



# Mind the Reading Gap:

*Reading Skills Assessment Toolkit for Primary Schools*

**LexiaUK®**  
LITERACY FOR ALL

# Welcome from LexiaUK

At LexiaUK, we know that every pupil's reading journey is unique and that identifying and addressing gaps early is vital for ensuring all children can access the full curriculum with confidence. This Reading Assessment Toolkit has been created to help you and your staff quickly pinpoint where pupils are struggling, understand the root causes, and take informed, effective action.

## Why now?

Despite the dedicated efforts of educators, recent data underscores a pressing need for targeted intervention in reading. In 2025, 75% of pupils reached the expected standard in reading at the end of Key Stage 2, a slight increase from 74% in 2024. However, this figure has remained relatively stable, fluctuating between 72% and 75% since 2017, indicating limited progress. (Department of Education, 2025)

Disadvantaged pupils continue to face significant challenges. In 2024, 62% of disadvantaged pupils met the expected standard in reading, compared to 79% of their non-disadvantaged peers. (TES, 2024) This disparity highlights the persistent attainment gap, which remains wider than pre-pandemic levels.

[Ofsted's 2023 article](#) emphasises the critical importance of early identification and intervention in reading. It outlines guiding principles for schools, including the necessity of rigorous 'catch-up' *and* 'keep-up' strategies to prevent reading difficulties from escalating. The article also stresses that without proficient reading skills, pupils struggle to access the full curriculum, underscoring the foundational role of reading in overall academic success.

At LexiaUK, we recognise the urgency of addressing these challenges. Our Reading Assessment Toolkit is designed to assist educators in swiftly identifying reading difficulties, understanding their root causes, and implementing effective interventions. By providing targeted support, we aim to help all pupils, especially those from disadvantaged backgrounds, achieve the reading proficiency necessary to succeed across the curriculum.

## Who this toolkit is for

This resource has been designed for:

- **Senior Leadership Teams** to guide strategic decisions and monitor progress.
- **Literacy Coordinators** to ensure whole-school consistency in assessment and intervention.
- **SENCOs** to identify and support pupils with specific or complex needs.

## Inside you'll find:

1. **Gap Identification Checklist:** A ready-to-use, grid-based tool for evaluating mastery across the five key strands of reading, with space for notes and practical tips on spotting early warning signs.
2. **Intervention Planning Grid:** A clear framework for turning assessment data into targeted, trackable actions.
3. **SLT Rapid Reading Catch-Up Guide:** Strategic, evidence-based advice for school leaders on tackling gaps quickly and effectively.
4. **How Lexia Core5 Builds Every Strand of Reading:** A visual overview of how Core5 supports each reading strand, underpinned by adaptive, research-based practice.
5. **Next Steps & Further Support:** Ways to access more resources, training, and advice from Lexia's education team.

## Take the next step

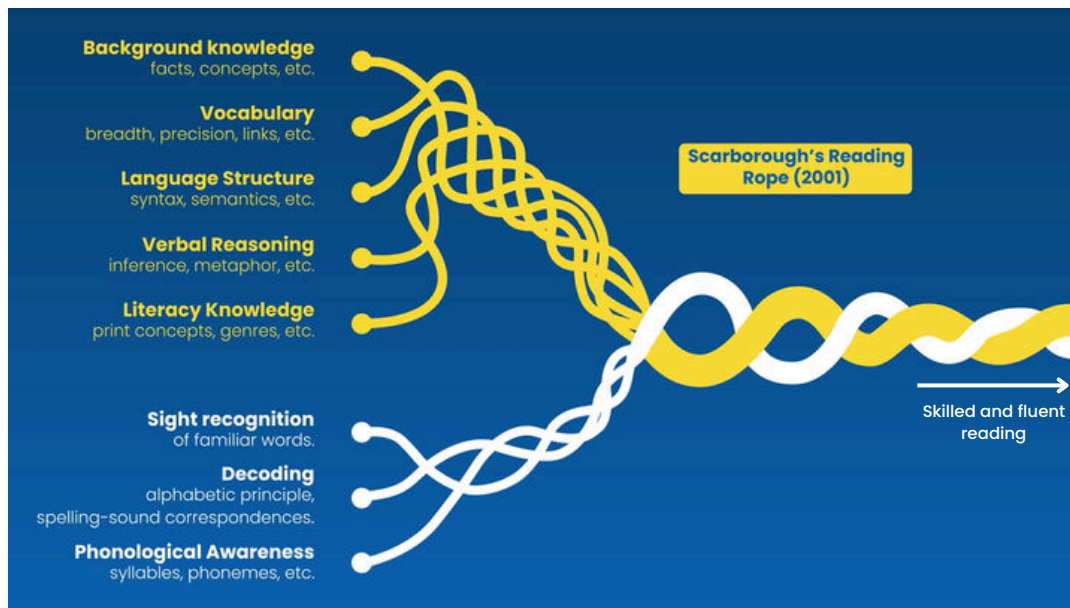
The best way to see how Lexia can work alongside your school's current reading provision is to book a consultation with one of our education team. We'll explore your priorities, discuss the specific challenges you're facing, and show you how targeted, assessment-led intervention can close reading gaps more quickly.

