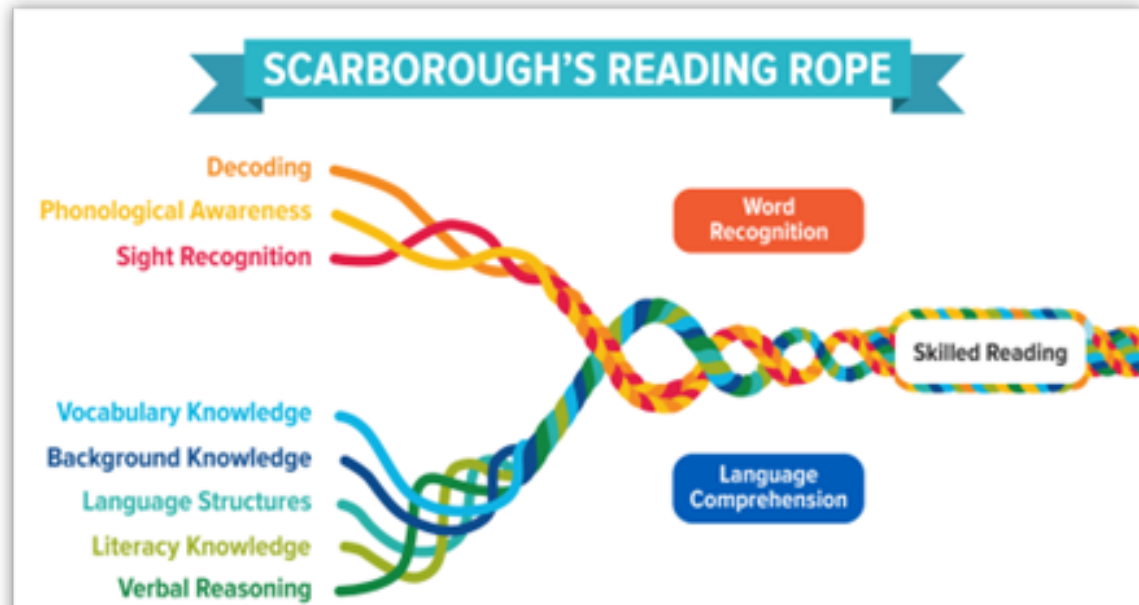


How do we assess reading and spelling at Applefields School?

The journey to become a skilled reader who can find meaning in text is complex. “Children need both good language comprehension and good word reading to become good readers” (The Reading Framework, July 2023).

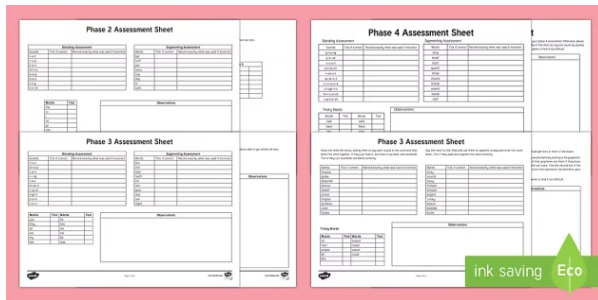


It's perfectly possible for people to struggle to read but be able to comprehend information. Likewise, it's equally possible that a person may find reading easy but struggle with understanding. To make progress in reading it is vital that each pupil's reading needs are identified and targeted through personalised learning. To create personalised instruction we use initial assessment to determine a baseline of skills followed by ongoing assessment so that teaching can be designed to meet the changing needs of every student.

Baselining Pupils to identify skills that need review.

Assessment provides information on what stage of word recognition, spelling and language comprehension skills pupils are working at through different tasks.

1) Phonics assessment (using twinkl pro forma).



Young children often begin to “read” some words by sight independently. For example they may recognise the word ASDA on a van. However there are very few people that learn to read through sight and therefore a systematic approach to teach the skills required to both recognise and comprehend text is required.

At Applefields we use Twinkl SSP (systematic synthetic phonics) which teaches:

- Phonological and phonemic awareness
- Letter (grapheme) – sound (phoneme) correspondences (GPCs),
- Segmenting sounds of letters and letter groups to form words (oral and written)
- Blending sounds of letters and letter groups to form words (oral and written)
- Sight recognition and spelling of phonetically irregular words

Initial assessment will baseline each pupil into the appropriate phase to work on. Some pupils may need to work on a whole phrase starting at the beginning whilst others may have knowledge of a number of sounds in a phase and only need to learn a few sounds whilst consolidating their knowledge of the rest of the phase.

