

Intent

Learning to read is the key to successfully accessing and making good progress in both the wider National Curriculum and in life beyond school and is therefore given the highest priority in our curriculum and school. Research shows that a systematic synthetic phonics (SSP) programme is the most effective teaching method for children to achieve early success in reading (and writing), giving them a sense of confidence and achievement and supporting further progress towards reading fluency. At Christ Church, our daily fast-paced phonics sessions throughout Reception and KS1 follow the Little Wandle Letters and Sounds Revised systematic synthetic phonics programme, developing children's phonics skills quickly, and including plenty of opportunities for repeated practice to embed learning quickly. Our phonics teaching starts as soon as children enter Reception and builds progressively from phase to phase with key milestones and half termly assessments. Decodable practice books, which read in school and at home, and the carefully-planned support provided for parents are both closely matched to children's phonics abilities. There are equally high expectations of reading development for all children, including those with varying levels of nursery experience, those with SEN, disadvantaged pupils, those learning English as an additional language and those who are younger in the cohort.

The intent of our phonics and early reading curriculum, including 1:1 reading time at school, is to develop all children's early reading skills quickly, supporting decoding, comprehension and prosody and ensuring that all children are fluent and confident readers as they enter the wider curriculum demands of KS2. The development of reading skill, fluency and enjoyment is supported by teaching in all other areas of the curriculum and throughout the school day.

Implementation

- Daily fast-paced phonics sessions taught by class teachers in Reception to Y2, following consistently the Little Wandle Letters and Sounds Revised plans, progression, resources and routines. The Little Wandle progression document sets out timings for each phonics phase and half termly assessments. Excellent use is made of planned and spontaneous opportunities for repeated practice of new GPCs throughout the day and week and to apply knowledge in reading and writing.
- CPD in phonics and early reading is a significant priority in terms of time and resource allocated. All staff are trained in the Little Wandle SSP, including KS2 teachers and support staff. This training has entailed in-school training and one-to-one support sessions led by the reading leader and use of the Little Wandle online training modules.
- Children's decodable practice reading books (Collins Big Cat for Little Wandle scheme) are closely matched to their phonics knowledge and the sounds they have learnt in school. These books are read in school twice each week and then also sent home for further practice. (Children are also encouraged to take home additional books from our classrooms and trolley in the playground to share at home and to further develop love of reading.)
- Reading sessions and 'keep up' involve our highest trained staff, including members of the SLT, demonstrating our commitment to reading as a priority for all.
- In-lesson and immediate formative assessment takes place in each session and allows teachers to provide immediate 'keep up' intervention and support. End of half term phonics assessments carried out by class teachers allow teachers to monitor progress and plan individual and group 'keep up' provision.
- There is a carefully-planned programme of engagement with parents to help them to support early reading at home (reading diaries, Reception induction meeting and Reception and Year 1 parent workshops, information leaflets, links to Little Wandle support materials). (In 2020 with restrictions in place, introduction to phonics was incorporated in the Reception parent induction meeting to ensure parents knew how to support at home. In 2021 the phonics workshop was opened up to parents in both Reception and Year 1 to ensure all parents were informed. In 2022, the Reception phonics parent workshop was also offered to Year 1 parents as a refresher.)



- Additional reading time with trained teaching assistants or volunteers for targeted children ensures all children are regularly reading 1:1 either at home or at school.
- Phonics support is also provided, where needed, in KS2 for those who have just joined our school or those who need additional support with decoding.

Impact

- Very high percentage of children pass phonics check by end of Year 1 (and/or recheck by end of Year 2). High attainment in Reading (at expected and GD standard) in Year 2, which is maintained and built on in KS2.
- Children enter KS2 reading fluently and able to access the wider curriculum and use reading for both learning and pleasure.
- Phonics teaching also provides children with early success in writing.

Recent standards: Year 1 statutory phonics check

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Last year's key developments and successes in 2021/22

1. In response to DfE guidance on validated SSPs, select, purchase and implement a validated SSP.

Validated SSP in place and monitoring demonstrates that it is being implemented consistently (routines, terminology, progression etc) so that all children continue to make excellent and rapid progress in phonics.

Target achieved.

Little Wandle SSP fully in place and embedded. Training completed by all staff, monitoring shows consistency across the school and fidelity to the scheme and decodable books used effectively across infant classes. Phonics progress and attainment at similarly high level as previously and teachers reports good progress in application of phonics to writing and wider reading as well.

