



At Knights Enham Junior School we provide...
 Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.
 'Together We Achieve'

KEJS Reading Intervention Approach

Why?

From: Ofsted research review series: English

In the early stages of learning to read, it is critical that children achieve both accuracy and sufficient speed in decoding (fluency). The national curriculum says that pupils in Year 1 should be able to read words comprising the Year 1 GPCs 'accurately and speedily'. Pupils who can decode accurately but cannot do so quickly will not progress towards reading confidently beyond sounding out words in texts. Fluent word reading frees up children's working memory to focus on comprehension. To develop fluency, children need repeated practice.

What?

At KEJS we use the Rapid Reading scheme as a catch up scheme to support children who are not fluent readers and therefore who are at risk of not meeting ARE in reading. This scheme is used for pupils who are not accessing the Rapid Phonics catch up programme.

How?

- All children who arrive at KEJS from KENIS are already assigned a reading book band. This is used in year 3 as the baseline and children are assessed for progress from this point.
- All children in year 4 – 6 have been assessed by school and either placed as reading within a book band or classed as a free reader.
- Children who are reading below their age band will access the rapid reading programme three times a week with an LSA.

	Year 3	Year 4	Year 5	Year 6
Expected Band	Brown	Grey	Dark Blue	Dark Red

Intervention Band Point	Purple - White	Purple - Lime	Purple - Brown	Purple - Brown
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- Children will start on their existing colour band and use Set A books. For example, children on Purple Band will read Set A purple books initially.
- Children need to be taught for three sessions a week. Sessions 1 and 2 are to read and explore the text and session 3 is complete the follow up sheet associated with the text which practises phonics, spellings or comprehension. Lesson plans are available for all texts in the teacher guides.
- Children's progress is measured using the assessment document in the teacher guide after they have read Set A of the scheme.
- Children are then either moved to the next book band or continue to be supported using Set B of the scheme.
- Children are then assessed again using the assessment document. If the child is still not ready to progress to the next book band, please speak with the Early Reading Lead.
- This is an additional intervention and will normally take place in the afternoon.

Review and Monitoring.

- Pupil progress will be tracked termly using Insights.
- Early Reading Lead to monitor progress and review impact termly.
- Alternative reading programmes to be suggested for those children who are not making progress – this may include movement to the phonics programme.