# Reading

## Learning and Progression Steps
### Planning for Progression

SAMPLE

Lancashire County Council
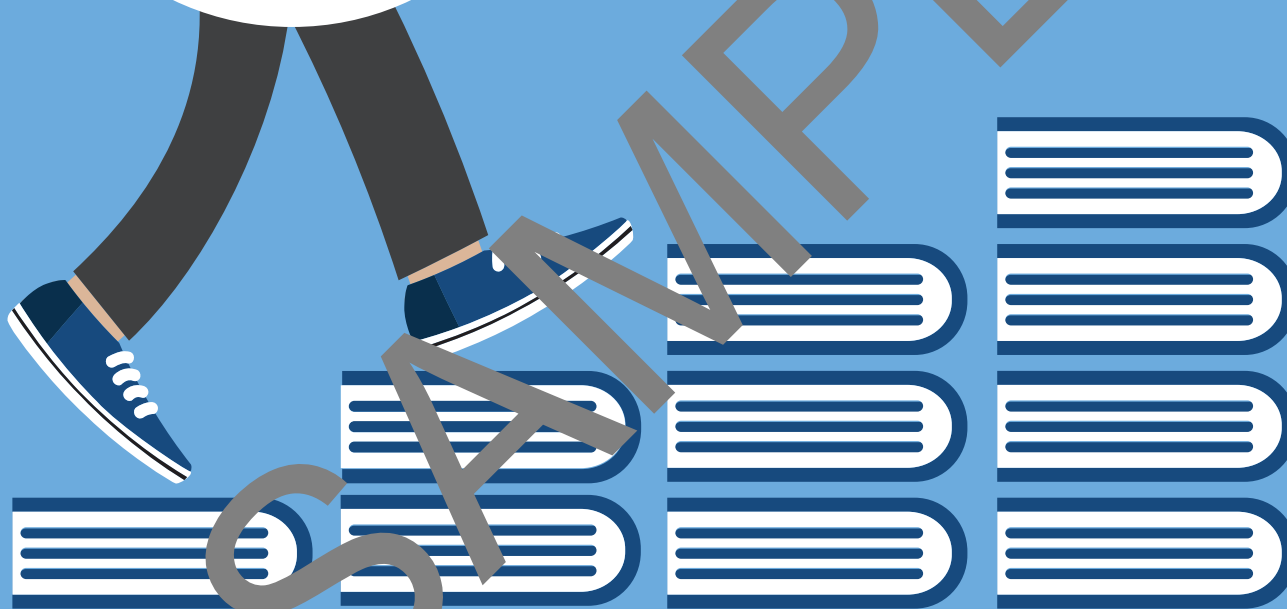
# Learning and Progression Steps (LAPS) in Reading
# Planning for Progression

## What are Learning and Progression Steps (LAPS)?
The Learning and Progression Steps are designed to scaffold the learning required in order to meet the expectations of the National Curriculum. Statements in the Lancashire Key Learning for Reading document have been broken down into smaller steps to support teachers in planning appropriate learning opportunities. These key pieces of learning will support pupils in becoming effective and reflective independent readers.

## Where have they come from?
The Learning and Progression Steps (LAPS) have been derived from the *Lancashire Key Learning in Reading* statements, identified primarily from the National Curriculum 2014 programmes of study.

## How are they different from the *Key Learning* Statements?
The Learning and Progression Steps (LAPS) are smaller, progressive steps which support learning towards the *Key Learning in Reading* expectations. LAPS are numerically ordered from LAP 1 to LAP 3, to reflect the gradual development of the skill/s involved.

## How are they different from the Key Learning Indicators of Performance (KLIPs)?
The Key Learning Indicators of Performance (KLIPs) document is an assessment tool. The Learning and Progression Steps (LAPS) document is a planning tool and is not intended to be used for summative assessment purposes.

## Does LAP 1 mean a child is 'entering', LAP 2 'developing' and LAP 3 'secure'?
No. The terms 'entering', 'developing' and 'secure' are used in Lancashire's assessment approach, KLIPs, as summative judgements in relation to age related expectations. Definitions for these terms can be found in the introduction to the KLIPs document.

## How might *Learning and Progression Steps (LAPS) in Reading* be useful?
*Learning and Progression Steps* (LAPS) may be used in a number of ways.

For whole class teaching, LAPS may be used to support differentiation. When planning Guided Reading, it may be appropriate to use LAPS statements to inform learning objectives for a session or number of sessions. In order to ensure that gaps in learning are addressed, teachers may find it helpful to use different LAPS grids for different groups.

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LAPS should be selected according to the learning needs of the individual or group. Some children may need to progress through LAPS 1, 2 and 3 in order to meet an age related expectation, whereas others may have a different starting point, perhaps beginning at LAP 3, thus meeting the age related expectation sooner. Emphasis however, should always be on developing breadth and depth of learning to ensure skills, knowledge and understanding are sufficiently embedded before moving on.

## Are LAPS suitable to use as pupil targets for reading?
The Lancashire Primary English Team has produced an accompanying document which contains pupil targets written in child-friendly language. These targets relate directly to the Learning and Progression Steps (LAPS).

