

# Reading Programmes and Progression Across Portsdown Primary School and Early Years

## Which Programmes do we use?

Little Wandle Phonics	Nursery to end of Year 1 apart from those who don't pass test then it's end of year 2
Little Wandle Rapid Catch Up (Start at Year 2 then into KS2)	Children who haven't passed the phonics test Prioritise this before DSR
Little Wandle Fluency	After first half term in Year 2 then into KS2 For children that need to read these according to the assessment for fluency with LW. Child needs to be able to read 60 words per minute on the first fluency (level 1).
Destination Reader	See below
Little Wandle SEND programme	For children with complex SEND issues that affect cognition, the LW SEND programme uses the graduated approach. It is completed 5 times a week
Daily Supported reader (DSR)	Only for the children in KS2 working at Year 1 level (PK4) If they are reading at a higher level, then fluency is required (see also above). Speak to SENDCo for clarification. The children will have completed the LW SEND programme before completing DSR.
Whole class guided reading	See below
Carousel	See below
Time for children to read and answer questions and explore vocabulary <b>Consider end of KS2 expectation for the Reading SATs paper.</b>	This will be happening throughout the children's reading. In KS2, Destination Reader will be used, with additional support for individual children and for specific year groups as per assessments. Children that are PK4 (reading at Y1 level) will do DSR and these have comprehension questions as part of the lessons. Children who are completing the phonics programmes, will also have comprehension questions as part of the programme.

## What does it look like at different stages?

Stage	Activities undertaken		
Nursery	Phase 1 Foundations to phonics		
Yr R	Wk 1 recap Phase 1 Wk 2 Phase 2 and LW programme + constant opportunities to practise Little Wandle SEND programme from the Spring Term where identified need for individual children.		
Yr 1	LW Phonics lessons x 2 LW ability groups – Reading Little Wandle SEND programme (as identified)		
Yr 2	LW Phonics lessons LW ability groups – Reading and fluency LW Phonics Rapid Catch Up (as identified) LW SEND programme (as identified)		
	Autumn	Spring	Summer

Yr 3 Transition year	<p>Carousel – 3 reads per group with an adult. Either phonics books or fluency</p> <p>If pass phonics and fluency then free reader (ensuring they have some time with adults)</p> <p>LW Phonics Rapid Catch Up (as identified) 5 times a week</p> <p>LW SEND programme (as identified)</p>	<p>Carousel – 3 reads per group with an adult. Either phonics books or fluency</p> <p>If pass phonics and fluency then free reader (ensuring they have some time with adults)</p> <p>LW Phonics Rapid Catch Up (as identified) 5 times a week</p> <p>LW SEND programme (as identified)</p>	<p>Destination Reader and Fluency as interventions.</p> <p>The exact timing of this will depend upon number of children who are requiring LW Fluency.</p> <p>LW Phonics Rapid Catch Up (as identified) as interventions</p> <p>LW SEND programme (as identified)</p>
Years 4, 5 and 6	<p>Destination Reader</p> <p>LW Phonics Rapid Catch Up (as identified) as interventions and as priority</p> <p>DSR for PK4 (Children reading at Year 1 level) as intervention</p> <p>If finished Rapid Catch Up and reading above, then LW Fluency as intervention at least 2 times a week (if able to read 60 words per minute at fluency level 1)</p> <p>Reading Fluency in Action. This is an intervention completed during Destination Reader for children reading below the expected number of words per minute for a child their age. However, these children will be reading at least 60 words per minute at LW Fluency level 1.</p>		

### **Children who need additional support.**

There are five main areas of reading. The support identified for those who are falling behind their peers or have fallen behind their peers are as follows:

<b><u>Key area of reading where intervention is required.</u></b>				
While a child will be exposed to all of the five areas, interventions and support will be prioritised with phonics being the key intervention, followed by decoding and so on, moving from left to right in the table below.				
Phonics	Decoding	Fluency	Vocabulary	Comprehension
Additional support in class/ specific phonics teaching at their phase	Additional support in class with regular 1:1 reading and appropriate reading material	Appropriate reading material in class and during work with adult during guided reading	Appropriate reading material in class and during work with adult during guided reading	Appropriate reading material in class and during work with adult during guided reading
1:1/ groups additional phonics support time during school day	Additional reading 1:1 with an adult during school day	Little Wandle Fluency intervention		
Little Wandle Rapid Catch Up from Year 2	Daily Supported Reading in KS2	Reading Fluency in Action		
Little Wandle SEND programme				

### **Destination Reader (DR) additional information**

If a child cannot access the text in DR then they should be in a group of 3 on Monday, Tuesday and Wednesday. The other 2 in the group should be able to access the text.

On a Thursday and Friday, they should be practising their Rapid Catch Up, DSR book or fluency book. This is their independent reading time. Their comprehension will come from the book they are reading: either in the lesson or as part of their intervention.

### **Reading Fluency in Action**

This is an intervention completed in KS2. It is for those children who do not have a phonics barrier (children who complete Reading Fluency in Action should not also be completing RCU or DSR). They are likely to be a part of the Little Wandle Fluency programme but reading one of the LW bands below that expected for their age (so their words per minute –WPM- is lower than the ‘typical’ child their age). During DR time, these children will be taken out to read and complete a number of activities from the programme.

### **Reading in school (independent reading) and use of the library**

The library is split into genres i.e. mystery, funny, adventure etc. Within each genre there are books from lots of different Accelerated Reader levels.

Children can pick from any genre **BUT** they will be encouraged to read a book at their level.

Children in **Rapid Catch Up** phonics groups need to read their phonics book when completing independent reading. The library books will only be read in independent reading time if an adult has checked that they can read the book fluently and with 90% accuracy.

Library books can go home as long as they come back and meet the criteria above. A child may wish to have two library books: one they can read independently and a second book they wish to share with an adult at home.

This second book should not be read in school as the child cannot access it without adult support.

The Accelerated Reading Levels/stickers can be used to support the children and adults select the right books for the children. There are support materials available to the children in order to support them to select the correct book, including where the Accelerated Reading levels/stickers have been matched to the national colour bands and Little Wandle.