# Kindness Teamwork Curiosity

## Reading Progression Document & Curriculum – April 2026

At Bushfield Road Infants School, reading is the gateway to learning. Our intent is for every child to become a fluent, confident reader who enjoys reading and can use it to access the full curriculum**.**

Our reading curriculum develops pupils who are kind, work together and explore with curiosity. It secures early decoding and phonics through Little Wandle and builds fluency, comprehension and a lifelong love of reading.

- **Kindness** - we choose books that reflect and respect every pupil's experience.
- **Teamwork** - we learn through shared reading, paired talk and structured group practice.
- **Curiosity** - we explore vocabulary, texts and questions that stretch thinking and imagination.

We believe that learning to read well is fundamental to children's future success. Reading supports the development of language, vocabulary and comprehension, enabling children to communicate effectively, understand the world around them and think deeply about ideas. Our reading curriculum is therefore designed to ensure that children learn to read quickly, accurately and with understanding, while also developing a lifelong **love** of books and stories.

From Nursery onwards, we prioritise spoken language, listening and story enjoyment**,** recognising that strong oral language is the foundation on which successful reading is built. Children are immersed in high-quality texts, rhymes and talk so that they build vocabulary, confidence and enjoyment before formal reading begins. As children move into Reception and Key Stage 1, we ensure that reading is taught systematically and explicitly**.** We deliver phonics with fidelity through Little Wandle Letters and Sounds Revised**,** following a consistent, evidence-based approach so that children develop secure decoding skills and do not rely on guessing strategies. Our intent is that children keep up, not catch up: any child who is at risk of falling behind is identified quickly and supported immediately, so that all children can succeed.

Alongside learning to decode, we place strong emphasis on reading for pleasure. We want children to see themselves as readers. Through daily reading aloud, democratic book voting, carefully chosen quality texts and welcoming reading environments, we foster curiosity, motivation and enjoyment. Children are exposed to a wide range of fiction, non-fiction and poetry so that they build knowledge, empathy and understanding of different experiences and cultures. By the end of Year 2, our intent is that children have grown the phonetic code, read fluently with expression and understanding, and are well prepared for the increased reading demands of Key Stage 2. They leave Bushfield able to talk confidently about what they read, understand vocabulary in context and use reading to support learning across the curriculum.

Our reading curriculum reflects our school values of curiosity, kindness and teamwork and ensures that all children, regardless of background or starting point, are given the strongest possible start as readers.

## Substantive Knowledge in Reading

By the end of Year 2, children leave Bushfield Road Infants knowing:

- How the alphabetic code works, including that letters and letter groups represent sounds that are blended to read words.
- How to read words accurately and fluently, understanding that accuracy comes before speed.
- How books work, including print direction, story structure and differences between fiction and non-fiction.
- The meanings of a wide and growing range of vocabulary encountered through stories, non-fiction and discussion.
- That reading is about making meaning from a text, not just saying the words.
- That different types of texts have different purposes, such as entertaining, informing or explaining.
- That they are readers and that reading is important for learning in school and beyond.

## Disciplinary Knowledge in Reading

Children also leave Bushfield knowing how readers think, act and approach texts:

- Readers decode unfamiliar words systematically using phonics rather than guessing.
- Readers re-read texts to improve fluency, understanding and expression.
- Readers adjust how they read depending on the type and purpose of the text.
- Readers think while they read, notice when meaning breaks down and take steps to repair understanding.
- Readers learn new vocabulary through reading, listening and discussion.
- Readers talk about texts, share opinions and justify ideas using what they have read.
- Readers use reading as a tool to learn across the curriculum.
- Readers persevere, understanding that reading improves through practice and support.

Together, this substantive and disciplinary knowledge ensures children leave Bushfield Road Infants as fluent, confident readers who understand how reading works and how to use it successfully in future learning.

