



## **The teaching and learning of phonics and reading at St Winefride's Catholic Primary School**

### **Intent**

At St Winefride's Catholic Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through ***Little Wandle Letters and Sounds Revised***, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle systematic phonics programme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read, spell and write, as they move through school.

As a result, all our children can tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

We are passionate about reading and encouraging our children to have a real love for reading. Reading for pleasure sessions is timetabled in all classes. Reading clubs are offered to children as an extra curricular activity also.

### **Comprehension**

At St Winefride's Catholic Primary school, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have an English team in school; including a phonics team consisting of a phonics lead; highly trained teaching staff and teaching assistants who drive the early reading programme in our school. Staff are highly skilled at teaching phonics and reading; committed to phonic development and growth of each child in our school. They form part of a reading team, and they closely monitor all pupils' attainment and progress. Everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme at St Winefride's Catholic Primary School.

### **Implementation**

#### **Daily phonics lessons in Reception and Year 1**

- We teach phonics for 30 minutes a day. In Reception, we build from 15-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.



- We follow the Little Wandle Progression  
[https://www.lettersandsounds.org.uk/uploads/images/Programme-Overview\\_Reception-and-Year-1.pdf](https://www.lettersandsounds.org.uk/uploads/images/Programme-Overview_Reception-and-Year-1.pdf)
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Year 2 start the year with the Phase 5-year 2 review. Then children move on to pathways to spell programme. Children, who are not fully green on the Little Wandle tracker, will receive keep up sessions.

### **Daily Keep-up lessons ensure every child learns to read.**

- Any child who needs additional practice has daily Keep-up support; taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources, and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable phonics interventions for identified children across the school who are not fully confident with phonics; fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. Since the implementation of Little Wandle, teaching and learning, whole class and smaller groups is implemented in a highly structured manner with the intention to reduce any gaps in learning prior to children reaching KS2. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- Through Pupil Progress meetings, children who need further phonic support are identified and provision is time-tabled, so the children receive the support needed.

If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan focused phonic sessions to address specific reading/writing gaps. These short, sharp lessons last 15 - 20 minutes and take place at least three times a week.

### **Teaching reading: Reading practice sessions three times a week**

- We teach children to read through reading practice sessions three times a week.
- These are taught by are reading team - a fully trained adult to small groups of approximately six children.
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression.
  - comprehension: teaching children to understand the text.



- In Reception, these sessions start in Week 4 or when they are able to blend. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books. Children in KS2 also are taught using the programme Pathways to Read (see below).

### Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
  - Reading for pleasure books also go home for parents to share and read to children.
  - We use the **Little Wandle Letters and Sounds Revised parents' resources** to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.
  - We hold phonic sessions for parents so that they can engage with how their child is taught and we provide opportunity for them to make resources in school to support their children in the home.

### Additional reading support for vulnerable children

Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read to an adult daily.

### Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines, and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week, and term for the duration of the programme.
- Lesson templates, Prompt cards and how to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.
- Pupil progress meetings allow staff and SLT to look closely at the attainment and progress of learners in phonics and plan for further support to ensure progression for all learners.

### Pathways to Read:

**Reception, Year 1 to Year 2** use the Little Wandle 'teach to read' programme concentrate on the Little Wandle Fluency reading programme and progress to Pathways to read. Year 2

**From years 3 – 6**, we follow a Mastery approach to English through the programme *Pathways to Read*. Units of work are delivered using high quality texts and children in all



year groups are given varied opportunities for reading. Skills are built up through repetition within the units, and children apply these skills in the reading activities provided.

We deliver one whole class shared reading lesson per week from years 2-6 with bespoke grouped reading for every pupil at least once a week as well as individual reading. For pupils still needing support with phonics from years 2-6, we provide an individual reading programme that has phonically decodable texts at the heart of it. In our shared and grouped reads, there is a clear teaching focus with the opportunity to master key reading skills in each session. There are follow on reading tasks to enable pupils to evidence the skills they have mastered independently.

Many opportunities for widening children's vocabulary are given through the *Pathways to Read* approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

You will find the end of year expectations for reading for each of our year groups in the attached documents on our website. For further detail on the skills that your children are learning on a termly basis, please see your child's curriculum overview. These are shared with you at the beginning of each term and are available on our website on each class page as well as our curriculum area too.

**We also use *Pathways to Write* to drive our writing curriculum. This aligns with *Pathways to Read* ensuring meaningful links for our pupils with texts and topics that are used across Literacy, Humanities and Science.**

#### **Ensuring reading for pleasure**

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

*'The will influences the skill and vice versa.'* (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at St Winefride's Catholic Primary School and our local community as well as books that open windows into other worlds and cultures.
- In all year groups across the school, children have access to a reading area every day in their free flow time and the books are continually refreshed.
- Children are encouraged to read for pleasure in all curriculum areas and they understand the importance of reading to growth in knowledge and understanding.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- In school, we are fortunate to have a team of volunteers who come into school to read with children. These children are closely monitored and through pupil progress meetings, class teachers and SLT decide who needs the 1:1 support from volunteers.
- As the children progress through the school, they are encouraged to write their own.



## Impact

### Assessment

Assessment 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 Revised Assessment Tracker** is used:
  - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.
  - It is used to track the attainment and progress of all children in Reception and year 1 and children receiving phonic support throughout the school.

### Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.
- Children in Years 2 sit equivalent to the Statutory assessments that are no longer statutory.
- Year 6 sit the Statutory Assessment Reading Tests.

### Ongoing assessment

- Children in Year 2 to 6 are assessed through:
  - their teacher's ongoing formative assessment.
  - the *Little Wandle Letters and Sounds* placement assessment.
  - Daily assessment through the Pathways to Read Programme and the use of Pathways to Read assessment grids.
  - VIPER comprehension tasks.
  - Comprehension tasks – follow up task.
  - the appropriate termly assessments NFER reading papers; SATs papers and use of the Literacy Company Reading Assessment Grids.

Inspiring 'Respect, Excellence, Happiness, Resilience, Compassion and Faith' in a happy and safe learning environment.

