

Subject Specific Elements	Phonological Awareness	Word Reading & Accuracy Rate	Reading Comprehension	Spelling	Writing Composition
Cycle 1 – all universally available provision including the application of the Ordinarily Available document. Assessment data from formative and summative assessments, parent and pupil voice and teacher concerns registered and reviewed. High quality teaching, adaptation and differentiation applied as universally available.					
Assessment	Year 1 phonics screen & ELG data Year 3 Pupil just missing expected standard in year 2 Year 2 Not reaching the expected standard in phonics in year 1 Year 1 Child at risk of not reaching the expected standard at the end of the year	Each child read with once per week. Teacher assessed data Speed reading test for WPM WT: up to 90 WPM or less ARE: 90 - 110 WPM GD: 110 or Above WPM Children aged 6-12 should be reading between 110 and 150 WPM on average	End of term reading data Teacher assessment data Reading Domain Question Assessment for specific skills	Weekly testing Grid spelling assessment on writing framework	Bi-Weekly unit assessment of grid criteria KS1 weekly cycle of grid criteria
Attainment Point/Trigger for Concern	Phonics screen passed late Bottom 20% reading data On-going decoding and blending difficulty Book band progression limited – once a half-term Slow, accurate reading speed		Below 80% of assessment markers over two terms. Standardised 40-50% instant additional support	Below 7/10 for 2-4 weeks of the half-term	Below 70% of objectives for the half-term/across 3 pieces KS1 below 70% of outcomes across 6 pieces
Intervention	Parental conversation Reading at home support Paired reading intervention	Additional adult reads – at least twice	Explicit modelling Mini-models on whiteboards Focus comprehension skills when reading	Pupil conference Teacher intervention during assembly time Spelling applied during handwriting practice sessions	Pupil conference Small-group writing apply the SRSD writing methodology

			with an adult – domain questions		Specific model texts to meet the required objectives Shared write with an adult
Cycle 2 – Evidence that Ordinarily Available is not meeting need. Arrange a meeting with SENCO and Child added to the SENCO Monitoring List Apply OA Targeted Support. (Green)					
Assessment	Fluency rubric – KS2 Reading speed score assessment (2) WT: up to 90 WPM or less ARE: 90 - 110 WPM GD: 110 or Above WPM		YARC Assessment – spring term onwards from year 3 Continued review of formative and summative assessments	Tested weekly with specific tracking data for spellings unknown	Assessment of additional areas such as working memory
Attainment Point/Trigger for Concern	Rubric score below 10		Two years below age expectations	Consistently below 7/10 for the half-term	Below 70% of objectives for a term. KS1 below 70% of outcomes across 6 pieces across 2 half-terms
Intervention	Precision teaching Beginning One Planning Discussions Toe by Toe/Word Wasp				Increased intensity Meetings with parents
Cycle 3 – One Plan Initiated. Child added to the SEND Register (Amber)					
Assessment	Dyslexia screening – Private assessment Moderate learning difficulties in literacy				
Attainment Point/Trigger for Concern	Evidence of One Planning not being effective across three or more cycles.				
Intervention	Precision teaching daily Review assessments to consider additional support tools such as coloured overlays				
Cycle 4 – Three cycles of One Planning not evidencing impact. Review for observation by Inclusion Partner. ECHNA Assessment application. Cycle three interventions to continue. (Red)					