If you'd like to experience Core5 in action, you can also start a free 30-day trial to see the impact for yourself.

[Contact Our Team](#)

# Reading Skills Gap Identification Checklist

The following checklists are designed to support educators in assessing the essential components of reading development, aligned with key areas identified in Scarborough's Reading Rope model. Scarborough's Reading Rope illustrates how skilled reading is woven from two major strands: word recognition and language comprehension, each comprising interconnected skills that develop gradually over time.



The word recognition strand includes phonological awareness, decoding (phonics), and sight recognition of words, while the language comprehension strand encompasses vocabulary knowledge, grammatical understanding, and the ability to derive meaning from text.

This assessment checklist covers a wide range of foundational skills necessary for fluent, confident, and meaningful reading. It is organised into key activity areas such as phonological awareness, structural analysis (including morphology and etymology), vocabulary development, grammar, fluency and automaticity, and comprehension. Each area is linked to relevant curriculum stages to help educators track student progress and identify strengths or areas needing additional support.

Focusing intervention on specific skill areas identified through this assessment allows educators to target gaps precisely and efficiently. By concentrating on the particular skills a learner struggles with, interventions can close gaps more quickly and effectively, accelerating progress and building the strong, interconnected reading abilities essential for academic success and lifelong literacy.

By using this checklist, educators can gain a clearer understanding of their students' reading abilities and plan targeted interventions that support all learners on their path to becoming skilled, independent readers.

Pupil Name: \_\_\_\_\_

## Phonological Awareness

| Stage    | Skill                                                                           | Secure                   | Emerging                 | At Risk                  | Notes |
|----------|---------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|-------|
| Rec      | Recognises and generates rhyming words (e.g., cat/hat).                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Rec      | Identifies initial sounds (alliteration) in words.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Rec – Y1 | Segments words into syllables.                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Rec – Y1 | Blends and segments individual phonemes orally.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Rec – Y1 | Identifies individual phonemes in CVC words.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y1 – Y2  | Manipulates phonemes (adding, deleting, substituting sounds).                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y3 – Y6  | Distinguishes and manipulates complex phoneme sequences in multisyllabic words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |

### Early Warning Sign:

Difficulty blending or segmenting phonemes can severely hinder decoding progress and must be addressed before formal comprehension work.

Pupil Name: \_\_\_\_\_

## Phonics and Decoding

| Stage    | Skill                                                             | Secure                   | Emerging                 | At Risk                  | Notes |
|----------|-------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|-------|
| Rec - Y1 | Recognises all single-letter grapheme-phoneme correspondences.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Rec - Y1 | Blends to read CVC words.                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y1       | Reads words with common digraphs (sh, ch, th, wh).                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y1       | Reads words with vowel digraphs/trigraphs (e.g. rain, light).     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y1 - Y2  | Decodes words with split digraphs (e.g., make, time).             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y1 - Y2  | Reads longer words with adjacent consonants (e.g., stamp, crisp). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y1 - Y2  | Reads all statutory common exception (high frequency) words.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y2       | Decodes two-syllable words (e.g., market, sunset).                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y3 - Y6  | Applies decoding to unfamiliar multisyllabic words.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y4 - Y6  | Reads and decodes academic/morphologically complex words.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |

### Early Warning Sign:

A child who struggles to decode unfamiliar words independently may avoid challenging texts and lose confidence in reading.

