


# Abbots Ripton CE Primary School

## Reading Flowchart- How do children keep up?

	Reception	Year 1	Year 2	Year 3/Year 4/ Year 5 /Year 6
<b>How do we know children are on track?</b>	<ul style="list-style-type: none"> <li>Daily assessment for learning in lessons</li> <li>Little Wandle end of unit assessments</li> <li>Reading practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>Daily assessment for learning in lessons</li> <li>Little Wandle end of unit assessments</li> <li>Reading Practice Sessions</li> <li>Reading fluency assessment</li> <li>Phonics screening check</li> </ul>	<ul style="list-style-type: none"> <li>Reading Practice Sessions for Autumn A</li> <li>Reading fluency assessment</li> <li>Daily assessment for learning in lessons</li> <li>Termly Pira Assessment</li> <li>Assessment against National Curriculum expectations</li> </ul>	<ul style="list-style-type: none"> <li>Daily assessment for learning in lessons</li> <li>Termly Pira Assessment</li> <li>Assessment against National Curriculum expectations using the Herts for Learning reading grids</li> </ul>
<b>Children who are reading at age related expectation</b>	<ul style="list-style-type: none"> <li>Phonics sessions on phase 2/3/4 learning GPC's and Tricky Words</li> <li>3 group reading sessions</li> </ul>	<ul style="list-style-type: none"> <li>Phonics sessions on phase 5 learning GPC's and Tricky Words</li> <li>3 group reading sessions</li> </ul>	<ul style="list-style-type: none"> <li>Whole class Guided Reading (see KS2)</li> </ul>	<ul style="list-style-type: none"> <li>Whole Class Guided Reading; extracts from age appropriate texts which follows the structure of vocabulary check, prosody, comprehension, retrieval and inference.</li> <li>Texts can be taken from the Ashley Booth whole class guided reading curriculum, or they may be chosen texts which have a wider curriculum link and teachers plan these in the same format as the Ashley Booth units. These might include songs, knowledge organisers etc.</li> </ul>
<b>Interventions for those children who are falling behind</b>	<ul style="list-style-type: none"> <li>Little Wandle daily group Keep Up sessions</li> <li>Little Wandle group Blending Practice</li> </ul>	<ul style="list-style-type: none"> <li>Little Wandle daily group Keep Up sessions</li> <li>Little Wandle group Blending Practice</li> </ul>	<ul style="list-style-type: none"> <li>Little Wandle daily group Rapid Catch Up sessions followed by fluency assessment at the end of the programme</li> <li>Small Group Guided Reading or Fluency books (Levels 1-5) for those exiting the RCU programme</li> </ul>	
	<ul style="list-style-type: none"> <li>1:1 intervention using the resources for group intervention above</li> </ul>	<ul style="list-style-type: none"> <li>1:1 intervention using the resources for group intervention above</li> </ul>	<ul style="list-style-type: none"> <li>1:1 intervention using the resources for group intervention above</li> <li>1:1 Reading</li> </ul>	
	<ul style="list-style-type: none"> <li>Little Wandle SEND Programme</li> </ul>	<ul style="list-style-type: none"> <li>Little Wandle SEND Programme</li> </ul>	<ul style="list-style-type: none"> <li>Little Wandle SEND Programme</li> </ul>	