## Our Phonics Programme at Bushfield Road Infants School

### Little Wandle Letters and Sounds Revised

At Bushfield Road Infants School, we teach early reading through Little Wandle Letters and Sounds Revised, a DfE-validated systematic synthetic phonics programme. We follow the programme with full fidelity, ensuring children learn to read through a consistent, evidence-based approach. In Nursery, Little Wandle Letters and Sounds Revised is taught through carefully planned foundations for phonics. The focus is on preparing children to become successful readers by developing the essential skills they need before systematic phonics begins in Reception.

## Little Wandle  in Nursery

In Nursery, Little Wandle Letters and Sounds Revised is taught through carefully planned foundations for phonics rather than formal phonics lessons. The focus is on preparing children to become successful readers by developing the essential skills they need before systematic phonics begins in Reception.

### Stories, Rhymes and Reading for Pleasure

High-quality stories are read to children every day. Children join in with repeated phrases, retell familiar stories through play and explore books independently. Adults model enjoyment, expression and discussion to build early comprehension and vocabulary.

### Print Awareness and Book Behaviours

Children learn how books and print work, including holding books correctly, turning pages, understanding that print carries meaning and recognising their own name.

### Embedding Little Wandle through Play

Little Wandle principles are embedded across continuous provision through sound games, rhyme baskets, story sacks, small-world play and mark-making linked to stories. Learning is playful, supportive and developmentally appropriate.

### Transition to Reception

By the end of Nursery, children are well prepared to begin daily systematic phonics teaching in Reception. Secure foundations in listening, phonological awareness and story enjoyment support children to keep up when formal phonics begins.

## How Phonics is taught from Reception to Year 1

Phonics is taught daily from Reception and continues in Key Stage 1 for any child who has not yet secured fluent decoding. All reading books used in phonics and reading practice are fully decodable and precisely matched to children's current phonics knowledge, ensuring children only read what they have been taught. This prevents guessing and builds confidence and accuracy. Our aim is for children to keep up, not catch up, so gaps do not develop.

All staff who teach phonics or reading practice are trained in Little Wandle and use the agreed routines, language and resources. Children take part in Reading Practice Groups three times a week, working in small groups with a trained adult, using the same matched book across each session to build accuracy, fluency and understanding. We use Big Cat Collins books which are aligned to our phonics coverage.

**Reading Practice Groups – Three Reads of the Same Book**

| Reading Focus | What Happens in This Read |
|---|---|
| First read – Decoding accuracy | Children focus on decoding every word using their phonics knowledge. The adult supports sounding out, blending and immediate error correction so children read words accurately from left to right without guessing. |
| Second read – Prosody and fluency | Children reread the same text to improve pace, smoothness and expression. The adult models fluent reading, supports phrasing and encourages children to sound like a storyteller. |
| Third read – Comprehension | With decoding now secure, children focus on meaning. The adult leads discussion about characters, events and vocabulary so children can demonstrate understanding of what they have read. |

## Why We Read the Same Book Three Times

Reading the same book three times reduces cognitive overload. When children do not have to think about new words or unfamiliar sounds, their working memory is freed to focus on fluency and then meaning. Decoding is prioritised first so accuracy becomes automatic. Fluency is developed next so reading becomes smooth and confident. Comprehension is taught last, once children are no longer overloaded by decoding demands. This structure ensures children experience success, build confidence and develop secure reading behaviours.

## Types of comprehension questions used:

### ✓ Literal Understanding

- “Who is the character?”
- “What happened?”
- “Where are they?”

**✓ Sequencing and Recall**

- "What happened first?"
- "What happened next?"

**✓ Vocabulary in Context**

- "What does this word mean here?"
- "Which word helped you know that?"

**✓ Simple Inference (age-appropriate)**

- "How do they feel?"
- "How do you know?"
- "What tells us that?"

This approach ensures children at Bushfield Road Infants School become accurate, fluent and confident readers who fully understand what they read.

Book are then sent home after three reads so that children can 'showcase' their reading skills and increasing love of reading to their grownups.

