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| Continue to: help the pupil to gain enjoyment from listening to text on a regular basis; help the pupil to access the rest of the curriculum without being held back by their literacy difficulties; help the pupil to understand that reading difficulties are not associated with intelligence and that they simply 'got unlucky in terms of their ability to process written text quickly, and that they can get better at it, but will just have to work a little bit harder than some of their peers…… | **Progression from concern to referral (graduated response):** | |
| 1. Child does not appear to be progressing with reading in line with their chronological age (note that in the early years, progress with speech and language should be viewed as a key indicator; guidance on responding to results of the Year 1 phonics screener can be found at: [Phonics screening check: responding to the results - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/phonics-screening-check-responding-to-the-results) – we would emphasise the importance of planning an attuned and appropriate early intervention for those children who do not pass the screener). | Staff or parents are very concerned about a pupil’s emotional well-being as a result of their poor progress with literacy  *and / or* pupil is presenting with complex needs of which lack of progress in literacy is only one  Collect evidence  Make referral to Educational Psychology Service using request for EP involvement form |
| 1. School to check whether sight and hearing tests have been completed within last 2 years and any speech and language needs have been addressed. |
| 1. School need to assess *at least*:    1. Accuracy of whole word reading (when presented singularly and / or in text)    2. Fluency of whole word reading    3. Ability to segment words with regular spelling patterns (e.g. CCVCC words, and extending to use of letter combinations / digraphs such as ‘th’, ‘sh’, ‘ing’)    4. Ability to synthesise words with spelling patterns as above    5. Ability to spell words with spelling patterns as above    6. Ability to read independently for meaning    7. Ability to extract meaning from text that is read to them by someone else    8. The pupil’s general speech and language presentation (e.g. pronunciation / articulation, vocabulary, ability to respond to verbal instructions / give explanations) |
| 1. School selects structured, evidence-based intervention to address the identified areas of weakness and delivers the intervention via a well-trained member of staff, for a sustained period of time |
| 1. School re-assesses pupil to look at progress made in response to the intervention and decides whether enough progress has been made (so intervention stops and monitoring ensues); whether some progress has been made but not enough (so school tries to tweak intervention plan accordingly and then carry on); whether very poor progress has been made (go on to step 6) |
| 1. School attempts to identify the possible contributory factors to poor progress and re-plan intervention; if school feels confident with their new plan then go back to step 3. If school feels at a loss to know what to do next, go to step 7. |
| 1. School calls in the Dyslexia Outreach Team for consultation; appropriate course of action agreed |
| 1. If after consultation and / or work with the DOT, there are still significant concerns around this child’s progress which people feel need further investigation, then consider making a referral to the Educational Psychology Service. |