

Reading at Bilton Grange Primary School- Provision Map

	EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Phonics</p> <p>What are we doing and using? What are our milestones? Do we have termly milestones and end of year?</p>	<p>Daily Phonics lessons Phase 1-4</p> <p>1:1 phonics sessions with LAPS</p> <p>Children expected to be secure in Phase 4 by the end of EYFS.</p> <p>Provision enables chd to practise skills independently.</p> <p>Children to be reading up to Yellow Level.</p> <p>AUT - Phase 1-3</p> <p>SPR - Phase 3</p> <p>SUM - Phase 3 consolidation and Phase 4</p> <p>Parent phonics workshop AUT.</p> <p>Assessment of phonics on a termly basis.</p>	<p>Daily phonics lessons covering Phase 4 to 6.</p> <p>Children expected to be secure in Phase 5 by the end of Yr1.</p> <p>Children expected to be secure in Phase 6 by the end of Yr2.</p> <p><u>Phonics is taught in line with Little Wandle.</u></p> <p>By the end of Yr1 children expected to be fluent readers up to phase 5 set 4 decodable books.</p> <p>By the end of Yr2 children expected to be fluent readers up to Lime Level.</p> <p><u>Daily phonics keep up group sessions for any child in KS1 who is not yet at age related expectations.</u></p> <p><u>Phonics blending 1 to 1 interventions on a daily basis for those pupils not yet blending within the phase they are working on.</u></p> <p>Assessment of phonics on a</p>	<p>Precision teaching intervention used on 1:1 basis with children who fail the phonics screening or who are identified as struggling readers.</p> <p>Active Literacy Kit intervention for children who fail the phonics screening or who are identified as struggling readers.</p>	<p>Precision teaching intervention used on 1:1 basis with children who fail the phonics screening or who are identified as struggling readers.</p>

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		<u>half termly basis following Little Wandle Planning. Phonic screening checks done termly as preparation.</u>		
<p>Home reading books What are we using? What colour do they need to reach by the end of Yr? What do we use to assess when the children should move up? Who does this?</p>	<p>Using Little Wandle books (matched to the phonics skills) these are supplemented with coloured book band books to read with an adult at home. AUT - Pink SPR - Red SUM - Yellow KS1 reading swap SUM EYFS chd read to KS1 and visa versa.</p>	<p><u>1 decodable book sent home weekly, children are encouraged to reread this book during the week they have it to aid fluency. This book will be read to an adult at school as well as at home.</u></p> <p><u>A shared reading book will be sent home for the children to develop reading for pleasure. This book can be changed as it is completed.</u></p> <p><u>Once children are secure in phase 5 set 4, they no longer require a decodable book.</u></p> <p><u>All reading with an adult recorded in a Home Reading Record. Frequency of reading at home monitored at school.</u></p> <p>KS1 reading swap SUM EYFS chd read to KS1 and visa versa.</p>	<p>Completion of Personal Reading Record.</p> <p>Book banded books from range of publishers including ORT and Pearson.</p> <p>Chd become Free Readers once they have read books from each of the book bands. Chd moved based on assessment by teachers.</p>	<p>Book banded books from range of publishers including ORT and Pearson (If still on book banded books).</p> <p>Free Readers pick their own books. Individual Reading Records are checked on a weekly basis.</p>

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<p>Individual reading of home reading book</p> <p>Frequency / who is doing the reading?</p> <p>How are we focussing on the lowest 20%?</p>	<p>Teachers/ TA twice a week. Lowest 20% Daily readers - daily Lowest 20% daily phonics 1:1</p> <p>Certificates given to children who read at least 4x per week. Super reader certificate given to the top reader/ s each week.</p> <p>LAPS phonics group exposed to new sounds, but use concrete resources to support blending and segmenting.</p>	<p>Daily readers of those children identified with a need, Listened to every day by an adult, also being questioned to show comprehension and understanding of text.</p> <p>Remaining children listened to at least 3x a week by an adult.</p> <p>Teachers listen to each child at least once a week.</p> <p>Certificates given to children who read at least 4x per week. Super reader certificate given to the top reader/ s each week.</p>	<p>1:1 with an adult 2x a week - banded books. 1:1 with an adult 1x a week - Free Readers. Regular readers (WT LAP) 3x a week with an adult. (2x with class teacher or TA).</p> <p>Aim for all chd to be Free Reader by the end of Yr4</p>	<p>1:1 with an adult - banded book readers.</p> <p>Reading recorded as part of the termly homework challenges.</p> <p>Free readers - logs checked weekly</p> <p>Children not on banded books are heard (fortnightly) during comprehension lesson.</p>
<p>Guided reading / group reading</p> <p>Frequency</p> <p>Resources being used.</p>	<p>Kagan reading activities introduced in SPR. Daily readers to cater for individual needs. <u>3 x Little Wandle sessions. 1 - decoding, 1 -prosody and 1 comprehension. Decodable books used and children can then access this as an e book at home.</u></p>	<p>Whole class guided reading 2x a week, Verbal responses linked to VIPERS. Clear planning and tasks in reading journal to make connections.</p> <p>Reading Vipers used</p> <p><u>3 x Little Wandle sessions. 1 - decoding, 1 -prosody and 1 comprehension. Decodable books used and children can then access this as an e book at home.</u></p>	<p>Whole class analysis of key texts used in English units of work.</p> <p>Year 4 pupils undertaking Reading Plus comprehension 3 times a week at school.</p> <p>Year 3 pupils undertaking weekly reading comprehension sessions with a class teacher or TA.</p> <p>Vipers approach used.</p>	<p>Weekly comprehension lesson.</p> <p>10 minute test 1x a week checking fluency and comprehension.</p> <p>Vipers approach used</p>

