



# Reading at Rood End Primary School

## Reading Flowchart – how do pupils keep up?

Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How do we know children are on track?	1. Little Wandle assessments 2. Reading practice sessions	1. Little Wandle assessments 2. Reading Practice sessions 3. Reading fluency assessment 4. Phonics screening check	1. Fluency Assessment 2. Year 2 Little Wandle Spelling Programme	1. Fluency Assessment			
On Track- Children are reading <b>at</b> age related expectation	Phonics sessions on phase 2/3/4 learning GPC's and Tricky Words 3 group reading sessions	Phonics sessions on phase 5 learning GPC's and Tricky Words * 3 group reading sessions	Little Wandle Spelling and fluency programme * Reading curriculum- <b>Comprehension Crusher</b>	Reading curriculum- <b>Comprehension Crusher</b>			
Interventions for those children who are falling behind	1: small group interventions Daily Keep-Up sessions Blending Practice	1: small group interventions Daily Keep-Up Sessions and Blending Practice	<b>Rapid Catch Up</b> <ul style="list-style-type: none"> <li>• Programme (accuracy)</li> <li>• Quick recap (automaticity)</li> <li>• Echo Reading (prosody)</li> <li>• Reading rate/ reading mileage (speed)</li> </ul>				
	1:1 intervention (specific)	1:1 intervention (specific)					
	1: small group SEND programme	1: small group SEND programme	1:1 SEND programme				
	1:1 SEND programme	1:1 SEND programme					
	Multi- agency support	Multi- agency support	Multi- agency support				

\* Refer to Little Wandle pathways – see attached

Year 1

Year 2



## From phonics to spelling

### Children on track at the end of Year 1:

<b>Autumn 1</b> 5 weeks: Phase 5 review	<b>Autumn 2</b> 5 weeks: Bridge to spelling	<b>Spring and Summer</b> 20 weeks: Spelling units
--------------------------------------------	------------------------------------------------	------------------------------------------------------

### Children completing Phase 5:

<b>Autumn 1</b> Complete Phase 5	<b>Autumn 2</b> 5 weeks: Phase 5 review	<b>Spring 1</b> 5 weeks: Bridge to spelling	<b>Spring 2, Summer 1 &amp; 2</b> 15 weeks: Spelling units	<b>Year 3</b> 5 weeks: Spelling units
-------------------------------------	--------------------------------------------	------------------------------------------------	---------------------------------------------------------------	------------------------------------------

### Teach children with much larger gaps separately (two scenarios outlined below):

<b>Autumn 1</b> Complete Rapid Catch-up Phase 4	<b>Autumn 2, Spring 1 and 2</b> 16 weeks: Rapid Catch-up Phase 5	<b>Summer 1</b> 5 weeks: Bridge to spelling	<b>Summer 2</b> 5 weeks of spelling (continue in Year 3)
<b>Autumn 1 and 2</b> Complete Rapid Catch-up Phase 2 or 3	<b>Autumn 2, Spring 1</b> 4 weeks: Rapid Catch-up Phase 4	<b>Spring 1 and 2, Summer 1</b> 16 weeks: Rapid Catch-up Phase 5	<b>Summer 2</b> 5 weeks: Bridge to spelling