



Telford and Wrekin

Literacy Pathway

TAW Educational Psychology Service
and Learning Support Advisory Team

September 2023

Telford & Wrekin Literacy Pathway

Telford and Wrekin are committed to ensuring equality of access to timely, high quality advice, support and intervention for all children with literacy difficulties. The Telford and Wrekin Literacy Pathway has been designed to support settings in identifying emerging literacy difficulties early on and putting in place a graduated response that will ensure that progress is monitored and adapted to meet each child's literacy needs and secure the best possible outcomes.

This pathway approach provides evidence of pupil response to intervention and difficulties experienced over time. In line with the SEND Code of Practice, our graduated response to assessment will ensure that the right support is given at the right time and if appropriate, will identify and document dyslexia.

	Support for reading (word level decoding)	Outside agency support
Tier 1	Children identified by school as being below age related expectations for reading. The first step should always be for the setting (with outside agency support as required) to quality assure the teaching of reading. Quality First Teaching • Ensure all pupils receive Quality First Teaching • Access to a high quality reading scheme. • Access to 'real books' in addition to reading scheme books. • Regular opportunities for different types of reading: independent, paired, shared, modelled and choral. • Clearly identified and appropriate targets/next steps for reading which are shared with pupils, parents/carers and staff. Links: Dyslexia Friendly Schools Good Practice Guide - 2nd Edition - Shop - British Dyslexia Association (bdadyslexia.org.uk) https://www.sensiblesenco.org.uk/shared-files/1903/send-quality-first-teaching-toolkit.pdf	LSAT involvement to support QFT approaches: • observation of teaching of reading • learning walks • teacher drop-ins • training sessions on the teaching of reading • parent workshops on reading with children at home • review of reading schemes and available books Support to analyse progress data – identify children not making progress and consider why – discuss use of the above strategies.
		

Tier 2	Children achieving below age related expectations in literacy (including phonics) where lack of access to QFT has been ruled out as a factor: Pupils are placed on the school SEND register (this may just be on the 'monitoring' or 'pre-SEND' list at this stage – not necessarily K-coded) and clearly marked as being on the Literacy Pathway. Literacy pathway information sheet to be given to parent/carers of all children on the pathway. School will complete recognised reading and spelling age assessments completed (i.e., Salford and Vernon). In addition, use HFW assessments as a baseline in order to inform next steps for teaching. • Salford Sentence Reading and Comprehension Test (hoddereducation.co.uk) • Graded Word Spelling Test 3rd edn: Hodder Education Class teacher, literacy co-ordinator and SENCO are involved in discussing how to meet the needs of all children placed on the literacy pathway – provision map drawn up (ensure this is done as details will be required for children moving to tier 3). This may include (but is not limited to): • Additional small group phonics (pre/post teach) • Additional 1:1 reading • Additional support for listening, memory and attention • Vocabulary intervention e.g. Word Aware • Phonological processing activities (e.g. Herts resource pack) • Offer of parent workshops (phonics, reading, oral language) Review after 1 cycle of APDR; if no progress or poor progress, move to tier 3. NB: • Repeat Salford reading termly. • HFW assessment can be used for ongoing AFL. • Vernon Spelling can be repeated annually.	LSAT meets with SENCo termly to review children on the Literacy Pathway. • Use of dynamic assessments to identify areas of need e.g. ➢ Shared reading and writing ➢ Phonological processing activities (Herts pack) • Review of assessment data to identify children and group, as / if appropriate. • Advise on appropriate targets and next steps. • Support planning of intervention. • Monitoring to help support rigour, targets etc. • Work with schools to identify which children move to tier 3 • Work with SENCo and English Lead to review provision maps (class and/or individual) • School to monitor and record progress
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Tier 3	Children below age related expectations following a period of additional support at tier 2. • Commence Literacy pathway portfolio of evidence • In collaboration with LSAT, select daily individual targeted interventions: ➢ Hornet Primer (Age 5+ but more likely Y2 onwards) ➢ TAW Targeted Reading Intervention Programme (Y2 onwards) ➢ Toe by Toe (KS2-3) ➢ Word Wasp (KS2-3) ➢ School's own purchased individual scheme (must be evidence based) • Intervention should be daily, monitoring should be weekly. • Children who still do not make sufficient progress (well below expected levels) should move to tier 4 following consultation with LSAT (consultation to take place termly) • If TAW Targeted Reading Intervention Programme has been used at Tier 3, could move straight to tier 5 if poor progress.	LSAT meets with SENCo to review children on the Literacy Pathway. • Support to select appropriate interventions • Training for the intervention / webinars • Review of assessment data to identify children and group, as / if appropriate. • Advise on appropriate targets and next steps. • Support planning of intervention. • Monitoring to help support rigour, targets etc. • Work with schools to identify which children move to tier 4 or tier 5. • Discussion with LSAT regarding any indications of visual stress and appropriate support and next steps • Support to set up portfolio and evidence collection
		
