

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

	Percentage of children who passed the check in Year 1	Percentage of children who passed the Year 2 recheck and new pupils passing the check

Last year's key developments and successes in 2024/25

1. Continue to incorporate 'Stretch and Challenge', 7+ and Blending Practice reading books into the current reading programme over the year where appropriate to support pupil progress.

Intended outcome: 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:

- those pupils continuing to need phonics practice in Y2 and Y3+ and including those new to English,
- those pupils needing additional blending support at the early stages of phonics learning

Target achieved

Blending practice books successfully used with small number of pupils (Rec) who required additional support in this area over the year.

7+ books (at a range of phonics phases) used with pupils (Y3 and end of Y2) who required additional practice reading decodable books, but with more challenging content. Illustrations and topics were also used to prompt development of vocabulary and comprehension skills.

'Stretch and Challenge' books used with a small number of pupils (Y2) who needed additional comprehension practice and extension.

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.

Intended outcome: 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 25/26)

Staff training successfully implemented (training for new TAs and support for adults supporting Reception partner/ Y6 reading sessions). Successful phonics training for Year 6 pupils enabled them to support Reception partners with weekly additional reading session. Successful participation in ITAP week with training proved for group of trainee teachers.



3. Continue to build a love of reading and for pleasure in all children in Reception and KS1. *All children in Reception and KS1 are reading for pleasure and their families are using our school resources to support this at home.*

Target achieved (and to be built on in 25/26)

KS1 book sharing trolley was restocked with additional reading practice books and picture book boxes. Class teachers shared information about sharing trolley with children and parents (including extra publicity at the end of term to encourage families to borrow books over the holidays). During the Readathon in the Spring term, activities and events in school continued to promote the love of reading, including inviting parents to read stories to classes and 'stop everything and read' sessions.

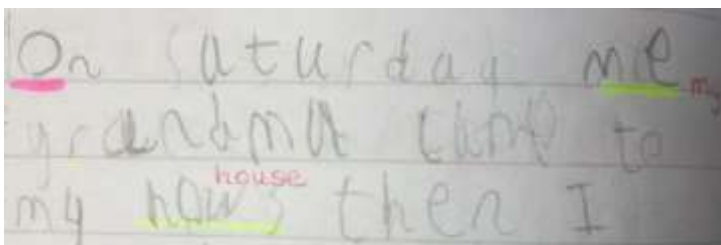
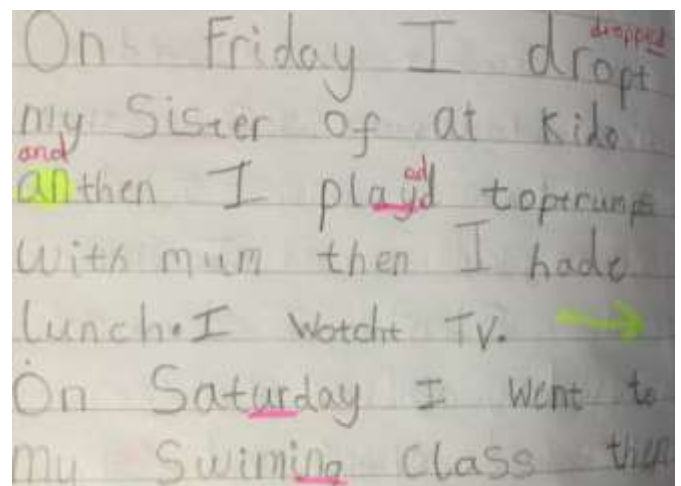
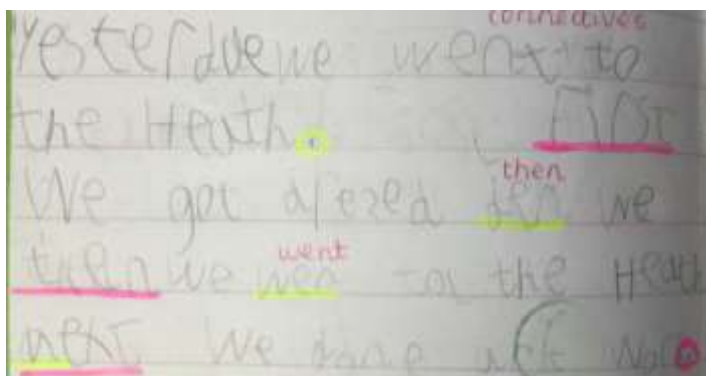
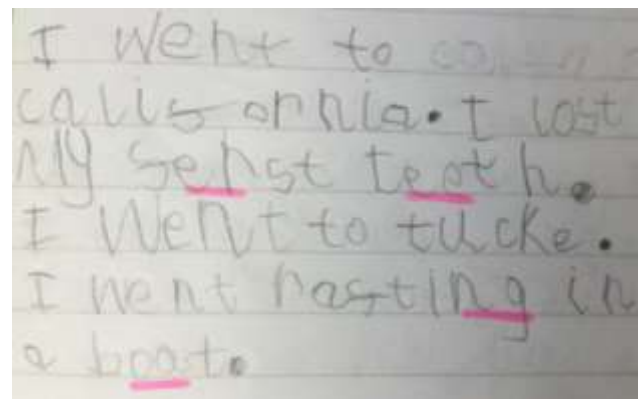
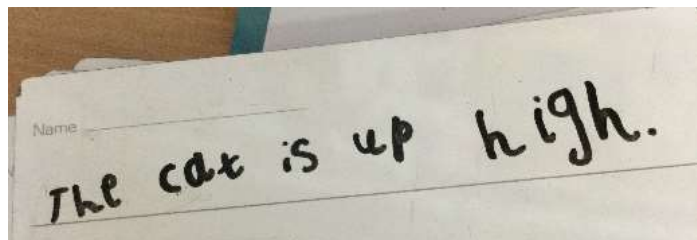
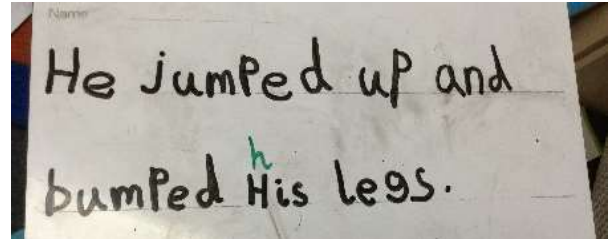
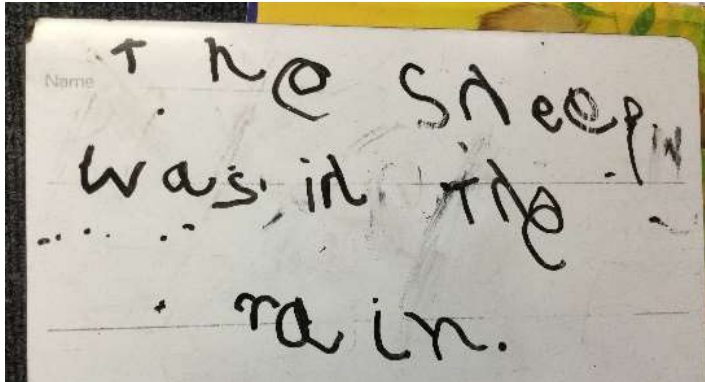
Key actions moving forward (development priorities for 2025/26):

