

Reading

Learning and Progression Steps Planning for Progression





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).