Pupil Name: \_\_\_\_\_

## Fluency

| Stage    | Skill                                                                                                   | Secure                   | Emerging                 | At Risk                  | Notes |
|----------|---------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|-------|
| Rec - Y1 | Reads familiar text aloud accurately.                                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y1 - Y2  | Reads short passages smoothly, at an appropriate pace; increasing automatic recognition of sight words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y2 - Y3  | Reads appropriate level texts at a steady pace (WPM within expected rate).                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y2 - Y3  | Uses phrasing and expression to reflect punctuation                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y4 - Y6  | Reads extended passages fluently without frequent pauses.                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y4 - Y6  | Adjusts rate and expression to suit the text type and audience.                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |

### Early Warning Sign:

A child who struggles to decode unfamiliar words independently may avoid challenging texts and lose confidence in reading.

Pupil Name: \_\_\_\_\_

## Vocabulary

| Stage    | Skill                                                                         | Secure                   | Emerging                 | At Risk                  | Notes |
|----------|-------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|-------|
| Rec – Y1 | Understands common everyday vocabulary.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Rec – Y1 | Can match words to simple definitions or pictures.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y2 – Y3  | Understands and uses age-appropriate topic vocabulary.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y2 – Y3  | Identifies word meaning using context clues.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y4 – Y6  | Understands multiple meanings of words.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y4 – Y6  | Uses morphological knowledge (prefixes, suffixes, roots) to work out meaning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y4 – Y6  | Recognises and understands figurative language such as idioms and metaphors.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |

### Early Warning Sign:

Weak vocabulary often limits comprehension even when decoding is accurate.

Pupil Name: \_\_\_\_\_

## Comprehension

| Stage    | Skill                                              | Secure                   | Emerging                 | At Risk                  | Notes |
|----------|----------------------------------------------------|--------------------------|--------------------------|--------------------------|-------|
| Rec - Y1 | Retells familiar stories in sequence.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Rec - Y1 | Recalls key facts and events from a text.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y2 - Y3  | Makes predictions based on text and illustrations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y2 - Y3  | Identifies main idea and key details.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y4 - Y6  | Summarises longer texts.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y4 - Y6  | Makes inferences using textual evidence.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Y4 - Y6  | Analyses author's purpose, tone, and perspective.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |

### Early Warning Sign:

If a child can decode but not recall or explain what they've read, comprehension strategies and background knowledge need focus.

# Intervention Planning Grid

Identifying reading gaps is just the first step. To truly make a difference, schools need a structured plan to target those gaps with effective, evidence-based interventions. This Intervention Planning Grid is designed to guide you through that process, translating assessment data into tailored actions that meet each pupil's unique needs.

Lexia's approach champions targeted, skill-focused intervention, recognising that reading development is multi-faceted. By addressing specific strands such as phonics, fluency, vocabulary, or comprehension, you can deliver the right support at the right time.

This focused approach allows pupils to build confidence by mastering individual skills step-by-step, rather than receiving broad, less specific support. As a result, progress is accelerated and more sustainable.

## How to use this grid:

**Pupil Name:** Record the name of the pupil requiring intervention.

**Identified Gaps:** Note specific reading strands where the pupil shows challenges, based on your assessment checklist or teacher observations.

**Priority:** Assign a priority level (High, Medium, or Low) based on urgency and the likely impact of addressing the gap.

**Targets:** Define clear, measurable, and time-bound goals that is realistic for the pupil (e.g., "Read age-appropriate texts fluently with 90% accuracy by end of term").

**Strategy:** Specify the intervention type most likely to close the gap, considering the pupil's needs and evidence-based approaches. This could include:

- Phonics booster sessions targeting specific sounds or patterns.
- Paired or guided reading focused on fluency and comprehension.
- Vocabulary-building activities linked to current curriculum topics.
- Use of adaptive digital programmes such as Lexia Core5, which target skills precisely and adjust to pupil progress.

**Resources:** List any materials, programmes, or tools that will support the intervention effectively (e.g., decodable texts, flashcards, digital platforms, training for staff).

**Timeframe:** Set a clear review period, such as every 2-4 weeks, to evaluate pupil progress, make adjustments to the intervention if needed, and celebrate successes.

**Monitoring & Review:** Include practical steps for monitoring pupil engagement and progress, such as regular check-ins, accessing reporting data through digital tools such as myLexia™, and sharing feedback with colleagues and parents.