2. Review, in light of previous restrictions, how we support new and current parents with supporting phonics and early reading at home.

All parents have access to resources and information to help them support with phonics and reading at home (in line with LW scheme), supporting pupils to make excellent and rapid progress in phonics and reading.

Target achieved.

Reception, Year 1 and Year 2 parents were well informed of change of phonics and reading scheme (parent workshop, plus additional information in Reception induction meeting, parent leaflet to introduce new scheme and sign post to LW website). Reading diary information reviewed to support parent involvement and information on school website updated. Parent support for phonics and reading at home continues at a high level and supports pupil progress.

3. Continue to review whole class, booster group and individual 'keep up' provisions to ensure all children are on track to pass phonics check, making up for any lost learning due to school closures

Phonics check results (Y2 Aut 21, Y1 Sum 22) maintained at high level and all children enter KS2 reading fluently in order to access full curriculum.

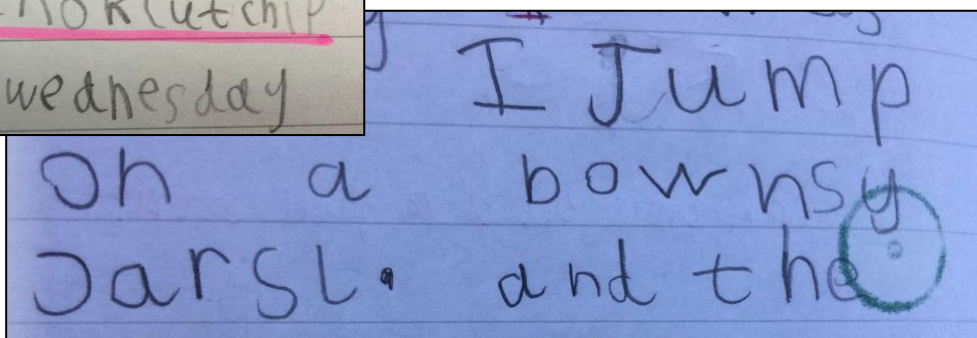
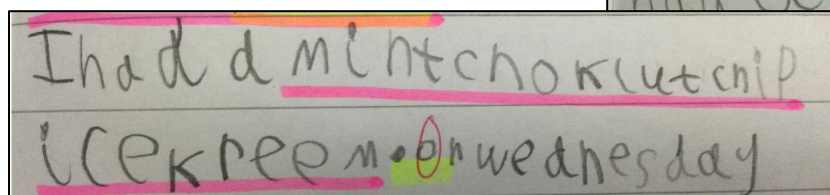
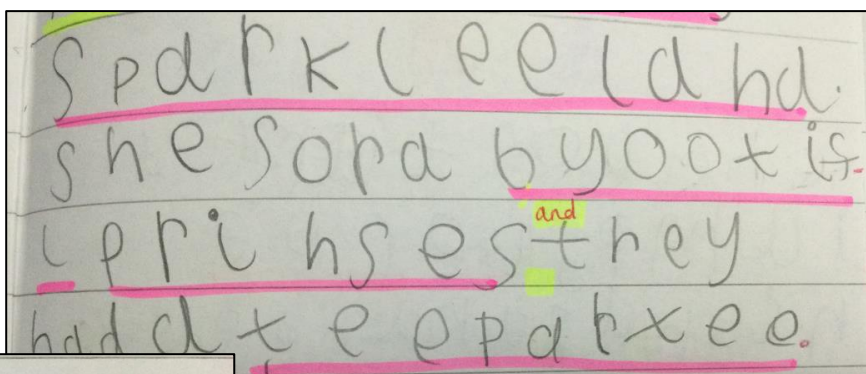
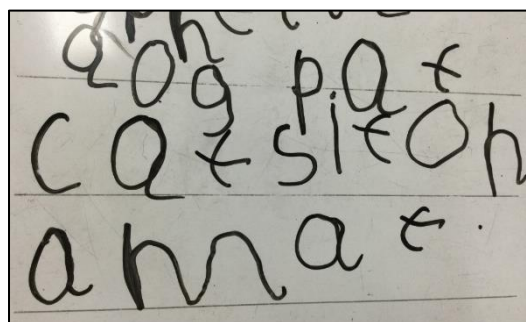
Target achieved.