- Phonics is usually taught at a much slower pace than in a mainstream setting where on average 4 new sounds are taught each week. One new sound a week alongside consolidation activities for either the whole phase or part of a phase is quite common practice at Applefields due to our pupils' learning needs.

Continuing assessment

Pupils segmenting and blending skills are continuously assessed each week through Twinkl trackers. Progress will then be recorded at the end of every half term onto EFL. Progress should not be secured unless you have a half term of evidence.

2) Reading assessment (word reading skills and comprehension)

At Applefields we have a selection of banded reading books with accompanying worksheets which enables pupils' word reading and comprehension skills to be analysed and a book band selected. Following assessment pupils may need two reading books if working on phonics.

1. Twinkl phonics book based on their phonics assessment

This book will encourage pupils to improve their decoding skills focusing on the sounds that pupils are working on.

2. Levelled book based on their reading assessment

This book will encourage pupils to read books based on their sight reading and comprehension assessment. Free reading books are categorised into year 3/4 and above. This allows some pupils to be able to access shorter chapter books to match their word recognition and language comprehension skills. If pupils are free readers it is important to remember that whilst some pupils may be able to decode the text in

Spellings

Once spellings have been baselined they should be set and assessed weekly and results recorded on EFL at each assessment point (3 times a year).

Teachers will use their own assessment to decide how many spellings a week are appropriate for each pupil. Teachers should keep a track of pupils spelling mistakes in their written work to identify potential phonics gaps that can be revisited.

Once pupils are in year 10 they may be moved to Entry Level spellings as appropriate.

Assessment Levels

The tables below show linear progression of these skills. Due to our pupils “spiky profiles” we do not expect pupils to be baselined into one year group. Instead they should have personalised work aimed at improving the different skills required to become a skilled reader.

Reception	Reading Band		Phonics Phase	Spelling
	Pink Red	Autumn Term	Phase 2	Phase 2 tricky words
	Red Yellow	Spring Term	Phase 3	Phase 3 tricky words
	Yellow Blue	Summer Term	Phase 4	Phase 4 tricky words

Year 1	Reading Band	Word Reading	Phonics Phase	Spell
	Green	100 high frequency words	Phase 5	100 high frequency words
	Orange			
	Turquoise			
Purple	Spell simple homophones			
				Days of the week

Year 2	Reading Band	Word Reading	Phonics Phase	Spell
	Gold	200 high frequency words	Phase 6	200 high frequency words
	White			
	Lime			

Year 3/4	Reading Band	Word Reading		Spell
	Gold	Year 3/4 common exception words	Root words	Year 3/4 common exception words
	White		Prefixes	
	Lime		Suffixes	
Y3/4 Free Readers		Use knowledge of similar looking words	Homophones	
				Words with suffixes
				Words with prefixes

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Year 5/6	Reading Band	Word Reading	Phonics Phase	Spell
	Free Readers	Year 5/6 common exception words	N/A	Year 5/6 common exception words Entry Levels 1,2,3, Spellings

How often do we teach Phonics?

- Ofsted expects that all learners who cannot decode have directly taught phonics sessions **every day**. They should range from **10 minutes** (Reception expectation) to **20-30 minutes** (Year 1 expectation) as appropriate.
- Practise letter formation of focus sounds **daily**
- At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.
- Read a decodable book or text **most days**

These sessions should be included on your timetable as Phonics.

How do we teach Language Comprehension and Composition

Language comprehension develops when adults talk to children about the world around them and the books they read with them and by the rhymes, poems and songs that they share with them.

Early Language Comprehension activities

- Read aloud 1:1
- Reading book groups
- Sing songs and rhymes
- Share poems

Further Language comprehension activities

Pupils working at a higher academic level will be able to work on comprehension activities with some independence

- Targeted questioning verbally or written using LIE (literal, inferential and evaluative comprehension questions)
- Guided reading sessions (if appropriate)
- Flash cards to improve sight reading
- Precision teaching of skills
- Putting new vocabulary into a sentence (verbally or written)

What happens when a pupil is not achieving small steps of progress in reading?

As pupils are tracked using the schools Evidence for Learning programme pupils whose progress has stagnated will be identified. At this point the Early Reading lead will support the teacher and one or more of the following strategies will be implemented:

- Precision Teaching of identified skills
- Pupil will work with a different group of pupils
- New activities will be introduced