The following Lancashire reading documents can be downloaded from **www.lancsngfl.ac.uk**
- Key Learning in Reading.
- Learning and Progression Steps (LAPS) in Reading: Group Reading Grids.
- Learning and Progression Steps (LAPS) in Reading: Children's Targets for Reading.
- Key Learning Indicators of Performance in Reading (KLIPs).

# Learning and Progression Steps in Reading
# Planning for Progression: Year 2

| Understanding books which they can read themselves and those which are read to them Contd. | • Pose and orally rehearse questions prior to reading non-fiction texts. | • Pose, orally rehearse and write questions prior to reading nonfiction. | • Activate prior knowledge, raise questions, and find and note answers *e.g. What do we know? What do we want to know? What have we learned?* | • Activate prior knowledge and raise questions *e.g. What do we know? What do we want to know? What have we learned?* |
|---|---|---|---|---|
| | • Recognise when a text does not make sense while reading. | • Recognise when a text does not make sense while reading and, with prompting, can correct. | • Check that texts make sense while reading and self-correct. | • Check that texts make sense while reading and self-correct. |
| | • Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why, how questions. | • Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, who, what, where, when, why, how questions. | • Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, who, what, where, when, why, how questions. | • Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. |
| | • Discuss their understanding of a text and give opinions *e.g. I wouldn't like to live next door to those noisy pirates!* | • Explain and discuss their understanding of a text, giving opinions *e.g. I think Dougal should stay in Atlantis because he will not have to do his boring job anymore.* | • Explain and discuss their understanding, giving opinions and supporting with reasons *e.g. Hansel was clever when he put stones in his pocket because...* | • Explain and discuss their understanding, giving opinions and supporting with reasons *e.g. Hansel was clever when he put stones in his pocket because...* |
| | • Develop and demonstrate their understanding of characters through role play and drama, *e.g. hot seating, magic mirror, magic microphone.* | • Develop and demonstrate their understanding of characters and events through role play and drama, *e.g. improvisation, freeze frame and thought tracking.* | • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. | • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. |
| | • Draw inferences about characters from the text *e.g. what is the character thinking, saying and feeling?* | • Draw inferences about characters and events from the text *e.g. why do you think that happened? How do you think the problem will be resolved?* | • Draw inferences about characters and events referring to specific evidence from the text *e.g. what do you think the character is feeling when..? What makes you think this?* | • Make inferences about characters and events using evidence from the text *e.g. what is the character thinking, saying and feeling?* |
| | • Make predictions based on what has been read so far and give reasons. | • Make predictions based on what has been read so far and give reasons. | • Make predictions based on what has been read so far and give reasons. | • Make predictions based on what has been read so far. |
| | • Identify how specific information is organised within a non-fiction text e.g. *sub-headings, contents, bullet points, glossary, diagrams.* | • Locate information from a non-fiction text using the contents page, index, labelled diagrams and charts. | • Locate specific information in order to answer questions from a selection of non-fiction texts. Find information using the contents page, index, labelled diagrams/charts. | • Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. |

# Learning and Progression Steps in Reading
## Planning for Progression: Year 3

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| **Non-fiction information retrieval Contd.** | • Locate features of information texts in print and on screen, e.g. *contents, index, page numbers, hyperlinks and icons.* | • Locate features of information texts in print and on screen, e.g. *contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.* | • Navigate texts in print and on screen using contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus. | • Navigate texts in print and on screen. |
| | • Record information from non-fiction texts. Complete charts using key words, phrases or sentences. | • Record information from non-fiction texts by making simple notes e.g. *key words and phrases, page references and headings, and use these in subsequent writing.* | • Record information from a range of non-fiction texts. Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. *flow chart, 'for' and 'against' columns.* | • Record information from a range of non-fiction texts. |
| **Participating in Discussion** | • Participate in discussion about what is read to them and books they have read independently, e.g. *answering questions, and making relevant comments.* | • Participate in discussion about what is read to them and books they have read independently, e.g. *generating, asking and answering questions, making comments using tentative language.* | • *Participate in discussion about what is read to them and books they have read independently, e.g. expressing preferences, providing opinions, generating, asking and answering questions, and making relevant comments.* | • Participate in discussion about what is read to them and books they have read independently. |
| | • Discuss and follow simple rules for discussion. | • Consider and choose from a selection of rules for effective discussion provided by the teacher. | • Develop and agree on rules for effective discussion, taking turns and listening to what others say. | • Develop and agree on rules for effective discussion. Take turns and listen to what others say. |
| | • Make contributions in group situations e.g. *pairs and guided groups.* | • Make and respond to contributions in group situations e.g. *pairs and guided groups.* | • Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.* | • Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.* |

## Year 3 Word List for Reading and Spelling

| | | | | | |
|---|---|---|---|---|---|
| accident(ally) | century | February | length | popular | strange |
| actual(ly) | circle | forward(s) | library | potatoes | thought |
| address | decide | fruit | minute | promise | through |
| answer | describe | heard | naughty | purpose | weight |
| arrive | early | heart | notice | quarter | woman/women |
| believe | earth | height | occasion(ally) | question | |
| bicycle | eight /eighth | history | often | reign | |
| centre | enough | learn | perhaps | sentence | |

Year 3

## For further information, please contact:

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