

Abbots Ripton CE Primary School

Reading Flowchart- How do pupils keep up?

Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How do we know children are on track?	<ol style="list-style-type: none"> 1. Little Wandle assessments 2. Reading practice sessions 	<ol style="list-style-type: none"> 1. Little Wandle assessments 2. Reading Practice Sessions 3. Reading fluency assessment 4. Phonics screening check 	<ol style="list-style-type: none"> 1. Fluency Assessment 2. Year 2 Little Wandle Spelling Programme 3. Pira Assessment 	<ol style="list-style-type: none"> 1. Pira Assessment 2. Fluency Assessment 			
On Track- Children are reading at age related expectation	<ul style="list-style-type: none"> • Phonics sessions on phase 2/3/4 learning GPC's and Tricky Words • 3 group reading sessions • Reading Curriculum – 	<ul style="list-style-type: none"> • Phonics sessions on phase 5 learning GPC's and Tricky Words • 3 group reading sessions • Reading curriculum- 	<ul style="list-style-type: none"> • Little Wandle Spelling and fluency programme • Reading curriculum- 	<ul style="list-style-type: none"> • Reading curriculum- Ashley Booth 			
Interventions for those children who are falling behind	I:small group interventions Daily Keep Up sessions Blending Practice	I: small group interventions Daily Keep Up Sessions and Blending Practice	Rapid Catch Up <ul style="list-style-type: none"> • Programme (<i>accuracy</i>) • Quick recap (<i>automaticity</i>) • Echo Reading (<i>prosody</i>) • Reading rate/ reading mileage (<i>speed</i>) 				
	I:I intervention (specific)	I:I intervention (specific)	I:small group SEND programme				
	I: small group SEND programme	I: small group SEND programme	I:I SEND programme				
	I:I SEND programme	I:I SEND programme					
	I:I SEND programme	I:I SEND programme					
	Multi- agency support	Multi- agency support	Multi-agency support				

