

### **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 children 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 comprises in-school training and one-to-one support sessions led by the reading leader and use of the Little Wandle online training modules. Staff also lead training sessions and lesson visits for a local ITT course.
- 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 parent workshop, information leaflets, links to Little Wandle support materials). Parents new to KS1 and Year 1 parents are invited to the Reception parent phonics meeting 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. Year 6 pupils are trained in phonics and how to share a story to support weekly reading sessions with their Reception partners.

- 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**

See attainment results page of website for headline data
--

**Last year's key developments and successes in 2022/23**

1. Investigate and consider new LW resources and programmes (e.g. SEN programme, rapid catch up programme) implementing them where appropriate to support pupil progress.  
*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.*

**Target achieved.**

'Rapid catch up' resources successfully incorporated into support programmes for pupils new to the school in Y1 and Y2. New Blending practice books purchased and successfully used for pupils needing additional blending support in Reception. Additional LW reading books for older readers (7+ range) and Stretch and Challenge books with more challenging comprehension topics have also been purchased to be incorporated into reading programme for 23/24.

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, to support phonics and reading in Reception, and to trainee teachers, through involvement in Teaching London Intensive Training and Practice (ITAP) week.

*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.*

**Target achieved (and to be built on in 23/24)**

Wide range of staff training successfully implemented (INSET day refresher for all staff on LW programme and importance of vocabulary development, teaching staff and TA training sessions, introductory training for new TAs throughout the year), plus reminder briefing on our Early reading practice for Governors. Existing staff covering Summer term Reception maternity cover were quickly inducted into LW scheme and can now provide additional ongoing support for other, including new, staff members. Successful participation in ITAP week with training proved for group of trainee teachers. Successful phonics training for Year 6 pupils enabled them to support Reception partners with weekly additional reading session.

### Key actions moving forward (development priorities for 2023/24):

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
<p>1. Incorporate new 'Stretch and Challenge', 7+ and Blending Practice reading books into the current reading programme over the year where appropriate to support pupil progress.</p> <p><i>Pupil progress in phonics continues to be good and enables all pupils to access the KS2 curriculum with a good level of reading fluency, in particular for</i></p> <ul style="list-style-type: none"> <li>- those pupils continuing to need phonics practice in Y2 and Y3+ and including those new to English,</li> <li>- those pupils needing additional blending support at the early stages of phonics learning</li> </ul>	<p>Share range of LW reading resources with all relevant staff, including new staff and new reading sets – Sept – with reminder about how to use LW assessments and resources to allocate appropriate decodable books.</p> <p>Autumn term onwards:</p> <p>Use 'Stretch and Challenge' books to supplement current LW programme for pupils who are confident in current phonics level but would benefit from additional comprehension practice and extension.</p> <p>Use 7+ books to support pupils in Y3 (and later at end of Y2) who would benefit from additional practice with decodable books, with more challenging content.</p> <p>Continue to use Blending Practice books with children in Reception (or new to phonics) who need additional support with blending and would benefit from sound buttons in reading books.</p> <p>Review implementation of these additional resources with staff, sharing good practice, and consider additional resources where appropriate.</p>
<p>2. Ensure all staff, with particular focus on new staff and staff new to KS1, continue to be effectively trained in phonics and early reading in order to support pupil progress effectively. Extend this training to Year 6 pupils (and staff new to supporting Year 6/Rec partners), who support phonics and reading in Reception, and to trainee teachers, through involvement in Teaching London Intensive Training and Practice (ITAP) week.</p> <p><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. 1:1 support from experienced staff in LW scheme, planning and resource management for staff new to Rec and to Y2.</p> <p>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. This training to include support for teacher new to Year 6 and who will be part of team supporting Year 6/Rec reading sessions. Build on success of this reading support to ensure it takes place regularly and is recorded.</p> <p>Involvement in Teaching London SSP ITAP week</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>
<p>3. Refine and review the successful support and resources we have in place to develop children's 'love of reading' alongside their phonics knowledge.</p> <p><i>All children continue to develop a love of reading, with appropriate resources available and support from activities and adults both at home and at school.</i></p>	<p>Continue to ensure book sharing boxes and trolleys are well-resourced and available for all families in infant playground and are publicised at the beginning of the year and regularly afterwards. Support for parents on how to share and enjoy a book continues to be shared.</p> <p>Continue to ensure that appropriately engaging and diverse class stories/books are in place from day one and then can be accessed and reread by children from the 'books we have read this week' box.</p> <p>Implement and prioritise additional small group and individual story reading sessions for pupils where appropriate to develop their language and enjoyment of story and books – identify any children who would benefit over first half term in Reception for example. Train and support TAs (and older pupils?) to lead these sessions.</p>

## Work sampling – examples of phonics application to early writing

Use of phase 2 and 3 sounds in Reception and Year 1 to experience success with writing a wider range of vocabulary (alongside tricky words)

At the Weekend  
I plaid barpees and

I h the nativity  
I wor a halo and  
wings

I see elefant  
I can see amun  
I can see a spotted  
cheeter.  
used the sentence starter I can see

At chine<sup>s</sup>e new  
year they hav  
fightwvks  
and decoraushon  
s.

I orsa had to ai k  
also th ache

blew.  
Lion lion has silly blue  
er and a mane soft mane  
Monkey monkey has long tail  
and a red body bee.

### 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.
- ❖ Training for Year 6 pupils to support additional reading sessions with Reception partners effectively and consistently.
- ❖ Commitment to reading provision of senior staff, with senior staff providing significant time for regular reading support and keep up sessions, with positive impact on individual pupil progress.

### Key points for discussion with governors about this report

- Little Wandle scheme – resource implications of this scheme, advantages it has brought in terms of consistency and resources, keep up model
- Importance of training for all staff and commitment of time of senior staff to supporting reading as our highest academic priority
- Parent support – ensuring we maintain this at current high level and provide in-school support to fill gaps where needed
- How phonics and early reading works alongside our work on the development of a love of reading in all children