

# Reading at SMP



More than any other subject, English – and especially reading – gives pupils access to the rest of the curriculum and is fundamental to their educational success. This is why the introduction to the national curriculum says: ‘Fluency in the English language is an essential foundation for success in all subjects’.

But English is so much more than the gateway to success in other curriculum subjects. Through studying literature, pupils’ eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language. English also has a strong creative and expressive dimension.

# Inspiring a love of reading

- Librarians
- Reading leaders in the playground
- Book Fair
- Book corners
- Parent workshops
- Stay and read sessions in the Nursery
- World Book Day- extreme reading competition
- Readathon
- Curriculum overall is very rich in high quality texts



# Curriculum

- We have a very robust reading curriculum at our school

**Little Wandle Foundations**



- Each child begins their reading journey with the Foundation Stage of phonics where they learn: nursery rhymes, oral blending, phonemic awareness games, a general 'love of reading' through lots of storytelling

# Curriculum



## Reception



- Our children then move into Reception where they begin learning grapheme/phoneme representations of Phase 2 and 3 sounds and then move onto Phase 4 in the summer term. Tricky words are introduced each lesson in Reception also.
- The biggest focus in the autumn term is to get the children to blend. Once they can blend they can begin to access books past the 'wordless' ones from the Foundation Stage
- Phonics happens once in the morning, and currently is happening in the afternoon also- this has come from our assessments of the children in autumn 1.
- Keep Up sessions happen for those pupils identified as needing additional support in phonics

# Curriculum



- The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books

## Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

## Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with -s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending in s /z/ (his) and with -s /z/ added at the end (bags)</li> </ul>	we me be

\*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

## Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	

# Curriculum

Year 1



- Year 1 continue using Little Wandle for their phonics lessons.
- They begin the year with a review of Phase 3/4 GPCs and words
- Move swiftly onto Phase 5 GPCs

## Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	<i>/ur/ ir bird /igh/ ie pie /oo/ lyoo/ ue blue rescue /yoo/ u unicorn</i>	their people oh your
Week 2	<i>/oa/ o go /igh/ i tiger /ai/ a paper lee/ e he</i>	Mr Mrs Ms ask*
Week 3	<i>/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ lyoo/ u-e rude cute</i>	could would should our
Week 4	<i>lee/ e-e these /oo/ lyoo/ ew chew new lee/ ie shield /or/ aw claw</i>	house mouse water want

# Curriculum



## Reading sessions:

- In Reception and Year 1 LW Reading Sessions take place 3 times a week- with an adult needed to run each group
  1. Decoding
  2. Prosody
  3. Comprehension

# Curriculum



## Year 2

- Year 2 pupils begin the year with a review of Phase 5 sounds- all children are either finishing up the phase 5 books or still on lower phases
- Fluency assessment is done in Week 5
- Those ready will begin whole class reading- Destination Reader- like the rest of the Juniors
- Those not ready will still use the LW books- with the hope that everyone will move to doing DR as quickly as possible
- Alongside this, Year 2 also do the LW spelling programme 'Bridge to Spelling'

# Curriculum



## Rapid Catch up (7+ books)

- We run the intervention programme 'Rapid Catch Up' for pupils in Year 2 and above working at or below a Phase 5 reading level
- Run by our amazing support staff team
- New children are assessed upon entry to our school and it is determined if they need this intervention
- Children leave this intervention when their fluency is at a rate of 90 wpm- this is the optimum rate for comprehension of the text. There is a fluency assessment for this.
- Children are assessed by the reading lead every 4 weeks- book levels are determined from these assessments.
- Monday- Weds: phonics sessions
- Weds-Thurs: reading sessions (run in the same way as Rec/Y1)

# Curriculum

SEND



- For some of our pupils, the RC programme is too speedy so they benefit from using the SEND planning and resources
- The resources are larger and have a sensory element to them.
- The pace is adapted to suit their needs

## Phase 3

Graphemes	Coverage in Phase 3 weekly grids				
	(Words should be introduced only when focus GPCs are secure)				
Review Phase 2 GPCs	Week 1	Week 2	Week 3	Week 4	Week 5
ai ee	■	■	■	■	■
igh oa					
oo oo	■	■	■	■	■
ar or					
ur ow	■	■	■	■	■
oi ear					
air er	■	■	■	■	■
Tricky words (review)*					
	I is the put* pull*	full* as and has his	her go no to into	she push* be of up	me be

# Little Wandle planning

Weekly grid Year 1 Phase 5

Spring 1 week 3

Lesson focus	 Revisit and review			 Teach and practise				 Practise and apply		
	GPCs	Words	Tricky words	New GPC	Oral blending	New words	Example definitions and sentences	New tricky word	Read/write the sentence	Spelling
/l/ le apple	l ph g y ea wh ow oe ou	alphabet elephant giant follow reply white	ask* Mr Mrs Ms	/l/ le	a-pp-le b-ee-t-le s-p-ar-k-le	apple gentle beetle sparkle puddle bubble <b>[little]</b>	<b>gentle</b> When you meet a tiny baby, you must be very gentle, so you don't hurt it. <b>sparkle</b> The pictures with glitter sparkle in the light. <b>beetle</b> A flying insect that has a hard, shiny back.	school	I can see a giant, white beetle swimming in the puddle.	bubble gentle + school
/l/ al metal	l le ph g y ea wh ow oe ou	gentle huge carry puddle dry goes	ask* Mr Mrs Ms school	/l/ al	t-o-t-al f-i-n-al e-qu-al	total equal final metal petal pedal	<b>total</b> What you get when everything is added together – I counted all my books and the total was over 50! <b>equal</b> The same as – Grandad made sure we had equal-sized pieces of cake. <b>petal</b> The colourful bits of a flower.	call	They can carry the huge metal elephant up the stairs.	total petal + call



Reading practice sessions with dec

# Curriculum



## Years 2-6 Destination Reader

- We do whole class reading using DR
- There are at least 4 sessions every week, with the last session being a 'Big Picture' ie. comprehension session
- 1 reading focus each week from: clarifying, evaluating, making connections, questioning, summarising
- Each lesson starts off with a reminder of the focus, pre-teach of vocab and then a model read by the teacher
- During the model read teachers are modelling fluency and prosody
- Children then have time to read with a partner
- Each lesson ends with a 'selfie' task based off of the focus of the lesson.

# Assessment

- Reception and Year 1 LW assessments take place in the 6th week of each half term and are done by the class teachers. This is entered into the LW system and this gives us an analysis of any gaps and which book level the children are on
- LW Rapid Catch Up assessments are every 4 weeks and carried out by me
- LW Keep up Sessions: assessments happen every 2 weeks by the teacher
- LW SEND assessments are every 5 weeks and carried out by me
- Year 2 fluency assessments- ongoing- children moving into DR once they are ready
- Years 2 and 6 use SATs papers to assess reading half termly (summative)
- Years 3-5 use NFER assessments termly (summative)
- Teachers listen to all children read each week (formative) in any subject
- Selfie tasks and weekly comprehensions (formative)