

## Objectives

1. To discuss with Mrs Lister the implementation of strategies used in the teaching of reading in school
2. To observe the use of Lexia within school and discuss the impact of this on reading standards

## Discussion with Mrs Lister

### Areas for development:-

continuation of focused development of phonics and reading in the early phases and how to link this in with the development of better use of spelling strategies

implementation of strategies to improve reading comprehension by the use of :-

- 1 focused questioning
  2. guided reading approaches to allow access to higher level texts
  3. developing greater speed in terms of reading and the understanding of texts
- Phonics delivery, in both nursery and reception, has been scrutinised and then amended to provide a tighter focused delivery of phonics.
  - The importance of phonics delivery is also highlighted by the fact that it has formed an appraisal focus for some EYFS staff.
  - Assessment has been further strengthened to allow progress to be monitored and shared more easily and analysis of test results is shared with staff. The key issues thrown up by this analysis will become a focus in the SIP.
  - Strategies to address reading comprehension have been put in place to develop both greater speed and higher level reading skills across the school. Careful deployment of staff allows all KS2 pupils to have access to guided reading sessions each week

## Lexia

LEXIA is a structured computer programme which targets six areas of reading development from phonological awareness to reading comprehension.

I was able to observe a class of children using LEXIA resources and discuss with Mrs Weatherson how this is used to support strategies highlighted in the SIP.

Children were able to independently access their personalised programme and children were fully engaged throughout the whole lesson.

The resources allowed the children to move at their own pace and if they struggled on a particular task the programme has the facility to provide the pupil with extra support. Once the student has completed the extra 'support activities' they repeated the original task. If the child continues to struggle, then extra activities are provided. If after this additional support, the concept is still not secure then Mrs Weatherson is provided with resources to reinforce the concepts and rules of that particular skill.

Each time the children complete a level Mrs Weatherson is notified and she prints out a certificate of achievement. She can access the record of every child's achievement for each session and can interrogate the information in order to assess the success of both individual children and the group as a whole.

Within the class there was a very wide range of skill level and LEXIA allowed all the children to work at an appropriate level, developing their phonological and comprehension skills and enjoying the process. The data provided gave Mrs Weatherson an accurate record of each child's progress and the concepts mastered.

It was obvious that the children really enjoyed the activities provided in LEXIA and were motivated to complete the task quickly, without mistakes.