

| Name | Reading behaviours | Next Steps |
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| (R4) | A applies himself well and has made good progress. His reading has become more fluent. | Ensure he understands the vocabulary and cultural references in books. Encourage practice at home. |
| (R5) | A has developed into a lovely, lively reader who sounds out and blends well. | Continue to build fluency as she is over-reliant on sounding out. |
| S (Y6) | S works hard and is very determined. Great progress. | Discourage guessing, chunk words and teach common affixes. |
| Z (R4) | Z used to look at me for approval after every word! Grown in confidence and fluency. Very pleased with progress! | Continue to scaffold to ensure reading success and build fluency. |
| A (P1) | Ayaan knows a lot of his sounds and is starting to use them. Has difficulty with focus. | Short bursts so that Ayaan has lots of practice sequencing. He benefits from peer work. |
| H (R3) | H has made great progress, however, was off all last week. Her biggest issue is guessing. She has some difficulty remembering HFW/TW. Gets b/d confused. | Encourage H to <i>always</i> notice the sounds. This can be difficult as many of your books are 'look and say' and the child often has to use the picture for inference. Potential literacy difficulties. |
| H (R5) | H has made good progress. His diction is not always clear and struggles with /th/, /st/, /ch/, /sh/ sounds. Has 2 front teeth missing! Sp and Lang referral if this is impacting on his written communication too. | Over-exaggerate articulation. More practice and support to be encouraged at home. |
| N (P1) | Nico has made fabulous progress. This week, he got his reading book, sat independently, pointed to each word with 1-1 correspondence and 'read' it. *works hard, gets frustrated. | Continue to build image of himself as a reader, make reading possible through scaffolding and writing activities where appropriate. Visual cues for HFW/TW where possible. Potential Literacy Difficulties. |

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| J (R5) | Good progress, struggles with reading and commonly misreads HFW/TW eg there – couldn't remember, even though it was on every page. b/d and j/l confusion. | Keep an eye on J for potential literacy difficulties . She seems well supported at home. |
| I | I is building confidence and fluency. Tends to do better with 'look, say' books and can struggle with phonically decodable books. | Continue to scaffold to ensure success. |
| F (Y7) | A natural. Build inference and comprehension. | Teach F to slow down and work through unknown words systematically by chunking and noticing common affixes. |
| A (R5) | Great progress, very keen. Sometimes struggles to retrieve HFW/TW | Continue to ensure she focuses on the sounds in the word, not the picture. Encourage family to practice at home. |
| R (Y7) | R has built good fluency. Finds reading physically effortful and squirms on the seat! Applies herself well, is bold. | Scaffold R to ensure she progresses smoothly through the bands. |
| N (R5) | N is a natural, but his concentration can be fleeting. | Encourage Noel to focus. A timer can be good for this. |
| T (Y7) | Great, a natural. | Encourage T to attend to all sounds in the word and work through them systematically. |
| Y (P2) | Great progress in attitude, Y believes in himself now. Knows sounds but has challenges holding sounds in working memory and sequencing them. *works hard, gets frustrated. | Continue to draw Y's attention to where the sounds originate – the vowel occurs in the middle. Toe by Toe might help with blending. |
| C (R5) | C is doing well, still very much in a fantasy phase and her attention/focus is fleeting. | Choose funny books, make silly voices, engage C's attention. |
| L (Y7) | Natural. Work on inference and comprehension. | Work through unknown words systematically by |

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| | | chunking and noticing common affixes. |
| I (P2) | Great progress. Very determined. Blending is still a challenge (sequencing/co-ordinating), however, she has made great strides. Some vowel confusion eg e/i Works hard. | Work on vowel confusions and using actions to support decoding and sequencing sounds. Potential literacy difficulties. Toe by Toe might help with blending. |
| A (Y7) | Great progress. | Scaffold to ensure he stays confident and fluent on his new reading level and beyond: <i>enjoying</i> reading. He is reading to the baby at home which is great :) |
| R | Good progress. A nervous reader (giggles when reading) he has grown in confidence. b/d and j/l confusion. | Continue to build confidence and fluency. Encourage R to practise at home. |
| J (Y7) | Great. | J gets tired with these longer books. Ensure reading doesn't become a drag and scaffold when needed. Good support at home. |
| E (Y6) | Great, grown in confidence. E is quite shy, his reading, whilst improved, is a little robotic. b/d and j/l sometimes confused. | Build expression and fluency. Reads daily at home. Monitor for literacy difficulties. |
| S (Y6) | Great progress, S always gets the job done. She delights in noticing the exclamation marks! | Sometimes, will still have a sneaky guess – discourage this. Build expression. |
| R (R4) | Blossoming, has some challenges in remembering HFW/TW, gets b/d confused. Bright and ambitious. Lively reader. | Notice and praise improvements. |
| Z (Y7) | Natural. | Slow down and work through unknown words systematically by chunking and noticing common affixes. |

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| A (R3) | Great progress. Sounds out and blends, takes interest in the story. Struggles to remember 'look and say' words eg wheels. | Encourage practise at home. Scaffold as he progresses through the bands. |
| S (R5) | Fabulous, lively reader. | Support S with new phonic patterns when she moves up so that fluency isn't compromised. |
| R (P2) | R is a pleasure! Very engaged in the story, asks questions, notices how people are feeling. | Needs more practice sounding out and blending – he knows these books, and most are 'look, say'. |
| P (R4) | Fabulous progress, grown in confidence as a reader. Has some difficulties remembering HFW/TW and b/d. Likes visual cues. | Continue to scaffold with visual cues and with new phonic patterns as she progresses. Potential literacy difficulties. Works hard and likes to please. P is 'fronting' sounds so that /k/ and /g/ are produced as /t/. Would benefit from Sp and Lang referral. |
| T | Great progress. T struggled initially with the move up. He's managed to maintain confidence but will often choose books he already knows. Good to see he is still making steady progress. | Ensure that T has been scaffolded to read <i>before</i> reading the book at home. Home is very supportive. They read daily. Potential literacy difficulties. |