Please see our Phonics Coverage plan to know the order of which graphemes and sight words are taught.

By Year 2, we strive for all children to have 'grown the phonetic code' and learnt to recognise and apply the knowledge they have been taught confidently. Children then move on to reading a wider range of age-appropriate books, continue developing fluency and comprehension, and transition to colour-banded or whole-class reading approaches depending on their assessed reading leve

## Reading Curriculum – Quality Texts and Book Choice

High-quality texts are central to the reading curriculum at Bushfield Road Infants School. they anchor and enrich English lessons while core reading skills are taught systematically.

## Why We Choose Quality Texts

- To develop children's vocabulary and language comprehension
- To support learning across the wider curriculum
- To build knowledge of the world and broaden experiences
- To promote British Values and positive attitudes
- To foster enjoyment and a lifelong love of reading

## What Makes a Text "High Quality" at Bushfield

- Contains rich, ambitious but age-appropriate language
- Introduces and revisits vocabulary in meaningful contexts
- Has a clear structure that supports comprehension
- Invites discussion, reflection and talk
- Has a clear message, theme or purpose

## Curriculum Links

- Texts are selected to support learning in science, history, geography and personal development
- Books help children build knowledge cumulatively across subjects
- Non-fiction texts model subject-specific language and structures

## British Values and Personal Development

- Texts promote kindness, fairness and respect
- Books encourage empathy and understanding of others
- Diverse texts reflect different lives, cultures and experiences

## Equality of Access

- All children are entitled to rich language and high-quality literature
- Texts allow children to see themselves reflected in books
- Children also learn about lives and experiences beyond their own

Bushfield Infants Reading Progression

Through deliberate and thoughtful text selection, reading at Bushfield Road Infants School is purposeful, inclusive and underpins children's academic, social and personal development.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Nursery** | Families, Families, Families<br>Kipper's Birthday<br>My Big Shouting Day!<br>Lulu's First Day<br>See What I can Do! | Diwali<br>The Christmas Story<br>Spot's first Christmas | Cinderella<br>Pants<br>Peppa King Meets the Queen<br>Winnie the Pooh meets the King<br>The Kings Crown | | Tip Tap went the crab<br>Sharing a shell<br>Ten Little Pirates<br>Farmyard Hullabaloo<br>From a tiny seed<br>Errol's Garden | |
| **Reception (EYFS)** | Five minutes Peace<br>Peace At Last<br>The Lion Inside<br>Marvellous me- Inside out<br>The Worry Monster<br>Pink is for Boys | Diwali<br>The Christmas Story<br>The Jolly Christmas Postman<br>The Night After Christmas<br>Pick a Pine Tree | Cinderella<br>The Queens Pants<br>The King's Crown- Rose Cobden<br>The Princess + The Wizard<br>The Rapping Princess | | Sharing a Shell<br>A Bad Seed<br>What the Ladybird Heard<br>Pirates love underpants<br>The Extraordinary Gardener<br>Commotion in the Ocean<br>Clean up | |
| **Year 1/ Year 2 (KS1 due to current mixed classes)** | To be agreed. | | The King's Pants<br>Sushh! Don't Wake the Royal Baby<br>The King and the Cook<br>The Queen's Hat | | My Granny is a Pirate<br>Tiddler<br>At the Beach<br>The Lighthouse Keepers Lunch<br>Somebody Swallowed Stanley<br>Dougal's Deep sea Diary | |

# Coverage Progression

## EYFS Reading – Statutory Outcomes Mapped by Skill

**Nursery and Reception**

This document maps the statutory EYFS reading-related outcomes for Nursery and Reception by skill area. It supports curriculum planning, staff understanding, and shows clear progression from early foundations to readiness for Key Stage 1.

