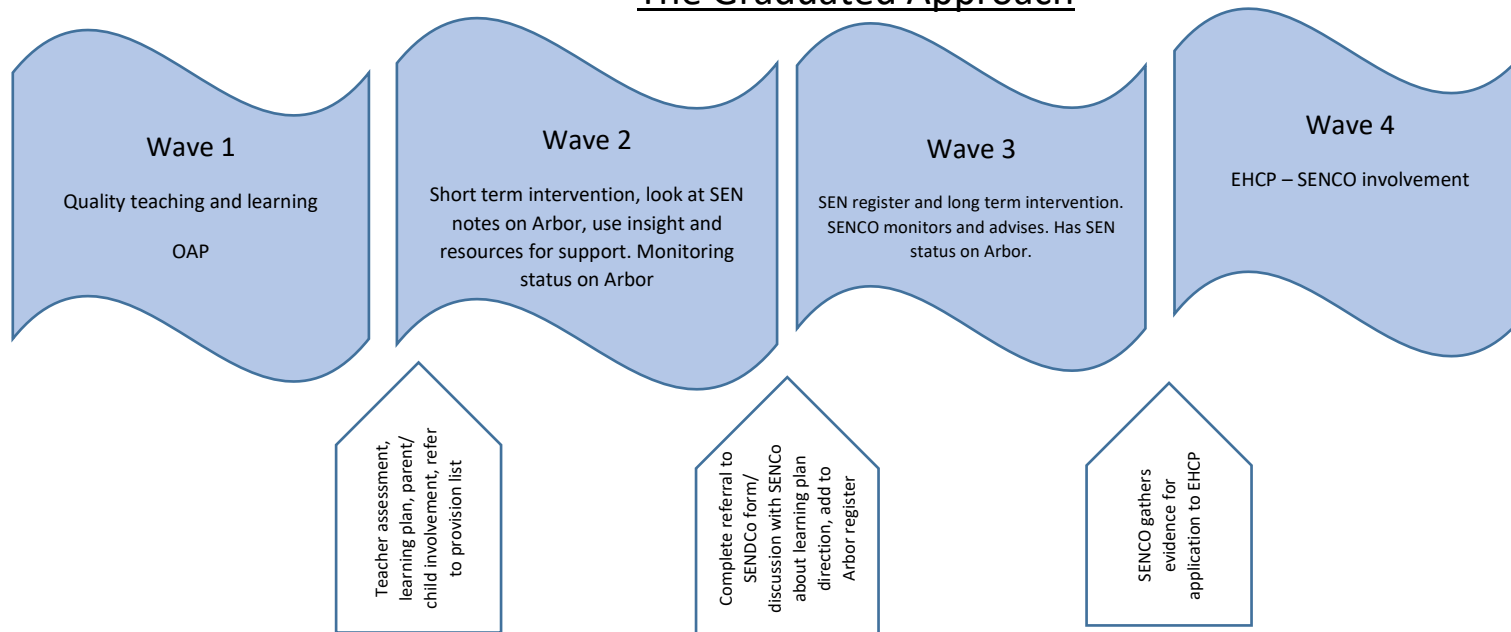


The Graduated Approach



Subject area	Assess	Plan/ do
EYFS	- EYFS framework - Age equivalent in years and months - ELG met or not - Early years developmental journal (PDJ)	Complete observations Communication with parents/ previous setting Speech: Speech wheel of expected sounds at ages Language: Talking boxes Communication: Model play and enhanced provision Vocab: model during play Interaction: Taking turns/sharing play
SEMH	- Pupil voice rating 1-10 e.g. how do you feel on a scale of 1-10 - Boxall Profile - SDQs - FBA	Pastoral discussions in class focussing on the children's worries Increased breaks or time with trusted adult Sensory/ movement circuits Communication with parent Increase responsibilities Autism/ADHD/social stories Social skills intervention Behaviour folder Refer to Pastoral

Reading – decoding	• Dyslexia screener • FFT reading assessment • PM benchmarking • Running record • Salford reading test • NGRT (decoding and comprehension)	Phonics intervention/ FFT/ lightning squad Use 1:1 reading Teach reading strategies - chunking, skipping, clues, skimming) Text to speech (laptop or tablet) Phonological Awareness Training (PAT – onset and rime) Star Readers books (high interest/low attainment, ks2 focused) Oxford Reading Tree colour banded books (ks2 – meeting room windowsill)
Reading - comprehension	• Dyslexia screener • FFT reading assessment • NFER score • Blank level questioning • Salford reading test • Benchmarking • NGRT (decoding and comprehension)	Picture discussion tasks (Language for Thinking) 1:1 reading alongside Powerful Reading scaffold Oxford Reading Buddy Key Comprehension books Stage 1 onwards Developing Comprehension Books year group specific with skills focus Twinkl 'Totally Pawsome Gang' (focus on a different comprehension area) DARTS (directed activities related to texts) Immersive reader (Microsoft) Blank level questioning bookmarks for home
Phonics	• FFT reading assessment • Phonics screener • Phonics tracker	Lightning squad 5 minute box Precision teaching Direct phonics/sound write Flashcards with actions Expanded rehearsal technique (ERT) PAT -Onset and rime focus
Fluency	• Dyslexia screener • Number of words read in 60 seconds • FFT reading assessment • High frequency word list • Year 3/4 word list • Year 5/6 word list	Precision teaching Expanded rehearsal technique (ERT) A book for engagement and a book of correct decoding ability. Adult says words that are stumbled on in engagement book. Decoding book, child sounds out words as usual.
Writing	• Dyslexia screener • Writing expected standards for each year group • Pre key stage standards • Moderation of writing descriptors • Teacher assessed year group equivalent	Clicker Forced order word mats Colourful semantics Speech to text (laptop or ipad) Post it note sentences Scribe Dictate function in word (Microsoft online) 'Support for Basic Grammar' 'Building Sentences' 'Writing sentences'

Spelling	• Dyslexia screener • High frequency word list • Year 3/4 word list • Year 5/6 word list • Standardised spelling test raw score (without punctuation and grammar)	Making up mnemonics Spelling strategies sheet Look/cover/write/check https://uk.ixl.com/english/spelling Spelling Attack Cued spelling Purple Mash – spelling activities (organised by year, term, spelling rule)
Handwriting	• Legibility level • Handwriting checklist • Number of letters formed correctly out of 26 • How many words written in a minute	Left or right handed? OT ready to learn toolkit Write from the Start Fizzy skills program Scribe Laptop use Touch type (Purple Mash - 2Type)
Maths	• Num bots • TT rockstars (heat map and age equivalent) • NFER score • Times tables • Teacher assessed year group equivalent • Number sense section	TT rockstars adjusts the level to the correct learning. Teachers must review the usage and progression weekly. If the child hasn't achieved the required progressions, targeted support is required. QLA the NFER and pick specific areas of difficulty Weekly arithmetic Read NFER papers if reading is a difficulty too Number Sense work Numicon intervention