



Reading Provision Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Phonics</u> <i>What are we going?</i> <i>What are the assessment points?</i> <i>What are the end of term and end of year expectations</i>	<u>Read Write Inc.</u> 45minute lesson daily – speed sounds & storybook lesson. Pupil in groups based on regular assessments. December – 25 sounds and blending. Half termly phonics assessment (RWI assessment) End of Reception – Secure in set 1 sounds, beginning set 2. Know 10 digraphs. Pupils should know 41 sounds by the end of Reception.	Half term phonics assessment (RWI) Phonics screening check in penultimate week of each half term.	Half term phonics assessment (RWI) Phonics Screening Check retakes completed at the end of Year 2. Checks completed each term to check progress. Year 2's who have completed RWI phonics program moved to RWI Comprehension	RWI: Baseline assessment for chn who have not met Y2 phonics test/chn who have just passed phonics screening/any other chn discussed e.g. Lowest 20%. Daily phonics lessons for chn (within RWI phonics groups where possible). FFT interventions Alpha to Omega for dyslexic chn. LEXIA for identified children using iPads and headphones No Nonsense spelling coverage.	RWI: Baseline assessment for chn who have not met Y2 phonics test/chn who have just passed phonics screening/any other chn discussed e.g. Lowest 20%. Daily phonics lessons for chn (within RWI phonics groups where possible). Alpha to Omega for dyslexic chn. LEXIA for identified children using iPads and headphones No Nonsense spelling coverage.	Fresh Start: Year 5/6 RWI Phonics intervention Alpha to Omega for dyslexic children with individualised spellings LEXIA for identified children using iPads and headphones No Nonsense spelling coverage for whole class spellings.	
<u>Reading Comprehension</u> <i>How is reading comprehension taught?</i> <i>How is each reading skill taught?</i> <i>How is this integrated into English lessons?</i>	Talk Through Stories. Taught through literacy (4xweekly) Vocabulary focus each session. Prediction at beginning of each story. Talk partners to retell key events of story.	Reading comprehension is a focus in daily phonics lessons. Reading comprehension forms the first stage of English units (VIPERS) Daily English lessons Daily story time – talk through stories.	Reading comprehension is a focus in daily phonics lessons. Pupils assessed as off the phonics scheme – move to RWI comprehension. Reading comprehension forms the first stage of English units (VIPERS)	Reading lesson twice a week (VIPERS) Lowest 20% small group pre-reading/adapted text. Explore and understand text form the first part of English units.	Reading lesson at least once a week (VIPERS) Explore and understand texts within English units. Fortnightly homework – reading comprehension.	Reading lessons at least once a week (VIPERS). Exploring and understanding texts within English units.	



			Daily English lessons Daily story time – talk through stories.				
<u>Individual reading books</u> What are we using? Start points/end points? Frequently of reading Expectations Record of reading	Sound blending books, ditty sheets or red/green/purple books sent home depending on RWI reading level. Reading books matched to RWI assessment points. Reading records checked frequently.	Two reading books sent home weekly. Reading books matched to RWI assessment points. Reading records checked on Thursday. Reading books changed when parent comment indicates both books have been read. When pupils have completed RWI books – move to Oxford reading spine level ____		Oxford Reading Spine Start point: Level 9 End Point: Level 14 Reading records checked weekly. Expectation of at least 1 parent comment per week. Teacher assessment to progress through Reading Spine.	Oxford Reading Spine Start point: Level 13 End Point: Level 15 Reading records checked weekly. Expectation of at least 1 parent comment per week. Teacher assessment to progress through Reading Spine.	Oxford Reading Spine Start point: Level 15 End Point: Level 16 Reading records checked weekly. Expectation of at least 1 parent comment per week. Teacher assessment to progress through Reading Spine.	Oxford Reading Spine Start point: Level 17 End Point: Level 18 Reading records checked weekly. Expectation of at least 1 parent comment per week. Teacher assessment to progress through Reading Spine.
<u>Individual readers</u>	Pupils heard read daily within phonics lessons. Lowest 20% heard read with class teacher or TA at least twice a week (more where possible), this is done through the Fast Track programme. All pupils heard ideally every week.	Pupils heard read daily within phonics lessons. Lowest 20% heard read with class teacher or TA at least twice a week (more where possible) All pupils heard ideally every two weeks.		Lowest 20% heard read with class teacher or TA at least twice a week (more where possible) Other children within English lessons/curriculum areas and ideally every three weeks.	Lowest 20% heard read with class teacher or TA at least twice a week (more where possible) Other children within English lessons/curriculum areas and ideally every three weeks.	Lowest 20% 1:1 reading once a week with support assistant. Pupil books are checked and changed when necessary. Children read aloud on a voluntary basis as part of curriculum.	
<u>Reading for pleasure</u>	Daily story times Books within all provision areas High quality texts	Daily story times Talk through stories High quality texts used throughout curriculum	Reading for pleasure part of the daily timetable Teacher reads aloud daily (picture books Autumn term, chapter books spring onwards)	Reading for pleasure daily (15-20 minutes) Class books – whole class reading end of each day.	Reading for pleasure daily (15-20 minutes) Class books – whole class reading end of each day.	Reading for pleasure daily (15-20 minutes) Class books – teacher reads aloud daily	
Environment	Each classroom to have organised and inviting class libraries which include high-quality texts.						



	<p>Pupils have time to browse, explore and enjoy classroom libraries. Classroom library are organised and pupils are taught to respect them.</p>						
<u>Book club</u>	<p>Weekly Book Club Timetabled sessions which support pupils reading choices. Teachers and pupils recommend text based on interests, age etc. Teachers share newly published books to pupils.</p>						
<u>Bookflix</u>	<p>Each year group have a selection of 'Top Picks' which are carefully picked for age, ability and suitability (Pie Corbett Reading Spine) Books to be recommended in Book Club Sessions. Each classroom has copies of Bookflix books for pupils to loan. Record is kept of which books pupils have read. Challenge to read all book within the academic year (expectation at least five) Bookflix top picks displayed in all classrooms.</p>						
<u>Library</u>	<p>High quality library Book buddy app to catalogue books Each class visits library at least once per week (book club time, teachers recommending read, group story time, browsing books)</p>						
Assessment	RWI assessment every 6 weeks.	RWI assessments Phonics Screen NFERS	RWI assessments NFERS Year 2 SATS	Alpha to Omega Assessments NFERS	NFERS	NFERS	NFERS Year 6 SATs
Support for parents	Phonics workshops						Year 6 SATs information evening