

Within Vision Academy Trust we use a variety of English resources to support and assess learning and understanding reading.

Lexia Core5 UK

A programme that provides individual additional support in:

- Phonological awareness, phonics, fluency, vocabulary, comprehension and spelling rules
- Assesses children's starting point so programme adapts to meet their needs
- Provides easily accessed information about a child's progress over a week, with usable data showing where a child has succeeded and also where a child needs further support
- Provides paper-based resources to support teacher-led instruction – personalised to pupil's needs
- Shows whether a child is working below, at or above their year group material
- Shows whether a child is on track to achieve end of year benchmark

When LEXIA may be used

- With all Reception children to support their application of phonics in their reading (at least once a week)
- Daily, for all children in lowest 20% for reading from Y1 upwards

How does it work?

Children will use Lexia for at least 15 minutes each session. Their progress will be recorded by the programme which adapts to meet the individual child, providing repetition or challenge where needed.

Teachers will access each child's record to view the progress they have made over a week. There are certificates to celebrate successes and further paper-based resources to support areas of difficulty.

Reading Plus

An online reading programme which:

- Develops silent reading fluency, comprehension, vocabulary and motivation
- Is built on research in silent reading development, vocabulary improvement through contextual analysis, decoding practice, reading stamina, efficiency development and comprehension improvement.
- Gives summative baseline data, formative assessments and bespoke interventions, informs curriculum and teaching methods.
- Begins with an adaptive assessment that provides the data-driven starting point for the personalised instruction and practice, pupils need to become independent readers.
- Has adaptive instruction that is complemented by easily accessible resources that enable teachers to meet the needs of every pupils.

When READING PLUS may be used

- For higher ability children in Year 2 (summer term 2 – individual school decision)
- For all children Years 3-6 who are phonetically secure (have passed phonics screening)
- For 1 hour per week – this may be:
 - 3x 20 minute sessions
 - 2x 30 minute sessions
- Teachers will follow children's progress during Reading Plus sessions using an on-screen facility. From there they can see whether a child needs further support or reminders to use functions to support their reading. Once children are confident with using Reading Plus independently, teachers will also provide a group activity once a week during a Reading Plus session to address any common areas of difficulties with small groups of children using paper-based Reading Plus resources to support this.
- Children will be assessed at 3 points over the school year using this programme – an initial baseline assessment, mid-point assessment (February) and end of year (June/July)
- Reading Plus can be used by teachers to determine word reading speed and comprehension of texts.

Reading assessment tool:**Salford Sentence Reading Test**

Children from Year 1 to Year 6 will complete this short test individually with a member of staff to help determine their reading and comprehension age. They will then complete further short tests through the year to track progress and identify any areas of difficulty.

Why do we use this test?

- Provide reading and comprehension age of each pupil
- Inform intervention groups by clearly identifying children who are not working at age related expectations
- Provide scope for more in-depth understanding of pupil reading performance
- Closely monitor reading progress of each child alongside other assessments used within school and ensure progress and high expectations for all regardless of individual starting points

When the tests will be completed

- Start of **Autumn** term: **Test A** (to allow for early identification and set up of interventions)
- Start of **Spring** term: **Test B**
- Start of **Summer** Term: **Test C**
- End of Summer Term: repeat Test A (allow for end of year direct comparison)