**Reading Recovery Statement**

**Lostwithiel Primary School**

COVID has presented many challenges for our school community and we recognise the impact that the pandemic and school closure has had on the personal and academic development of our pupils.

In reading, our road to recovery began with identifying individuals/groups/cohorts who have fallen behind their previous expectations.

On re-entry to school, in line with Trust guidance, we assessed pupils using Pira Assessments for the Summer Term 2020.

We also assessed EYFS to Y3 in Read Write Inc. Organising RWI groups to address those phonic gaps across our two bubbles.

Star Tests were completed with Accelerated Reader allowing us to screen cohorts and identify those pupils who were in need of intervention. The bottom 20% of readers in each cohort have been identified and we ensure that daily individual reading takes place.

For many children, September has been their first return to full time education in almost six months.  Time needs to be allowed to re-acclimatise to the school learning environment and expectations.  Therefore our focus for Autumn Term 2020 has been reengaging children with a love for reading. We have done this by sharing class readers both in class and assemblies, using the [accelerated reader](http://www.renlearn.co.uk/) programme to support progress in both decoding and comprehension, as well as an unwavering focus on individual reading within class to target individual needs.

We will measure the impact this has had by the progress made during Autumn Term using Pira Assessments, RWI Assessments and Accelerated Reader Star Tests. Progress levels will be reviewed at the end of Autumn Term 2020. We will use this data to ensure our reading curriculum for Spring Term is responsive to the needs of our children.

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