

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



Intent

St Bartholomew'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, and 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.

Implement

Prioritising reading:

- Reading is a high priority at St Bartholomew's
- 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.
- A significant proportion of the curriculum budget is spent on decodable books from the SSP.
- 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.

Love of reading:



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- 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.
- 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.
- World Book Day is a key event in the school calendar and used as an opportunity for pupils, staff and parents to celebrate literature and share their favourite books.
- 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.

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 eg. 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.

Books match sounds:

- Accurate half termly assessment ensures that pupils are given books that match the sounds that they have been taught and are currently learning. As a result, they have the necessary phonic knowledge to decode unfamiliar words.



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- 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. We have organised resources to enable us to deliver these sessions quickly and effectively.
- A significant investment in phonetically decodable books – Collins Big Cat. These books perfectly match the Little Wandle program.
- Once pupils are assessed as coming off the phonics programme, teachers and support staff regularly update their reading books to ensure they are still able to fluently read their home reader for practice of reading skills taught within daily lessons.
- We have also purchased; - oral blending books with the added benefit of sound buttons to help support the children that are finding blending a struggle. – Stretch and challenge books for the children that require. – 7 plus books which are written more with older children in mind.

Phonics from the start:

- We teach early reading through the validated systematic, synthetic phonics programme 'Little Wandle Letters and Sounds Revised' which was introduced in the spring term 2022 through the daily phonics lessons. Later in the summer term we introduced the group reading sessions and in the autumn term we introduced the rapid catch up program.
- 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.
- In Nursery, we build from 10-minute lessons, with daily rhyme and symbol/sound matching games.
- 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.
- Pupils who need further opportunity to practise 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.



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- 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 to ensure that standards remain high.
- The school regularly 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

Impact

By the time children leave St Bartholomew's they are competent and fluent readers, who have a strong love of reading for pleasure. At St Bartholomew's we believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond and is embedded across the entire curriculum for our children.

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.



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We are early into our Little Wandle journey but we are already starting to see progress in the assessments. Due to our school size we are unable to publish data as it makes our children identifiable.

Our systematic approach to teaching phonics at St Bartholomew's, combined with our high expectations has had a positive impact on our children.

Prosody is reading with expression. Y2

Phonics helps me to read. Y1

I enjoy phonics because it helps me to read words that I couldn't before. Y5

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