



Intent

St. Bartholomew's C.E Primary School's intent is that every child will learn to read, regardless of background, needs or abilities. We want our children to be fluent, confident readers. They will be exposed to a wealth of stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and develop a genuine love of reading.

We work to inspire them to become passionate life-long readers who enjoy books and have a desire to read for pleasure. In order for the children to have the will to read, and be able to read to learn, they need to have secure skills in reading so that they can read with fluency and comprehension.

Reading is such an important life skill that it is imperative we enable them to become independent readers who can easily process information, fully engage in all learning and be well prepared for their next stage of their education.

By the end of KS1, children will be fluent at decoding to read an age-appropriate pace and have acquired the appropriate comprehension skills.

By the end of KS2, we aim for children to be able to:

- read with confidence, prosody, comprehension and fluency;
- have an interest in a wide range of reading materials and a love of reading for pleasure;
- read confidently to acquire information;
- meet age related expectations for reading, with the aspiration to exceed them.

Implementation

Prioritising reading:

- Reading is a high priority at St Bartholomew's C. E Primary School.
- Leaders and Governors recognise that reading is a key skill that gives our pupils access to the wider curriculum and to life-long learning.
- Pupils develop and apply their reading skills across a broad range of subject areas.
- We ensure that maintaining and updating our phonic and reading resources are priority when allocating our curriculum budget.
- A rigorous systematic, synthetic phonics programme is delivered daily across the EYFS and KS1, and for children who require phonics in KS2.
- Pupils in Year Two and KS2 are assessed for phonics and delivered the rapid catch-up program if needed.
- Teachers deliver phonics in an engaging and motivating way that captures pupils' interest and attention.
- The teaching of reading continues to be prioritised when the children have developed the appropriate fluency to move from the phonics scheme.
- The key reading skills of vocabulary, inference, predicting, explaining, retrieval and sequencing/summarising are modelled and taught.



Phonics and Early Reading

Programme and Process:

- Pupils follow Little Wandle phonics programme that introduces them to new letters and sounds step by step. This ensures that they accumulate sufficient knowledge and skills to be able to read with decoding skills, prosody and good comprehension.



- Engaging phonic books are matched to pupils' increasing knowledge of phonics and 'tricky' words.
- The school's approach to early reading and phonics is designed to ensure that children experience a good degree of success in their reading from the very start. Little Wandle assessments match children to books based on reading ability. All are fully decodable.
- Pupils' progress is regularly monitored daily through teacher assessments, 6 weekly half-termly data reviews and through the use of formal testing e.g. phonics screening.
- Regular interventions 'keep up' sessions for children struggling to keep up with the pace of the program.
- Phonics is the foremost strategy for decoding in early reading.
- Little Wandle is taught across the school to ensure a consistent approach and we have fidelity to the scheme.

Books match sounds:

- The children are assessed every 6 weeks to track progress and ensure the children's reading books accurately match their phonetic knowledge and they have the necessary skills to decode the book.
- The children are asked to read their home readers three times in order to develop their fluency. Additionally, the children will build up the confidence and familiarity of the text to be able to discuss characters and events.
- EYFS, KS1 and Rapid catch up KS2 children attend group reading sessions. EYFS and KS1 3 times a week. The first session is decoding, the second is prosody and the third is comprehension.
- Our home readers are phonetically decodable books from the Little Wandle Scheme and therefore match our teaching sequence.
- Once pupils are assessed as reaching the appropriate fluency to move away from the phonics scheme, the children move on to the school's reading scheme,
- Oral blending books with the added benefit of sound buttons are used to help support the children that are finding blending a struggle. Stretch and challenge books are available for the children that require them.
- For the children in KS2 who continue to need phonic support we have books which are written more with older children in mind, but still match our phonics scheme.



Phonics from the start:

- We teach early reading through the validated systematic, synthetic phonics programme 'Little Wandle Letters and Sounds Revised' through the daily phonics lessons.
- Right from the start of Reception, children will have a daily phonics lesson which follows the progression for Little Wandle Letters and Sounds and this continues in KS1 to ensure children become fluent readers.
- Phonics is built into our curriculum and opportunities are provided throughout the school day for the children to practice and embed their phonetic knowledge.
- In Nursery, we build from 10-minute lessons, with daily rhyme and symbol/sound matching games. Nursery phonics is based on 'Little Wandle' foundations.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress. Four new phonemes and their corresponding graphemes are taught (GPCs) each week and they are then used in the final lesson of the week to review the week's learning. Children will also learn tricky words during these sessions.
- Half termly assessments take place through Reception and KS1 to help inform future teaching and help identify children who have gaps in their phonic knowledge and need additional practice. Daily assessment of learning also takes place within the classroom so staff can quickly identify any children who are in danger of falling behind and provide the appropriate daily 'Keep Up' intervention.

Making accelerated Progress:

- Daily, ongoing teacher assessments quickly identify pupils who start to fall behind the pace of the school's phonics programme.
- Teachers and support staff are skilled in delivering effective support for the weakest readers using a range of proven strategies such as small group and one to one support. Staff receive regular training and support.
- Pupils who need further opportunity to practice reading because they do not read at home, are given priority to read to an adult in school.
- Leaders ensure that the progress of the weakest readers is carefully monitored.
- Staff attend regular meetings with leaders to discuss and review the progress made by the weakest readers.

Where progress becomes a concern, parents are invited to a meeting with the teacher and advice is given as to how they can further support their child at home

Early reading experts:

- All teaching and support staff are trained in Little Wandle.
- Staff receive regular coaching and training.
- The school uses external specialist support to further develop and refine the provision for early reading and phonics.



- Leaders routinely monitor guided reading and phonics sessions and talk to pupils to ensure agreed approaches and consistency are applied across the school

Assessment:

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used: - daily within class to identify children needing Keep-up support - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

- Summative assessment is used: - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep up support that they need.

- by SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

- The Little Wandle Letters and Sounds Revised placement assessment is used: with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment - Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up - Children in Year 2 to 6 are all assessed through: - their teacher's ongoing formative assessment of the Little Wandle Letters and Sounds assessment.

Love of reading:

- Staff read to their pupils on a daily basis exposing them to a rich literary diet, covering a range of authors, genres and periods.
- Class reading areas are stocked with high quality books for the pupils to access and enjoy.
- Every opportunity is taken to encourage pupils to reflect on and talk about their favourite authors and the books they have written.
- Early reading is encouraged by providing pupils with pre-phonics framework books.
- Pre-phonics is introduced in Nursery through the use of rhyme and sound/symbol matching games using the foundations of Little Wandle.
- The school library is regularly restocked. Pupils have free access to the school library.
- There is a good range of non-fiction books available to support the units of study pupils cover across the wider curriculum.
- We hold events like 'World Book Day' to promote a love of text and pleasure for reading.

Phonics and Early Reading at St Bartholomew's CE (VC) Primary School

'Nurture, Grow, Flourish'



- The school actively supports parents and carers with promoting reading at home by providing regular parent / teacher meetings, reading information workshops and information on the website and Seesaw.
- EYFS, KS1 and KS2 rapid catch up have group reading sessions 3 times a week. Children who are not on the program read independently or 1:1.

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." - Dr. Seuss