**1. Listening and Attention**

| Skill | Nursery (EYFS) | Reception (EYFS) |
|---|---|---|
| Listening to sounds and speech | Listen to and engage with stories, songs and rhymes | Listen attentively during stories and discussions |
| Attention span | Focus attention for short periods | Maintain attention for longer periods, including whole-class sessions |

**2. Phonological Awareness**

| Skill | Nursery (EYFS) | Reception (EYFS) |
|---|---|---|
| Rhyme | Hear and join in with rhymes | Recognise and generate rhyming words |
| Syllables | Clap or tap syllables in words | Blend and segment syllables orally |
| Initial sounds | Hear initial sounds in words | Blend and segment phonemes orally |

**3. Print Awareness and Book Handling**

| Skill | Nursery (EYFS) | Reception (EYFS) |
|---|---|---|
| Books and print | Understand that print carries meaning | Know how to hold books and turn pages correctly |
| Directionality | Know that books have a front and back | Read text from left to right and top to bottom |

**4. Word Reading**

| Skill | Nursery (EYFS) | Reception (EYFS) |
|---|---|---|
| Recognition | Recognise own name | Read some common irregular words |
| Decoding | No formal decoding | Read words by blending sounds |
| Sentence reading | Listen to sentences read aloud | Read simple sentences accurately |

**5. Comprehension**

| Skill | Nursery (EYFS) | Reception (EYFS) |
|---|---|---|
| Understanding stories | Talk about pictures and events in stories | Retell stories using own words |
| Meaning | Engage in talk about stories | Demonstrate understanding by answering questions |

**6. Vocabulary Development**

| Skill | Nursery (EYFS) | Reception (EYFS) |
|---|---|---|
| New words | Learn new vocabulary through stories and play | Use and understand new vocabulary taught |
| Expressive language | Use new words in simple speech | Use rich vocabulary in talk about texts |

**7. Reading for Pleasure**

| Skill | Nursery (EYFS) | Reception (EYFS) |
|---|---|---|
| Enjoyment | Enjoy listening to stories | Enjoy listening to and discussing stories |
| Engagement | Choose books independently | Talk about favourite stories and characters |

# Key Stage 1 Reading – National Curriculum Objectives

## Year 1 and Year 2 Mapped by Skill

This document maps all National Curriculum reading objectives for Key Stage 1 (Year 1 and Year 2) by skill area. It is designed to support curriculum planning, staff understanding and inspection conversations, showing clear progression from application to automaticity.

## 1. Word Reading (Decoding and Application of Phonics)

| Skill | Year 1 National Curriculum | Year 2 National Curriculum |
|---|---|---|
| Apply phonics | Apply phonics as the route to decode words | Read most words quickly and accurately without sounding out |
| GPC knowledge | Respond speedily with correct sounds | Apply phonics knowledge automatically |
| Blending | Blend sounds to read unfamiliar words | Use blending automatically when needed |
| Common exception words | Read Year 1 common exception words | Read Year 2 common exception words |
| Fluency readiness | Read aloud books consistent with phonics level | Read aloud books beyond phonics level |

## 2. Fluency (Accuracy, Pace and Expression)

| Skill | Year 1 | Year 2 |
|---|---|---|
| Accuracy | Read words accurately using phonics | Maintain accuracy with longer texts |
| Pace | Begin to read at an appropriate speed | Read with increasing automaticity |
| Expression | Begin to use expression when reading aloud | Read aloud with intonation and expression |
| Re-reading | Re-read to build confidence and fluency | Re-read to improve fluency and understanding |

## 3. Reading for Pleasure

| Skill | Year 1 | Year 2 |
|---|---|---|
| Enjoyment | Develop pleasure in reading | Sustain pleasure and motivation to read |
| Text range | Listen to and discuss a wide range of texts | Express preferences across a wide range of texts |
| Familiarity | Become familiar with key stories and poems | Read traditional and modern texts independently |

| | | |
|---|---|---|
| Preferences | Say which books they enjoy | Explain preferences and opinions |