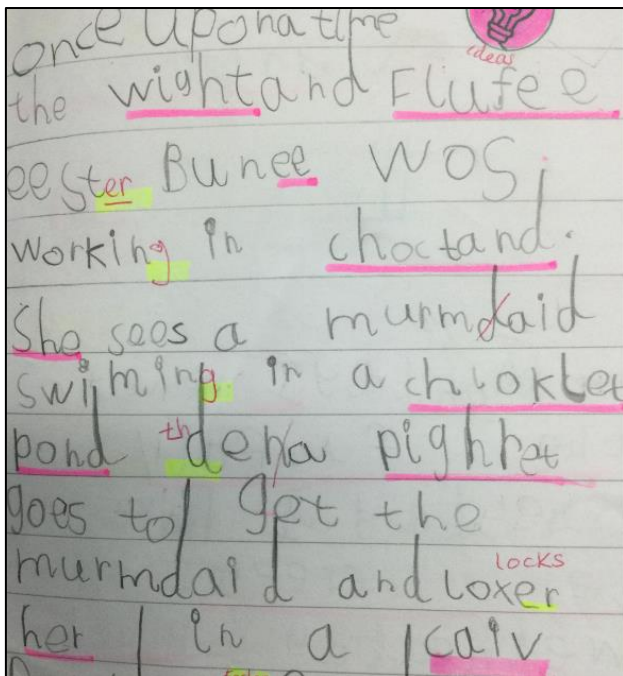
Successful adaptations were made to whole class programme of teaching (e.g. Y2 review sessions) and group and individual support so that phonics check results (Y1 and Y2) and Y2 KS1 reading results were maintained at high level and children entered KS2 with fluent reading skills (or with additional support identified and in place).

Key actions moving forward (development priorities for 2022/23):

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
<p>1. Investigate and consider new LW resources and programmes (SEN programme, rapid catch up programme) implementing them where appropriate to support pupil progress. <i>Pupil progress in phonics, in particular progress of those pupils new to the school, new to English or who have SEND, is good and enables all pupils to access the KS2 curriculum with a good level of reading fluency.</i></p>	<p>Autumn term – consideration of new LW programmes (SEN programme and rapid catch up) and, following assessment of new pupils, consider where to implement these programmes. Training and resourcing of these programmes.</p> <p>Autumn term onwards - implementation and regular assessment to track progress.</p>
<p>2. Ensure all staff, with particular focus on new staff, continue to be effectively trained in phonics and early reading in order to support pupil progress effectively. Extend this training to Year 6 pupils, who support phonics and reading in Reception, and to trainee teachers, through involvement in Teaching London Intensive Training and Practice (ITAP) week. <i>Effective staff training enables all staff members to support pupil progress in phonics and early reading, leading to positive pupil progress. New staff are confident to support phonics and reading progress and know where to ask for further support or training.</i></p>	<p>Autumn term – INSET day training for all staff (new and existing): reminder of importance of teaching phonics and learning to read, key features of effective phonics, key features of LW scheme, importance of consistency, where to find resources and further support. Review of current phonics and reading provision to ensure consistency and best practice is shared. INSET day training for all staff on linked topics of vocabulary development and language development (back and forth talk).</p> <p>Sept/Oct (and repeated through year) – training for Y6 pupils in basic phonics and pronunciation to support Reception reading each week</p> <p>Involvement in Teaching London SSP ITAP week – eight trainees in school learning about phonics and reading practice.</p> <p>New staff – training throughout the year for new staff – introduction to phonics, LW scheme and support for reading; regular check ins to identify any further training needs.</p> <p>Monitoring throughout the year and discussion with staff, including pupil progress meetings, used to identify further training needs for all staff.</p>

Work sampling – examples of phonics application to early writing





What makes our curriculum provision for Phonics and Early Reading exceptional and beyond the expected?

- ❖ High standards achieved in phonics check over a number of years, including equally-high expectations of all pupils
- ❖ Parental support for reading and phonics is an asset and supported by information and expectations shared by school
- ❖ Commitment to reading provision of senior staff, with senior staff providing regular reading support and keep up sessions

Key points for discussion with governors about this report

- Introduction of Little Wandle scheme, resources and books, and review of this throughout 21/22 – success of this in terms of consistency, transition and pupils attainment and progress and next steps to maintain this
- Training of all staff
- Parent support – how to maintain this at current high level
- How phonics and early reading works alongside the development of a love of reading in all children