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<p>Reading for pleasure What do we do? What is PLANNED into the timetable? What books are the children accessing?</p>	<p>'5 a Day' Games around books - e.g. flick through pages chd say stop and we talk about that one page. Chd vote on 2 books for home time each day. Different reading provision available through out the classrooms. 'Bring a book Friday' - Planned whole-class reading time for Chd to chare their book with a friend. Books linked to the chd interests as well as chosen by the adults to meet the needs of the class. Using Pie Corbett's Reading Spine and Page Turners amongst other quality texts chosen by adults.</p>	<p>Daily choosing of a book from the classroom. (picture books and short stories), chosen from the colour coded boxes in the classroom.</p> <p>Homework challenges set for books e.g. read in an unusual place, bring in their favourite book to read to the class.</p> <p>'Free choice Friday' books brought into school to share with each other.</p> <p>Daily reading to the children by an adult - at least once per day.</p>	<p>Children read independently 3 times a week for 20 mins before home time, accessing one of the following:</p> <ul style="list-style-type: none"> • Home reading book • Recommended reading book • Non-fiction book from the reading area. • Fiction book from the reading area. 	<p>Children read independently 10 minutes every day:</p> <ul style="list-style-type: none"> • Home reading book • Recommended reading book • Non-fiction book from the reading area. • Fiction book from the reading area.
<p>Reading provision areas/ reading areas What do we have in our rooms? Areas, displays?</p>	<p>Cosy reading area to attract chd, including puppets and teddys. Reading area challenge question. Vocab cards/mats/books in other provision areas as appropriate. Tricky words displayed. Sound buttons. Recommended reading books. Range of decodeable fiction</p>	<p>Reading corner in each classroom with a variety of books to choose from in the colour coded boxes for access.</p> <p><u>Reading display in each classroom showing the books which have been read during the year and have made up our VIPERS sessions and English units of work.</u></p>	<p>Displays showing reading stars in each room - children are awarded a star if they read 3 times or more each week.</p> <p>Free reader books are a range of fiction and non-fiction books.</p> <p>Books from the Recommended Reading List.</p>	<p>Book available in every class related to topic.</p> <p>Pie Corbett Reading Spine lists will be placed in the individual reading records. Each child will read one book per term books from this Yr5-6 list. The aim is for a repertoire of 6 books to have been read by the end of the two-year rolling programme.</p>

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	<p>and non-fiction books. Smiley stickers - I can have a go at these myself. Question mark/ imagination image - I might need to ask an adult (Can I tell a story using the pictures/ can I spot the tricky words I know). Books changed in provision as the theme changes.</p>	<p>Vipers materials displayed.</p>	<p>Vipers materials displayed.</p>	<p>Page turners - These will be used in class as units of work in English or as Whole Class Reads.</p> <p>Each yr 5/6 class will have one copy of each of the Page Turners (a total of 12 books per class) and 2 copies of each Reading Spine book (a total of 28 books per class)</p> <p>Vipers materials displayed.</p>
<p>Additional reading opportunities Teacher reading? Clubs Library</p>	<p>EYFS library Mon and Tues after school to enable parents and children to borrow bedtime stories. AUT trip to Woodfield and Bilton Library. Daily 5 offerings. World Book Day.</p> <p>Reading included in homework challenges.</p>	<p>Read stories to the children from the Pie-Corbett Reading Spine and Page Turners or another quality text chosen by the class teacher - at least once per day.</p> <p>Trip to Bilton Library.</p> <p>World Book Day.</p> <p>Reading included in homework challenges.</p>	<p>Class teacher reading at least 3 times a week a book selected from the Pie Corbett Reading Spine, Pie Corbett Page Turners or another quality text selected by them.</p> <p>Year 4 access to Reading Planet at home.</p> <p>World Book Day.</p> <p>Reading included in homework challenges.</p>	<p>Class teacher reading daily a book selected from the Pie Corbett Reading Spine, Pie Corbett Page Turners or another quality text selected by them.</p> <p>Selected</p> <p>Year 5 access to Reading Plus from home via tablets or computers for the lowest 20%.</p> <p>Use of the Junior library.</p> <p>Mid Term Plans with links to reading - using a range of shorter texts in foundation subjects.</p> <p>World Book Day.</p> <p>Reading included in homework challenges.</p>

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Assessment of Reading	<p><u>Little Wandle phonics half termly assessments, this aligns them to which decodable book they should be on.</u></p> <p><u>Phonics screening check.</u> <u>Termly practises of them.</u></p> <p>PM benchmarking to be introduced from EYFS to assessment reading.</p>	<p>NFER used Yr 1 Spring and Summer Term Yr 2 Autumn and Spring. SATs used in Summer.</p> <p><u>Little Wandle phonics half termly assessments, this aligns them to which decodable book they should be on.</u></p> <p><u>Phonics screening check.</u> <u>Termly practises of them.</u></p>	<p>NFER used each term.</p> <p>Headstart Reading Comprehension used at the end of each term to assess progress.</p>	<p>SATs used to assess reading in Yr5/6</p> <p>Chd complete termly SATs papers.</p> <p>AfL - Peer and Self-Assessment.</p> <p>Reading Comprehension lesson 10-minute tests.</p>