## 4. Retrieval and Literal Understanding

| Skill | Year 1 | Year 2 |
|---|---|---|
| Understanding | Understand what they read or hear | Understand texts read independently and aloud |
| Answering questions | Answer basic questions | Answer a range of questions |
| Recall | Recall events and information | Recall, explain and discuss events |

## 5. Sequencing and Summarising

| Skill | Year 1 | Year 2 |
|---|---|---|
| Sequencing | Sequence sentences to form narratives | Summarise main events |
| Order of events | Talk about events in order | Explain events clearly in order |

## 6. Inference and Explanation

| Skill | Year 1 | Year 2 |
|---|---|---|
| Inference | Make simple predictions | Make inferences based on what is said and done |
| Justification | Explain understanding clearly | Justify answers using evidence |

## 7. Vocabulary Knowledge

| Skill | Year 1 | Year 2 |
|---|---|---|
| Word meaning | Discuss meanings of words | Understand vocabulary in context |
| Language awareness | Discuss favourite words and phrases | Explain how words contribute to meaning |

## 8. Non-Fiction and Knowledge Reading

| Skill | Year 1 | Year 2 |
|---|---|---|
| Information texts | Read non-fiction texts | Read non-fiction independently |
| Organisation | Understand basic text organisation | Identify contents, headings and glossary |
| Purpose | Read to find information | Use reading to learn across subjects |

## 9. Participation and Discussion

| Skill | Year 1 | Year 2 |
|---|---|---|
| Discussion | Participate in discussions | Participate actively in discussion |
| Listening | Listen to others | Listen and respond respectfully |
| Articulation | Express ideas orally | Explain ideas clearly and confidently |

# Oracy Skills – Reading Curriculum

### Nursery to Year 2 – Bushfield Road Infants School

At Bushfield Road Infants School, oracy is a fundamental part of the reading curriculum. Children are explicitly taught how to listen, speak, discuss and explain ideas so that they can make sense of texts, articulate understanding and participate confidently in reading activities. Oracy underpins reading comprehension, book talk, book voting and vocabulary development.

### Listening and Attention

| Nursery | Reception | Year 1 | Year 2 |
|---|---|---|---|
| Listen to short stories, songs and rhymes | Listen attentively to stories and instructions | Sustain attention during discussions and reading | Listen carefully and respond thoughtfully to others |
| Join in with repeated phrases | Follow simple instructions in groups | Listen without interrupting | Listen and build on others' ideas |

## Speaking Clearly and Using Vocabulary

| Nursery | Reception | Year 1 | Year 2 |
|---|---|---|---|
| Use single words and simple phrases | Speak in clear sentences | Speak clearly using age-appropriate vocabulary | Speak confidently using ambitious vocabulary |
| Repeat words from stories | Use new vocabulary taught in class | Use vocabulary from books in discussion | Explain word meanings in context |

## Turn-Taking and Discussion Skills

| Nursery | Reception | Year 1 | Year 2 |
|---|---|---|---|
| Take turns in small-group talk | Take turns during adult-led discussion | Participate in paired and group talk | Participate confidently in group discussion |
| Listen to others' contributions | Respond to simple questions | Ask and answer questions | Respond appropriately to others' ideas |

## Expressing Opinions and Preferences

| Nursery | Reception | Year 1 | Year 2 |
|---|---|---|---|
| Express likes using simple language | State preferences (e.g. favourite book) | Say which books or characters they like | Explain and justify preferences clearly |
| Choose books to explore | Choose books independently | Take part in book voting | Persuade others during book voting |

## Explaining Ideas and Reasoning

| Nursery | Reception | Year 1 | Year 2 |
|---|---|---|---|
| Answer simple questions about stories | Retell simple events | Explain ideas in short sentences | Explain ideas using evidence from texts |
| Talk about pictures in books | Talk about story events | Begin to give reasons | Justify answers and opinions |

