



	EYFS	KS1	KS2
Pedagogical Approach and Strategies	<ul style="list-style-type: none"> <li>-Little Wandle guided reading groups x3 times</li> <li>-Daily keep up sessions for those struggling to keep up with phonics lessons</li> </ul>	<ul style="list-style-type: none"> <li>-Little Wandle guided reading groups x3 times</li> <li>-Daily keep up sessions for those struggling to keep up with phonics lessons and rapid catch up for Y2 children who did not pass phonics</li> </ul>	<ul style="list-style-type: none"> <li>-Class shared reading using Bug Club programme 3/ 4 times a week</li> <li>-Targeted guided reading groups for children who are still on decodable books</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>-A systematic, synthetic phonics programme Little Wandle constantly followed and taught daily, from foundation and into KS1</li> <li>-Phonic sessions are active, engaging and are well matched to the children’s needs</li> <li>-Phonic interventions from F2 up to KS2 where appropriate for children who are not keeping up with the programme.</li> <li>-Guided reading sessions encourage decoding, repetition, prosody and reinforcement of skills, children are encouraged to reread sentences to get fluency and understanding. The last session involves comprehension.</li> </ul>		<ul style="list-style-type: none"> <li>-KS2 rapid catch up interventions where appropriate for children who didn’t pass the phonics screener or still reading decodable books.</li> <li>-Guided reading groups where appropriate</li> </ul>
Language/ Vocabulary	<ul style="list-style-type: none"> <li>-Language rich environment</li> <li>-Lots of opportunity to talk about experiences</li> <li>-Challenging vocab introduced in daily drawing club sessions</li> <li>-Story telling opportunities- high quality texts used – vocab explored.</li> <li>-Story sacks taken home</li> <li>-Rhyme of the week- key vocab explored.</li> <li>-Library day for book lending weekly.</li> </ul>	<ul style="list-style-type: none"> <li>-Word walls in each classroom. New vocabulary to be displayed and discussed.</li> <li>-High quality texts used</li> <li>-Challenging vocab introduced in daily drawing club sessions</li> <li>- Use topic vocab in drama activities, outdoor learning and visits</li> <li>-Memory box taken home- one child each week to share their special objects with the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>-Word walls in each classroom. New vocabulary to be displayed and discussed.</li> <li>-Children to have vocabulary books to add in topic words and new words learnt</li> <li>-Use topic vocab in drama activities, outdoor learning and visits</li> <li>-Talk activity- each child to share something they are proud of with the rest of the class</li> </ul>
Environment	<ul style="list-style-type: none"> <li>-All classes have an inviting reading area with good quality books</li> <li>-Classes to have a range of books including magazines, comics</li> </ul>		

	<ul style="list-style-type: none"> <li>-School library is well resources and managed</li> <li>-ELS books in each classroom linked to topics and chosen by the children</li> </ul>		
	<ul style="list-style-type: none"> <li>-Phonic freeze displayed and grapheme mats on tables</li> <li>-Labels for areas displayed</li> </ul>	<ul style="list-style-type: none"> <li>-Guided reading/ shared reading books kept in classrooms</li> <li>-Each class has individual texts in book corner</li> <li>-Range of reading materials (magazines, comics) in reading areas in each class</li> <li>- Text for reading on displays</li> <li>-Grapheme mats on tables</li> </ul>	
Assessment	<ul style="list-style-type: none"> <li>-Phonic assessments carried out half termly and updated regularly for interventions</li> <li>-Assessment of decodable books to happen at the start of a new class and each half term</li> <li>-Assessment week every half term to assess reading- Use Sats papers in Y2 and Y6 and rising stars for 1,3,5</li> <li>- Spreadsheet used to track termly</li> <li>- Children who are not working at national curriculum levels to be assessed using b-squared, working at pre key stage.</li> </ul>		
Timetabling	<ul style="list-style-type: none"> <li>- Phonics taught daily</li> <li>- Guided reading groups 3 times weekly</li> <li>- Story time every day with high quality text</li> <li>-Reading for pleasure time in class</li> <li>-Buddy reading once a week</li> </ul>	<ul style="list-style-type: none"> <li>Phonics taught daily</li> <li>- Guided reading groups 3 times weekly</li> <li>-Story time every day with high quality text (Children to vote each day)</li> <li>-Reading for pleasure time in class</li> <li>-Buddy reading once a week</li> </ul>	<ul style="list-style-type: none"> <li>-Shared/ guided reading 4 times a week</li> <li>- Individual reading where necessary</li> <li>- Story time every day with high quality text</li> <li>-Reading for pleasure time in class</li> <li>-Buddy reading once a week</li> </ul>
EAL Provision	<ul style="list-style-type: none"> <li>-Bi-lingual books to have home language read to at home</li> <li>- Visual timetable and prompt cards to support EAL children with communication</li> <li>- Interventions and support given to EAL children who are struggling</li> </ul>		
Interventions inc SEN Provision	<ul style="list-style-type: none"> <li>-Phonic interventions with the bottom 20% with each class across the whole school</li> <li>-Class teachers to do phonics interventions during assembly time for targeted pupils</li> <li>-Tutoring for children who are struggling after school</li> </ul>		
Staff CPD and Induction	<ul style="list-style-type: none"> <li>-2 staff meetings each term to disseminate training and practice</li> <li>- English lead to observe guided reading/ shared reading to ensure continuity and progression</li> <li>-Weekly phonics training/practice sessions by phonics lead for those involved with teaching phonics and phonic interventions</li> <li>- Keep up to date with Little Wandle CPD</li> </ul>		

Reading community	<ul style="list-style-type: none"> <li>-Children to be encouraged to read 5 times a week and will be put into a draw to win a book. Children who are not read with at home to be read with by a teacher or teaching assistant during assembly time</li> <li>-Whole school reading challenges</li> <li>-Buddy reading- class swaps once a week to read together- older with younger (F1 and Y3, F2 and Y4, Year 1 and 5, Year 2 and 6)</li> <li>- Reading ambassadors- Year 6 children to read with children in each class who are not reading at home or struggling with reading, look after the reading cottage and maintain an organised reading environment</li> <li>- Termly visits to Eastwood library</li> <li>-Children to swap books in class library each week</li> <li>-Half termly, children take home a good quality book to read at home with their teddy and a hot chocolate sachet and put in their special reading bag that they have decorated</li> </ul>	
Reading for pleasure	<ul style="list-style-type: none"> <li>-Children can access books in choosing time and can take them in the reading area if they choose</li> </ul>	<ul style="list-style-type: none"> <li>-Reading for pleasure time set aside once a week and encouraged throughout the day, children can choose what they read and in a comfortable place</li> <li>-Children have the opportunity to choose books they wish to read and we order half termly from ELS</li> </ul>