# Intervention Planning Grid

| Pupil Name     | Identified Gaps           | Priority | Targets                                                                                                                             | Strategy                                                                                                          | Resources                                                                                                  | Timeframe                                      |
|----------------|---------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| e.g. Jack (Y4) | Comprehension,<br>Fluency | High     | To be able to answer<br>inference-based<br>questions about a text.<br><br>To increase fluency to<br>age-related level (100<br>WCPM) | Paired reading with<br>targeted comprehension<br>questions.<br><br>Core5 Fluency Activities<br>and Skill Builders | Guided Reading Texts<br><br>Core5 Reading<br>Programme<br><br>Core5 Fluency paper-<br>based Skill Builders | 12 weeks –<br>progress review<br>every 2 weeks |
|                |                           |          |                                                                                                                                     |                                                                                                                   |                                                                                                            |                                                |
|                |                           |          |                                                                                                                                     |                                                                                                                   |                                                                                                            |                                                |
|                |                           |          |                                                                                                                                     |                                                                                                                   |                                                                                                            |                                                |

# Intervention Planning Grid

| Pupil Name | Identified Gaps | Priority | Targets | Strategy | Resources | Timeframe |
|------------|-----------------|----------|---------|----------|-----------|-----------|
|            |                 |          |         |          |           |           |
|            |                 |          |         |          |           |           |
|            |                 |          |         |          |           |           |
|            |                 |          |         |          |           |           |

## Next Steps: Turning Assessment into Action

As primary school leaders, your strategic oversight is key to ensuring that pupils with reading skills gaps receive the precise support they need to thrive.

This checklist assessment offers valuable insight into individual pupil profiles, enabling you to guide the delivery of focused, evidence-based interventions that can accelerate progress and close gaps effectively. Here are important next steps to consider:

### Analyse Assessment Data to Identify Specific Skills Gaps

Carefully review the assessment results to determine which components of reading each pupil finds challenging, whether it's phonological awareness, decoding, vocabulary, fluency, or comprehension. Use this diagnostic information to avoid a one-size-fits-all response and instead tailor interventions closely to pupils' needs.

**Actionable tip:** Create a simple skills-gap matrix or spreadsheet that highlights the most common gaps by year group or class, helping staff quickly identify patterns and plan accordingly.

### Prioritise Targeted, Skill-Specific Interventions

Encourage teaching staff to develop and implement interventions that focus on one or two specific reading skills at a time. Research consistently shows that targeted intervention, which isolates and addresses particular weaknesses, is more effective at closing gaps quickly than broad, unfocused approaches. This enables pupils to build confidence as they master foundational skills before moving on.

**Actionable tip:** Use short, focused intervention sessions (15–20 minutes daily or several times per week) rather than longer, less frequent sessions to maintain engagement and maximise retention.



## Organise Responsive Small-Group or Individual Support

Use the data to group pupils according to shared skill needs, creating intervention groups that allow for personalised teaching approaches. Where necessary, allocate one-to-one support to pupils with more significant challenges. Supporting staff with ongoing professional development ensures that intervention delivery is both informed and responsive.

**Actionable tip:** Rotate pupils in and out of intervention groups based on progress reviews to ensure support is dynamic and matches changing needs.

## Establish Robust Progress Monitoring Systems

Implement clear, consistent monitoring to track pupils' progress within interventions. Frequent check-ins allow teachers and leaders to evaluate which strategies are working and identify when adaptations are needed. Use this data to celebrate improvements, which helps motivate both pupils and staff.

**Actionable tip:** Set measurable short-term targets (e.g. improve decoding accuracy by 20% in 6 weeks) and review these every 3–4 weeks to keep momentum and focus.

## Foster Strong Partnerships with Parents and Carers

Communicate assessment findings and intervention plans to parents and carers in an accessible and positive way. Offer practical suggestions for supporting reading development at home, such as shared reading, daily phonics games, or vocabulary conversations, to reinforce classroom learning and create a consistent support network around each pupil.

**Actionable tip:** Send home simple guides or short videos demonstrating key strategies parents can use, and hold workshops or drop-in sessions to engage families.

## Encourage Application of Reading Skills Across the Curriculum

While interventions focus on specific reading skills, it is important to promote opportunities for pupils to apply these skills across subjects and contexts. This cross-curricular reinforcement deepens understanding and helps pupils see reading as an essential tool for learning in all areas.

**Actionable tip:** Coordinate with class teachers to identify reading opportunities within lessons and encourage pupils to practice skills like decoding new vocabulary or summarising texts in science, history, or geography.

