little Wandle Spelling Precision teaching Children securing basic spellings with an interleaved learning approach, rather than the traditional weekly spelling test	1:1 support Sentence structure strips Colourful semantics Use of Chrome books	Letter Join recovery programme Finger Gym activities Daily
	Trigger	**Year 2** Not reaching the expected standard in phonics in year 1 - less than 15 **Year 3** Not reaching the expected standard in phonics in year 2 - less 15 *Child has a diagnosis of Dyslexia or teacher identified Dyslexic tendencies*	Red PiXL reading speed (less than 70) Accelerated reader – star reader test below 90 (year 2 onwards)	Pupil find accessing the PiXL test very challenging and score below 10 if they can attempt some.		Despite interventions outlined below, spelling progress is limited and the age gap using SWST is not closing	Child falling well below age related expectations	Despite early intervention, handwriting is falling well below age related expectations, with limited progress
		Child categorised at B2 (PIXL) and still showing limited progress/movement out of that category						

Assessment	Half-termly Little Wandle assessment Year 1 and Year 2 Phonics Screening (June) Parental assessment for Dyslexia	YARC Star Assessment (Yr 2 and above) PIXL Speed reading assessment – Pre- and post- Assessment of pupil's knowledge of first 100 / next 200 HFW	YARC Star Assessment (Yr 2 and above)		Single Word Spelling Test (SWST)	PIXL categories used to assess pupils against age related expectations Cross-school/ cross-team moderation (Assessment grids)	Teacher assessment via marking and feedback of writing. End of key stage descriptors

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Additional School Intervention (ASI)	**Intervention**	Little Wandle Rapid Catch Up Precision teaching	**Regular** reader with TA/teacher (3x a wk) Targeted PIXL therapy group linked to speed reading Precision teaching for H/F words AR Quizzes with Class teacher Regular echo / choral reading	Regular reader (3x a wk) with TA/teacher Paired Reading PIXL therapy group Additional small group input during whole class teaching of reading		Precision Teaching – HF words Repeating spellings from a previous year group (overlearning)	Talk Boost KS2 and KS1 Small group intervention – sentence structure Increased scaffolding Sentence strips Sentence starters Colourful semantics	Finger Gym activities Daily Extra targeted handwriting practice (Letter Join)
	Trigger	**Year 1** Child very unlikely to reach the expected standard at the end of year 1 **Year 2** Not reaching the expected standard in phonics in year 1 - less than 23/24 **Year 3** Not reaching the expected standard in phonics in year 2 - less than 27/28	Red speed reading (score 70-89) Limited progress following previous interventions AR Star reader test Below 100	Scores for test fall **well** below the class and PiXL average		Concerns raised over weekly spelling test results and/or application into writing SWST – 8 mths or more below age related expectations	Child continuing to not make progress	Despite early intervention, handwriting is falling well below age related expectations, with limited progress
		Child categorised at B2 (PIXL)						
	Assessment	Half-termly assessment – KS1 using Little Wandle	**Year 3-6** Green – 110 WPM Amber 90 WPM	PIXL Papers Termly (Gap analysis)		Single Word Spelling Test (SWST) – used as	PIXL categories used to assess pupils against	Teacher assessment via marking and

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		Year 1 and Year 2 Phonics Screen (June)	Red – 89 WPM or less *Using age appropriate text* Targeted use of: PIXL Speed Reading initial assessment Pre- and Post Prosody Checker Star Reader Assessment Assessment of pupil's knowledge of first 100 / next 200 HFW	AR quizzes Star reader test		a baseline assessment if more data is needed.	age related expectations Cross-school/ cross-team moderation (Assessment grids)	feedback of writing. End of key stage descriptors

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High Quality Teaching Foci	Vocabulary focus / Twinkl spelling/ Gap reports inform HQT/ Teacher assessment informs HQT/ Essex Provision Guidance Toolkit / Differentiation/ Scaffolding/ Staff deployment / Pre-teaching (vocabulary) / Visuals						
Intervention	Re-grouping and planning in class Additional LSA support group during and additional to, phonics sessions Little Wandle	Speed reading PiXL therapies may be used with the whole class if identified as a whole class weakness Paired reading Regular/daily readers Reading buddies Echo / choral reading Accelerated reader	PIXL therapy groups as a whole class, or small group intervention	PIXL therapy groups 3 in 3 daily (yr 6) Grammar taught in context	Differentiated spellings to ensure gaps are filled before moving on	PIXL therapy groups to support specific aspects of text types Extra input on sentence composition Writing workshop (yr 5/6) In class guided groups	Funky fingers (Yr1 mainly) Year 3-6 extra input for handwriting (*weaknesses in handwriting should be identified as early as possible, I ideally addressed in KS1)* *Letter Join*
Trigger	**Year 3** Pupil just missing expected standard in year 2 **Year 2** Not reaching the expected standard in phonics in year 1 27/28 **Year 1** Child at risk of not reaching the expected standard at the end of the year	**Speed Reading Assessment** Green – 110 WPM Amber 90 WPM Red – 89 WPM or less Amber PiXl Speed Reading – monitor and repeat the test in ½ term Concerns raised over meeting age appropriate fluency descriptors Star Reader Tests	Scores for test fall below the class and PiXL average Teacher judgement AR star reader test scores low	Thresholds for end of key stage pass Marking and feedback through teaching and learning Year 6 pixl tests	Children not passing age-related spelling tests SATs Spellings not applied in writing Year 6 pixl tests	Limited progress between cold/hot tasks (poor application of skills taught) Writing Moderation and marking identify poor application of skills taught.	Legibility not at age-appropriate level Joining not at age appropriate level Teacher judgement

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		Child categorised at E2/B1 (PIXL)						
Assessment		Pupil progress meetings / Teacher observation/ formative assessment						
		Half-termly assessment – KS1 using assessment tracker Year 1 and Year 2 Phonics Screen (June) Little Wandle Assessments	**Year 3-6** Speed reading PIXL assessments using age appropriate text Prosody Progress Checker Star reader AR quizzes **KS1/KS2** Class Teacher assessments via teaching of Reading / individual reading	PIXL Papers Termly (Gap analysis)	KS2 – CGP workbooks: Gaps identified in marking (Year 6) PIXL papers	Weekly tests linked to age related NC spelling lists	PIXL categories used to assess pupils against age related expectations Cross-school/ cross-team moderation Assessment grids	Teacher assessment via marking and feedback of writing. End of key stage descriptors