Tier 4	Children remaining below age related expectations despite use of interventions at Tier 3. Portfolio of evidence continues in detail. • TAW Targeted Reading Intervention Programme to be used with all pupils at Tier 4 • Pupils who accessed TAW Targeted Reading Intervention Programme at Tier 3 and are still struggling to make progress should skip tier 4 and move straight to tier 5.	LSAT meets with SENCo to review children on the Literacy Pathway. • Training for the intervention / webinars • Review of assessment data to identify children and group, as / if appropriate. • Advise on appropriate targets and next steps. • Support planning of intervention. • Monitoring to help support rigour, targets etc. • Work with schools to identify which children move to tier 5
		

Tier 5	All children at this level are recognised as having persistent difficulties: possible indication of dyslexia. Portfolio of evidence continues in detail. • Interventions are monitored and reviewed including ongoing analysis with LSAT. • Precision teaching now likely to be in place. • If children do not make progress at this level, intensive Tier 5 level support continues with advice from outside agencies on strategies and adaptations of the intervention to accelerate learning. • Keep daily precision teaching charts as these will be important portfolio evidence going forward. • Primary age school children with a severe literacy difficulty would ordinarily remain at tier 5 monitored and supported by outside agencies until Yr. 5. • Assistive technology in place to support curriculum access e.g., Clicker, immersive reader, reading pen (as appropriate)	LSAT and/or EPs involved in training and monitoring of high quality interventions: Quality Assurance. • Support in depth review through Consultation (not necessarily needing to see the child. Consider all aspects related to the intervention: ➢ Are targets appropriate? ➢ How has the intervention been implemented? ➢ How much new learning? ➢ Pace? Groupings? Regularity? Teaching? etc. • Recommend changes: precision teaching may form part of this. ➢ Revisit more than once a day? ➢ Change the targets (e.g. 1 new word only)? ➢ Alter the aim rate? ➢ Deliver 1:1 / change the group? ➢ Is there enough time for maintenance? ➢ Interleaved learning? ➢ Precision teaching? • Further consultation and investigation as appropriate for the individual – this may include short, targeted assessments from an LSAT but this is not compulsory. • Support school to keep portfolio of evidence up to date.
		

For children at Tiers 6 and above, a diagnosis of dyslexia may be considered. Telford and Wrekin have adopted the 1999 British Psychological Society definition of dyslexia:

'Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities.'

...alongside the Rose (2009) definition:

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Telford and Wrekin Local Authority identify dyslexia using an assessment through teaching model, evidenced through a setting's implementation of the TAW Literacy Pathway. All Telford schools can access this through consultation with the Learning Support Advisory Service (LSAT) who work closely with our Educational Psychology Service to advise schools on supporting children with literacy difficulties.

Tier 6	Children in Year 5 and beyond who have severe and persistent literacy difficulties despite a minimum of 6 months of high quality, recommended intervention. • By the end of Yr. 5 Children who still have a severe and persistent literacy difficulty at the word level despite intervention (at least 6 months, but there should be evidence of years of intervention if they have been in a T&W school) will fit the criteria for identification of dyslexia as defined by T&W. • All children will receive a summary report outlining the interventions provided, the severe nature of the difficulty, the assistive technology required at secondary school, and the formal identification using the label 'dyslexia.' (Evidence from school and monitoring of interventions in the form of a complete portfolio is sufficient for this process. Children do not need to be seen individually by an EP or LSAT). • Appropriate intervention should continue and also the application of assistive technology with increasing independence by the pupil in readiness for transition to Y7. Application could be made to ISF if assistive technology is required that will stay with the child as they move to secondary school.	LSAT work with SENCO to identify children who may fit the criteria for a dyslexia diagnosis. • Support school to complete portfolio of evidence, provide recommendations related to skill development and access to the curriculum. • EP to consider evidence /portfolio on an individual basis and provide a diagnosis as appropriate. • Recommendations made for transition.
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Tier 7	Children at secondary school and beyond who have severe and persistent literacy difficulties and have received a diagnosis of dyslexia. ➤ Secondary schools to provide appropriate provision and reasonable adjustments including assistive technological support to all children with severe and persistent literacy difficulties to ensure curriculum access. ➤ Support should be ongoing, regularly reviewed and adjusted in order to ensure curriculum is accessible and individual needs are being met. Pupils should remain on the SEND register and detailed records should be kept in order to ensure there is evidence of need and provision to be transferred at transition points.	LSAT / EPS support and monitoring • Training around the use of assistive technology • Support, advice and training on adapting curriculum delivery to facilitate independent lesson access.
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