



At St Mary's we provide a provision to support children working towards their age related reading expectation. The provision map gives opportunities for children develop their individual reading abilities through various activities tailored to individual needs.

Reading Progression Map

EYFS	Key Stage 1	Lower Key Stage 2
✓ They use rhythm and rhymes through poems and songs e.g. clap the syllables in words/making up clapping patterns aims to develop the experiences of rhyme and rhythm in speech (nursery). ✓ Children play memory games e.g. Bingo, sound, and matching games, to improve language and concentration. As children find and match sounds/word, their observation skills strengthen and enables them to remember new letters, sounds and words more readily. ✓ Visual discrimination activities for example, Sound sorting/Word hunts activities enables children to develop there visual memory to connect letters and sounds and then remember the sequence of sounds/letters to read words. Also this aids in the identification of harder to read and spell words. ✓ Children use a variety of differentiated guided or group reading resources that are age and stage appropriate and linked with	✓ Children have daily phonics delivered through the ELS scheme. This allows them to reinforce their letters and sounds knowledge, enabling them to make links between the print words and their spoken knowledge. It also builds their confidence to use these strategies to blend and decode words. ✓ Children that need extra support have a daily phonics intervention to review sounds/phases already taught and embed knowledge. ✓ Children use a variety of differentiated guided reading resources that are tailored to their needs, which continue to expose the children to a variety of print and text, but still presenting them with challenge. Words sparks through ELS is delivered to small groups and cracking comprehension is introduced to challenge the more able in Year 1. Cracking comprehension is used for whole class in Year 2 but is tailored to the individual's needs. ✓ Through the literacy planning children have a reading week based around a text. This involved a variety of reading based activities	✓ Children use cracking comprehension guided reading resources that are tailored to their needs, which continue to expose the children to a variety of print and text, but still presenting them with challenge. ✓ Children have extra individual reading with class teacher during the week, to support and develop individual reading skills. ✓ ELS Progress intervention is delivered weekly to reinforce their knowledge of phase 5 words and harder to read and spell words. This also builds their confidence in blending and decoding words. ✓ Children work through the SNIP Literacy programme in 3x weekly interventions to develop their skills to read high frequency words, through tracking activities/finding the letters of words in a string/identifying missing letters in words. ✓ Access to online resources through the ELS eBook library enables children to read texts matched to their reading age and stage. This

the ELS phonics scheme, allowing children to read a variety of print and text. ✓ Children have daily phonics delivered in line with the ELS phonics scheme which gives them the opportunity to reinforce and consolidate their letters/sounds and word knowledge, as well as building their confidence. ✓ Access to online resources through the ELS eBook Library enables children to read texts matched to their reading age and stage. (Teachers also have the function to allocate ability related texts) ✓ Children take part in sound discrimination activities develop their awareness of sounds and rhythms, e.g. environmental sound walks and investigating instrumental sounds. ✓ Children explore Story sacks to help them engage in stories in a memorable way. This also creates opportunities for children to express themselves through stories helping them to develop and improve their social and communication and language skills. ✓ Intervention groups focusing on for early reading skills support children's skills when decoding simple words, as well as to enable children to familiarise harder to read and spell words. ✓ Children have extra individual reading with class teacher during the week, to support and develop individual reading skills.	to expose children to new language and increase their comprehension. ✓ Children use a variety of differentiated guided reading resources that are tailor to their needs, which continue to expose the children to a variety of print and text. ✓ Access to online resources through the ELS eBook Library enables children to read texts matched to their reading age and stage. (Teachers also have the function to allocate ability related texts) ✓ Children have extra individual reading with class teacher during the week, to support and develop individual reading skills. ✓ Children work in small groups to focus on specific areas of learning and giving them confidence to share ideas related to reading. ✓ Children have reading books/material matched to age and stage, enabling them to build confidence and expose them to a range of text that they can read. These link with the ELS phonics scheme being delivered. ✓ Children use age and stage appropriate word mats with key vocabulary e.g. topic words/harder to read and spell words to expose children to familiar and unfamiliar words, that they can read and use in other areas of the curriculum more independently.	ensures children have reading materials available tailor to their ability. ✓ Children use age and stage appropriate word mat with key vocabulary e.g. topic words/High frequency words/Common expectation words to expose children to familiar and unfamiliar words, that they can read and use in other areas of the curriculum. ✓ The use of dictionary skills and activities will help children to read, spell and understand the meaning of words. ✓ Children have reading books/material matched to age and stage, enabling them to build confidence and expose them to a range of text.
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✓ Children use age and stage appropriate sound and word mats that are readily available, so they are continuously familiarising themselves key vocabulary enabling them to read and work more independently other areas of the curriculum.