## Confidence and Presentation

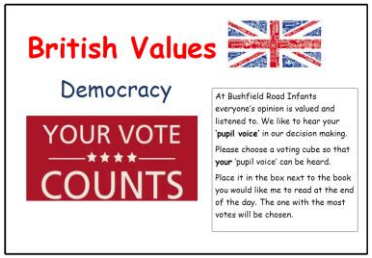
| Nursery | Reception | Year 1 | Year 2 |
|---|---|---|---|
| Speak to familiar adults | Speak to the class in small groups | Speak audibly to a group | Present ideas clearly to the class |
| Join in with songs and rhymes | Perform rhymes and repeated text | Read aloud short texts | Read aloud longer texts and chapter extracts |

## How Oracy is taught at Bushfield

Oracy is taught explicitly and consistently through daily story time, structured book talk, book voting and discussion, sentence stems, and partnered and small-group talk. Adults model high-quality spoken language, respectful listening and reasoning so children learn what effective talk looks like.

## Curriculum Summary

Through systematic development of oracy skills from Nursery to Year 2, children at Bushfield Road Infants School gain the confidence, vocabulary and discussion skills needed to understand texts, express ideas and participate fully as readers.




# Book Voting and Protected Daily Reading Time

### Reading at Bushfield Road Infants School

At Bushfield Road Infants School, daily reading is a protected priority. Time to read and be read to is deliberately planned and safeguarded across the school day so that all children experience high-quality reading opportunities every day, without interruption. This reflects our belief that reading is the gateway to learning and is central to children's success, wellbeing and enjoyment of school.

### Book Voting

Book voting is used daily in every class as a structured and purposeful approach to promote reading for pleasure, oracy and pupil voice. Children take turns to choose books for voting, ensuring that all pupils develop ownership, independence and responsibility as readers.

Each day, two children are selected to choose a book from a range of carefully curated high-quality texts. These children present their chosen books to the class and are encouraged to persuade others why their book should be read. Teachers model and support this process using sentence stems so children learn how to explain preferences, justify opinions and listen respectfully to others.

The class then votes democratically for the book they would like to hear read aloud. Books that are not chosen are revisited at a later time, ensuring that all texts are valued and no book is rejected. This process explicitly teaches pupils about democracy, respectful discussion and confident spoken communication, while developing enthusiasm for books.

As children progress through the school, the book voting process develops in line with their reading maturity. In Year 2, books selected for voting increasingly include longer texts and chapter books, supporting children to sustain attention, follow extended narratives and prepare for whole-class reading approaches and the expectations of a separate junior school.

**Protected Daily Reading Time**

Reading aloud takes place every day in every class and is treated as non-negotiable protected time. This time is not replaced by other activities and is not used for behaviour management or task completion. During these sessions, adults read with expression, clarity and enjoyment, modelling fluent, confident reading and exposing children to ambitious language beyond what they can read independently.

Protected daily reading time strengthens vocabulary and language comprehension, builds imagination, curiosity and empathy, creates shared reading experiences across the class, and supports the development of positive reading identities. Children are given regular opportunities to talk about books, make connections and revisit favourite stories, ensuring reading for pleasure is not left to chance but is a central and meaningful part of school life.

## Creating a Reading for Pleasure Culture

**Bushfield Road Infants School**

At Bushfield Road Infants School, reading for pleasure is deliberately cultivated so that all children develop positive reading identities and experience reading as enjoyable, meaningful and valued. Reading for pleasure is embedded through high-quality environments, carefully chosen texts, protected time, consistent adult modelling, and opportunities for talk, play and exploration around books. This ensures reading is a daily lived experience for all children.

**Inviting and Purposeful Reading Environments**

Every classroom at Bushfield has an inviting, cosy book corner designed to encourage children to choose books independently and spend time reading. These areas are calm, comfortable and visually appealing, sending a clear message that reading is important and enjoyable.

Books in classroom reading areas are carefully curated and include high-quality fiction, non-fiction and poetry; quality texts from previous year groups; books children have repeatedly chosen and enjoyed through book voting; and familiar favourites that children return to regularly.