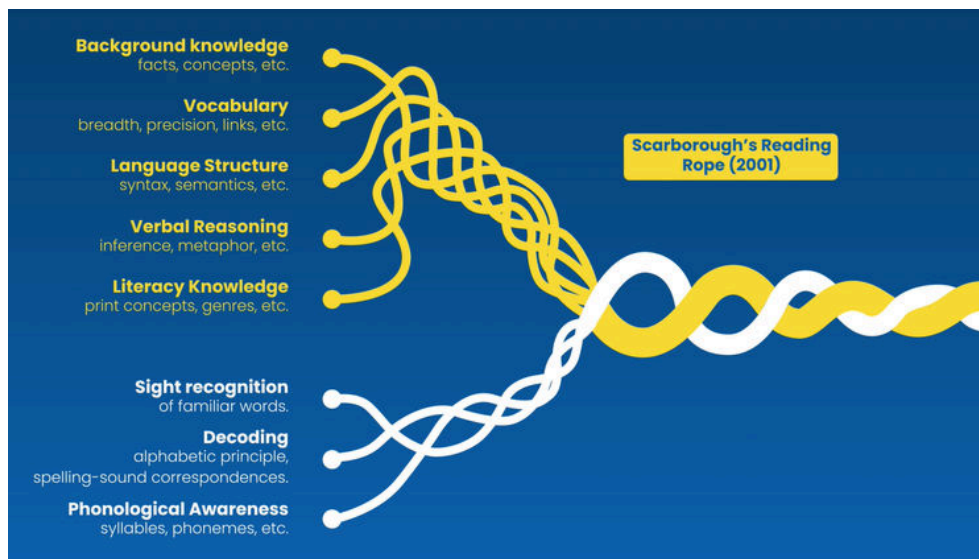
## Provide Ongoing Staff Training and Resources

Ensure that staff involved in delivering targeted reading support have access to high-quality training and effective resources. Building teacher confidence and expertise in delivering skill-specific interventions maximises the impact of your investment in reading improvement.

**Actionable tip:** Arrange regular professional development sessions focused on the latest evidence-based strategies, and create a shared resource bank with lesson ideas, games, and assessment tools.

# How Lexia® Core5® Builds Every Strand of Reading

Lexia® Core5® Reading is a comprehensive literacy solution grounded firmly in the science of reading. It accelerates skill development by targeting the interconnected strands of skilled reading described in Scarborough's Reading Rope: language comprehension and word recognition. Core5's research-proven, adaptive blended learning model delivers explicit, systematic, and personalised instruction across six essential reading skill areas, ensuring every pupil builds a solid foundation for confident, fluent reading.



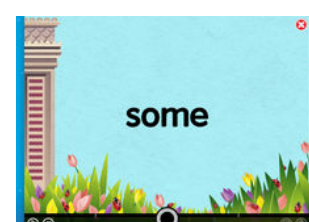
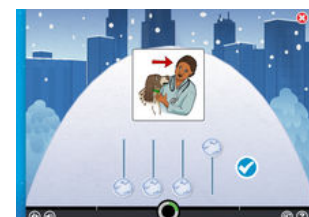
## Word Recognition: Building Fluent, Accurate Reading

Core5 develops the word recognition skills that enable learners to decode and identify words quickly and accurately.

This strand includes:

- **Phonological Awareness**: Activities guide students through the sound structures of language, rhyming, segmenting, blending, and phoneme manipulation, progressing systematically from syllables to individual sounds.
- **Phonics**: Core5 teaches the relationship between letters and sounds, beginning with the alphabetic principle and advancing to complex spelling patterns, syllable types, and multisyllabic words.
- **Automaticity & Fluency**: Learners build a sight vocabulary of high-frequency words and practice reading fluently with expressive prosody through repeated, engaging texts. Warm-up activities reinforce automatic recognition of previously learned skills.

Together, these strands support learners in developing fluent execution and coordination of word recognition, moving from strategic decoding to increasingly automatic reading.



## Language Comprehension: Unlocking Meaning and Understanding

Language comprehension skills enable readers to connect language to meaning, an essential complement to word recognition.

Core5 addresses this through:

- **Vocabulary:** Students expand knowledge of word meanings, relationships, and academic language via categorisation, word relationships, multiple-meaning words, and figurative language such as similes and metaphors.
- **Structural Analysis:** Instruction in prefixes, roots, suffixes, and Greek combining forms helps learners decode multisyllabic words and infer meanings using word parts and context clues.
- **Comprehension:** Core5 builds literacy knowledge through explicit teaching of print concepts, story structure, text types, and syntax. The program uses content-area themed texts with engaging instruction to develop background knowledge and deepen understanding of language structures and how they impact meaning.
- **Verbal Reasoning & Background Knowledge:** Activities encourage higher-order thinking such as inference and metaphor comprehension, strengthening verbal reasoning and linking vocabulary to broader knowledge.

