Reading Provision Map

Children begin Little Wandle when they start Reception and within four weeks, they are reading three times a week as part of their reading practice sessions. These are wordless books to begin with and then follow the progression of their phonics teaching.

As well as a phonically decodable book matched to their current learning, children take home a sharing book which is to be enjoyed with their family.

Children who are not making expected progress in the half-termly assessments are timetabled in for daily keep up sessions. These are assessed every three to six weeks.

Children follow this format of teaching during Year 1 (three reading practice sessions per week and take home a phonically decodable book and a sharing book).

When children complete the Little Wandle scheme at the end of Year 1, they are matched to the appropriate colour band of Big Cat books.

Any children leaving Little Wandle behind where they should be begin Project X Code at the beginning of Year 2. This is a daily intervention, which accelerates progress in reading. Children can come on/off scheme at any point when their reading is where it should be or if they need further support.

Any children Leaving Wandle behind where they should be (or children who do not pass the phonics screening check) also have extra daily phonics teaching.

Children who are on track progress through the Big Cat books through to Emerald colour where they then become a free reader. Children are then supported by an adult to select appropriate and accessible books of their choice to read.

Children that are in need of general comprehension support (flagged by class teachers or data drops) are grouped for further reading comprehension sessions. These sessions are run by class teachers or teaching assistants using the Reading Explorers books and encourage children become active readers. During these sessions, children will develop their reading skills – retrieval, inference, vocabulary.

Throughout all of the school, children identified as behind are read with an adult daily. This could be the class teacher or teaching assistant. They are also flagged as a key reader which means they are prioritised to read with reading volunteers. These volunteers know the children's focus area e.g. fluency or comprehension.

Children are assessed termly using the PiRA assessments. These are vigorously tracked and give each child a reading age as well as a level of attainment (WT, WA, WB). Children who are on the SEN register are also Salford tested termly (alternate half-terms to the PiRA) to track progress more closely.