CELT Primary

Three-Part Model of Reading Assessment beyond RWI



Professional Listening



Diagnostic Assessment



Standardised Assessment



1. Professional Listening & Informed Adaptation (Start of Year)

Purpose: To ensure teachers fully understand each learner's reading ability and adapt provision across the curriculum accordingly.

During the **first two weeks of term**, while routines are being established and through soft-start activities, teachers will listen to **every child read**. This enables staff to build an accurate picture of reading ability, fluency and reading behaviours early in the year.

Teachers:

- Observe and note **prosody** and **automaticity**
- Identify where **adaptations** will be required across the curriculum and for specific pupils
- Record professional notes using a **CELT Professional Listening Record.**

This information is shared with **SLT, SENDCos, the English Lead and relevant support staff** to ensure a collective understanding of need and consistent provision across the curriculum. Teacher's refer learners to the SEND team for further discussion if a child's fluency is graded B or C, **with** a multidimensional fluency score below 11 **and/or** a reading rate significantly below 90 words per minute. In our assessment, this means taking significantly longer than 60 seconds to read the 90-word passage.

Teachers should continue to regularly listen to readers, particularly those at risk of not achieving the expected standard in reading, who should be listened to weekly as a minimum.



2. Diagnostic Assessment & Progress Tracking of the Strong Foundations in Reading (Across the Year)

Purpose: To close gaps, prioritise strong foundations, and track progress accurately.

The **NGRT assessment system** is used as the core diagnostic and tracking tool for pupils who have completed phonics.

It is administered:

- **On entry** for any child joining the school post-phonics (or where reading history is unknown).
- When pupils **complete RWI** and transition to whole-class reading, providing a baseline measure of reading age, fluency and comprehension.
- At the **start of Autumn (during September) and end of the Spring Term (during Assessment Week).**
- We will integrate this data into Insight so everything is in one place.

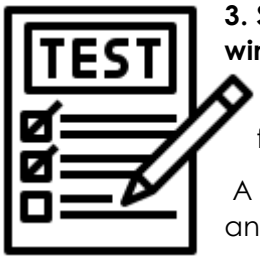
This replaces STAR Reader and provides:

- **Reading Age,**
- **Standardised Score,**
- **Class reports,**
- **individual pupil reports**
- **projected SAT scaled score.**
- **Assessment of decoding and comprehension separately.**
- **Basic diagnostic indicators of areas of need in reading.**
- **Progress tracking.**
- **Meaningful transition information for secondary schools.**

The assessment is **adaptive**, completed **online**, and takes approximately **30 minutes**. Pupil training is required, as with previous systems, and clear guidance and example reports are available within the programme.

Where a pupil's reading age is more than two years below their chronological age, SENDCos, SEND teams and trained support staff will undertake a follow-up FFT diagnostic assessment to identify specific areas of need and inform intervention planning (see Strong Foundations and Identification Toolkit).

NGRT does not replace teacher assessment or professional listening. Assessment information should always be considered alongside classroom evidence, reading conferences, fluency observations and day-to-day performance.



3. Standardised Outcomes & Test Familiarity – PIRA & SATs - (KS2 Focus – assessment windows)

Purpose: To provide reliable standardised attainment data whilst ensuring pupils are familiar with KS2 assessment formats and expectations.

A **standardised comprehension-style assessment** is used to support summative judgements and test readiness:

- Standardised **PIRA** assessments are administered in the **Summer term of Years 3, 4 and 5.**
- **In Year 6, pupils complete past KS2 SATs reading papers** on entry and during Autumn and Spring Assessment windows to support assessment, familiarisation and preparation for statutory testing. A baseline; Autumn and Spring Assessments are conducted.

This supports:

- Familiarity with test formats
- Standardised assessment data.
- Preparation for statutory assessment demands

Additional Consideration: Decoding & Fluency in KS2

Pupils who can decode but lack fluency

For pupils in KS2 who know all GPCs and can decode but remain in Blue/Grey due to fluency (not GPC knowledge or word reading accuracy), decisions around continuing or exiting RWI should be made collaboratively with Anna or Jo P. Where appropriate, pupils may transition to **whole-class reading** with a targeted focus on fluency, following discussion with relevant leaders and provided HFL fluency intervention and/or RWI Tutoring focussed on speeding up word reading, are continued as intervention.

Pupils with insecure decoding in KS2

If decoding is not secure, GPCs are not all known, PSC is not passable, and learners are below Blue, learners remain in RWI in Year 3/4 and Freshstart in Year 5/6 if they have received high quality phonics teaching and tutoring throughout their school journey. However, if pupils have received their RWI entitlement from Reception, including tutoring, and are still on RWI at the end of Year 3, further assessment by an external professional should be sought to identify whether they are within the 5% of learners who require a different model of reading instruction. This should be done after consultation with Anna.

Pupils requiring further investigation in KS1

For learners who are not progressing in KS1 and have spent more than a full term (two half terms) 'stuck' in the same group below expected progress rates, whilst receiving daily phonics and tutoring, these learners should be referred to Anna and the SEND team for phonological awareness or cognition and learning assessments.