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
1. Review and refine Christ Church curriculum where needed in light of the government's Curriculum and Assessment Review <i>Christ Church curriculum aligns with national curriculum and other statutory guidance.</i>	Review the government's Curriculum and Assessment review, when published, and identify any areas for update or refinement in the Christ Church curriculum. Update planning and related documentation, including 'curriculum pack' and 'curriculum statement' for the subject, to reflect any updates. Ensure appropriate professional development and resources are in place for any changes or updates.
2. Purchase additional Little Wandle Fluency chapter books and incorporate into the current reading programme over the year where appropriate to support pupil progress. <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> <i>- those pupils needing additional practice with decodable books at the end of Year 1 and Year 2/3</i>	Purchase additional Little Wandle Fluency books to support children at the end of Year 1 and Year 2/3 who would benefit from additional practice with decodable chapter books (Phase 5, Set 5). This supports them to secure the 'code' learnt in Year 1. Little Wandle Fluency is for children who have completed Little Wandle and are secure at reading the final level of books. Share information about fluency assessments with relevant teaching staff. Share range of LW reading resources with all relevant staff, including new staff (ECTs) and reading sets (including the new LW Fluency books, 'Stretch and Challenge' books, 7+ books and Blending Practice books), with reminder about how to use LW assessments and resources to allocate appropriate decodable books. Continue to review implementation of these additional resources with staff, sharing good practice Consider purchase of additional resources where appropriate.
3. Continue to ensure all staff, with particular focus on new teaching assistants, continue to be effectively trained in phonics and early reading in order to support pupil progress effectively. Continue to extend this training to Year 6 pupils (and staff supporting Year 6/Rec partners), who support phonics and reading in Reception, and to trainee teachers, through involvement in	Range of training for staff members (and others) where needed Particular focus on: <ul style="list-style-type: none"> - Training for new TAs (TAs to join phonics parent workshop and take part in follow up phonics training with Phonics and Early Reading lead) - Training for TAs focusing on implementation of 'Catch up' sessions for Y2 children who did not pass the phonics check - Year 6 training - Support for adults supporting Reception partner/Year 6 reading - ITAP training for trainee teachers

<p>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>Monitoring throughout the year and discussion with staff, including pupil progress meetings, used to identify further training needs for all staff.</p>
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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)



Professional development and links outside the school

Professional development in school has been supported through regular updates and reminders shared during staff meetings and TA training, ensuring that all staff are consistently informed and confident in their practice. As curriculum leader, professional development has included receiving ongoing guidance from Little Wandle through the *Weekly Wandle* updates on planning and assessment. The curriculum leader also attended two 'Every Child a Reader by 7' (Camden Learning ECR7) meetings, which were focused on promoting reading for pleasure alongside phonics and providing specific phonics support for SEND pupils.

In addition, we have contributed to professional development beyond our own setting by supporting trainees from other schools through our involvement in the Teaching London Intensive Training and Practice (ITAP) week.

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.
- ❖ Growing collection of Little Wandle books (including fluency books, 7+ books, blending practice and stretch and challenge books) to support wide range of children.

Key points for discussion about this report

- Little Wandle scheme – resource implications of this scheme, advantages it has brought in terms of consistency and resources, 'keep up not catch-up' model
- Additional Little Wandle books – sharing relevant assessment information and resources so that teachers can use the additional Little Wandle books to support children with additional decoding and comprehension practice.
- Importance of training for all staff, especially support 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