This holistic approach to language comprehension fosters learners' ability to understand and analyse spoken and written language effectively.

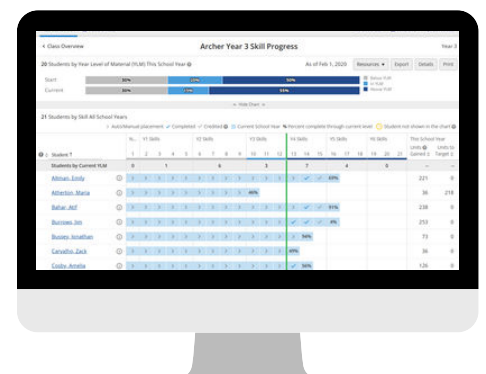


## Progress Monitoring with myLexia™

Core5's progress monitoring is streamlined and powerful through the myLexia platform. Educators gain real-time insights into each pupil's performance across all skill areas, enabling timely identification of strengths and challenges.

With detailed reports and easy-to-use dashboards, myLexia supports data-driven instruction and helps teachers tailor interventions to ensure every learner continues to make steady, measurable progress.

Additionally, myLexia provides a wealth of supplemental resources, including lesson plans, printable activities, and targeted intervention materials, to support and extend instruction both in the classroom and at home.



## A Cohesive, Research-Based Reading Solution

By weaving together the strands of word recognition and language comprehension, Core5 reflects the interdependence of skills needed for skilled reading. It meets learners where they are and personalises instruction to build breadth, precision, and fluency in reading, preparing all pupils, including those who struggle or have diverse learning needs, to access the full curriculum with confidence.

### What Makes Lexia Different?

**Evidence-Based Impact:** Lexia Core5 Reading is backed by strong evidence, including recognition from the Education Endowment Foundation (EEF) for its effectiveness in accelerating literacy skills and narrowing achievement gaps. This research-proven program supports measurable improvements in reading outcomes for a wide range of learners.

**Inclusive & Flexible Implementation:** Designed to meet diverse pupil needs, Core5 adapts instruction for all abilities, including struggling readers, English language learners, and students with special educational needs, making it easy for schools to integrate into their existing literacy plans without additional strain on staff.

**Engaging & Motivating for Pupils:** With interactive activities, personalised learning paths, and meaningful progress tracking, Core5 keeps pupils motivated and actively involved in their reading journey, encouraging ownership and confidence as they develop critical literacy skills.

Lexia Core5 Reading isn't just a program; it's a science-driven roadmap to skilled reading.

Through explicit, systematic, and targeted instruction in Phonological Awareness, Phonics, Structural Analysis, Automaticity & Fluency, Vocabulary, and Comprehension, Core5 ensures every strand of reading is developed, helping every learner become a confident, capable reader.

## Ready to See Core5 in Action?

Experience firsthand how Lexia Core5 Reading can transform your pupils' reading journeys. Sign up today for a **30-day free trial** and explore the full range of adaptive lessons, progress monitoring tools, and teacher resources, completely risk-free.

Empower your school to deliver personalised, effective reading instruction that drives real results.



[Request a Trial](#)

## Next Steps and Further Support

Taking the next steps towards accelerated reading development is simple. Lexia Core5 provides flexible, evidence-based support for every learner, helping build strong foundations in reading and language skills.

### How to Get Started

- **Book a Free Trial:** Experience Core5 firsthand with a 30-day trial tailored to your school's needs.
- **Access a Video Walkthrough:** Explore the platform's features, adaptive learning pathways, and teacher dashboards at your own pace.
- **Talk to a Lexia Consultant:** Speak with a literacy expert about your school's specific challenges and how Core5 can help every pupil reach their potential.

[Request a Trial](#)

[Watch Walkthrough](#)

[Contact Our Team](#)

### What Schools Are Saying

*"Personally, I don't think there is a better piece of software on the market that supports children's reading and language acquisition."*

– Assistant Headteacher, Westcourt Primary School, Kent

### Further Reading and Guidance

- **Blog:** [4 Common Barriers to Reading Growth in Key Stage 2 Pupils](#) – Discussion on four common barriers to reading growth in Key Stage 2 pupils and strategies for overcoming them.
- **Guide:** [Selecting the Right Literacy Intervention Programme for Your School](#) – Advice on choosing an effective programme, evaluating evidence, and ensuring it meets the diverse needs of your learners.