**Quality Text Curation**

Books selected for reading for pleasure are chosen deliberately to offer rich language, engaging content and a wide range of genres. Texts reflect diversity, represent different lived experiences and encourage curiosity about the world.

Children are encouraged to re-read texts they enjoy, recognising that re-reading supports fluency, confidence and enjoyment. Reading for pleasure choices are not restricted to current class texts, promoting freedom and independence as readers.

**Reading Library and Shared Reading Spaces**

Bushfield has a well-stocked reading library with forward-facing book displays to invite exploration and browsing. Displays are supported with simple prompts and accompanying vocabulary to encourage book play, drama and discussion.

These shared spaces promote oracy and reflect the emphasis on talk around texts, supporting children to recommend books and express their preferences.

**Reading Throughout the School**

Reading for pleasure extends beyond the classroom and is visible across the school environment. Reading nooks are positioned around the building, books are linked to classroom enhancements, and outdoor reading materials are accessible in both EYFS areas.

A portable reading library is available during playtimes and lunchtimes within a protected quiet zone. This ensures children can choose to read during unstructured times, reinforcing reading as a valued and enjoyable activity.

**Reading Through Play, Talk and Exploration**

Reading for pleasure is closely linked with imaginative play, drama, storytelling and discussion. Children are encouraged to talk about books they enjoy, retell stories through play, and use texts as inspiration for their own creative experiences. We have stages and dressing up areas in our EYFS classes and outdoor areas to encourage bringing books to life.

**Impact**

Through protected time, rich environments and consistent practice, Bushfield ensures reading for pleasure is inclusive and accessible to all pupils. Children develop motivation, confidence, early fluency and vocabulary, and form positive, lasting relationships with books.

| Add photos |
| --- |

# Assessment in Reading

Formative and Summative assessment in reading at Bushfield Road Infants School is purposeful, regular and responsive. It is used to ensure teaching is precisely matched to need, progress is secure over time, and no child falls behind unnoticed. We strive for every child, regardless of starting points, to become fluent readers with strong comprehension skills and to develop a love of both reading and being read to.

**Phonics Assessment (Little Wandle)**

All children are assessed in phonics every six weeks in line with Little Wandle guidance. Children working below age-related expectations are assessed more frequently, every two weeks, to ensure progress is rapid and teaching remains closely matched. Assessment outcomes are used to regroup pupils where appropriate, adjust teaching focus and ensure children are reading books that are precisely pitched to their phonics knowledge.

**Same-Day and Short-Term Intervention**

To ensure children keep up, not catch up, Bushfield has immediate intervention systems in place. Daily blending blast sessions and targeted blending groups for each phonics phase address gaps as soon as they are identified.

Interventions are short, focused and informed directly by assessment, preventing misconceptions from becoming embedded.

**Deployment of Staff**

Trained Teaching Assistants deliver phonics interventions and reading practice. All intervention work follows planning and grouping decisions made by the Reading Lead, ensuring consistency and accountability.

**Assessment Through Reading Practice**

During Little Wandle reading practice sessions, trained staff assess children informally during the three weekly practice reads, focusing on decoding accuracy, fluency and comprehension (once decoding is secure).

Class teachers listen regularly to children working below age-related expectations to ensure close monitoring and a rapid response to need.

**Termly Reading Assessment**

In Key Stage 1, termly Testbase reading assessments are used to assess word reading and comprehension. Both the Reading Lead and Assessment Lead oversee these assessments and jointly analyse outcomes.

Individual pupil gaps and class-wide trends are identified and addressed through adapted teaching and targeted support.

**Tracking and Monitoring**

The Reading Lead maintains a clear overview of attainment and progress across the school. Pupils working below age-related expectations and vulnerable groups, including SEND and EAL learners, are closely tracked and supported.

**Using Assessment to Improve Teaching**

Assessment information is used to identify individual and class gaps, inform planning, shape intervention and ensure curriculum coverage remains secure. Assessment directly supports teaching rather than sitting separately from it.