

Subject:
Reading
Early Years:
What does teaching and learning look like:
At Pennine Way we use Little Wandle as our phonics scheme. This is a whole class approach and interventions run alongside this. Nursery use the Little Wandle Foundations to Phonics so that it flows into Reception. This looks at alliteration, initial sounds, rhyme ect. Children are taught to sound talk and blend using taught GPCs, then to progress to blending in their heads and then to read automatically. Reading books match the scheme and are taught in three sessions- decoding, prosody and comprehension.
How do we share what we are learning and what success looks like with children:
The class teacher model learning and pronunciation of sounds or words. It is important that children see this verbally rather on a screen so they can see how to position their mouth. They also model sound talk and blending for the children and provide opportunities for extra practice through whole class or individual responses. During reading sessions, they provide questioning and also model various elements of prosody depending on which session it is (decoding, prosody, comprehension)
How do we record our learning:
In Nursery, recording is all verbal with teacher AFL taking place through this. This is also used in Reception but children do have a phonics books, where they practice applying their phonics learning, daily.
How do we assess our learning:
Each half term, the children are assessed on what they have been taught and from this children, who need further intention, are then identified. This is based on GPCS, word level, automaticity and tricky words. These interventions are done at separate times to the main phonic lesson, with the exception of children who are significantly behind or who are on the SEND programme. Children in interventions are also assessed on that level to support closing the gap. Half termly overviews are completed by the reading lead from the data to identify gaps and new intervention groups. These are shared and explained with staff. From the data, book levels are generated. We use Big Cat Collins, Little Wandle books for reading, which match the scheme. Children read 3 times a week, in groups. Each session has a different focus- decoding, prosody and comprehension. Children then take the book home for 1 week to develop fluency further. There is a parent guide page in each book. Nursery and Reception also assess against the Early Learning Goals and use their teacher judgement towards this.
How do we enhance our learning:
Books are available in provision and a selection of the books match the topics being taught. Every year group has a reading area, where they are available. Story sacks are also used to encourage oracy. School have recently invested in Yotos, where children can select a story card, that is read to them while the child holds the story

book. Early years have twice yearly visits from the book bus as well as having access to the library in the community centre. All staff have access to the Little Wandle website, where they can find training videos, resources and planning. Parents are also sent a link to the parent area of the website, which has similar resources that they can access. We have also done a parent meeting about how we teach reading in school and how they can support. This year we are taking part in the Go All In for reading campaign for the year of reading, where we are taking part in a range activities such as teddy bears sleepover.

We use Libresoft in our school libraries so that the children can scan out their book of choice. Reception do this weekly.

Key Stage 1:

What does teaching and learning look like:

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How do we share what we are learning and what success looks like with children:

The class teacher model learning and pronunciation of sounds or words. It is important that children see this verbally rather on a screen so they can see how to position their mouth. They also model sound talk and blending for the children and provide opportunities for extra practice through whole class or individual responses. During reading sessions, they provide questioning and also model various elements of prosody depending on which session it is (decoding, prosody, comprehension)

How do we record our learning:

Recording is mostly verbal in both phonics and reading but the children do record in a phonics book to apply their newly learnt GPC/ tricky word.

How do we assess our learning:

Each half term, the children are assessed on what they have been taught and from this children, who need further intention, are then identified. This is based on GPCS, word level, automaticity and tricky words. These interventions are done at separate times to the main phonic lesson, with the exception of children who are significantly behind or who are on the SEND programme. Children in interventions are also assessed on that level to support closing the gap. Half termly overviews are completed by the reading lead from the data to identify gaps and new intervention groups. These are shared and explained with staff.

From the data, book levels are generated. We use Big Cat Collins, Little Wandle books for reading, which match the scheme. Children read 3 times a week, in groups. Each session has a different focus- decoding, prosody and comprehension. Children then take the book home for 1 week to develop fluency further. There is a parent guide page in each book.

Children in Year 2, who didn't pass PSC are in a Rapid Catch Up intervention, which again is assessed regularly. We also complete practice PSCs with all of Year 1 and year 2 resits regularly

How do we enhance our learning:

Each year, Year 1 have a trip to Carlisle library. During the trip, each child gets a library card so that they can access books for the rest of their school journey. All of Key Stage 1 children have a twice yearly visit from the Book Bus, where they each choose a book to enhance their reading area. Each year group has a reading area in which they have the recommend reads for their year group. All staff have access to the Little Wandle website, where they can find training videos, resources and planning. Parents are also sent a link to the parent area of the website, which has similar resources that they can access. We have also done a meeting for parents about the PSC.

We use Librosoft in our school libraries so that the children can scan out their book of choice. KS1 do this weekly.

This year we are taking part in the Go All In for reading campaign for the year of reading, where we are taking part in a range activities such as World Book Day/National Story Telling week.

Key Stage 2:

What does teaching and learning look like:

Whole class reading is taught using the Big Cat Books. For the first term of each year, we use the colour band from the end of the previous year to consolidate. During Spring and Summer, we teach the colour band that matches the year group. Each book comes with its own plan that has National curriculum skills/objectives planned into the lessons. We create our own plan from this, taking out the elements that we will teach or adapt and we also add fluency elements throughout the lesson eg: echo or choral reading.

We have to use Fred's Fluency once a week to develop fluency further.

Some children are taught the Little Wandle Rapid Catch up intervention as a supplement to whole class reading.

How do we share what we are learning and what success looks like with children:

We model fluency strategies through echo/choral reading. During whole class reading, we model skills to the children. For example; we would model skimming and scanning to then highlight the answer in the text or model reading a sentence with a word to show how we can work out the word meaning. If a child is then able to apply this skill, independently, then they are demonstrating success.

How do we record our learning:

Each child has a reading journal, where they record their learning. Some elements are verbal such as Fred's Fluency or paired elements of lessons.

How do we assess our learning:

Following on from Year 2, children move onto Big Cat Collins colour banded books. We use a conversion chart that moves them from Big Cat Little Wandle books to the colour banded Big Cat books. This is done in Year 3. If children are still on the Little Wandle Rapid Catch up (children who still didn't pass PSC) then they are moved to

Little Wandle Rapid Catch up books. Every half term, children sit an assessment based on a book on their coloured level. If they score 80% or above they can move up to the next colour band. This is also used as part of teacher assessment for end of term data. As well as this, children complete an end of term Testbase assessment. Both this score and teacher assessment are put onto Insight.

How do we enhance our learning:

All of Key Stage 2 children have a twice yearly visit from the Book Bus, where they each choose a book to enhance their reading area. Each year group has a reading area in which they have the recommended reads for their year group.

We use Libresoft in our school libraries so that the children can scan out their book of choice. KS2 do this fortnightly.

This year, we are taking part in the Go All In scheme for the year of reading, taking part in a range of activities such as virtual authors.

How do we support teacher subject knowledge, skills and professional development:

- Access to Little Wandle training videos/website
- Regular monitoring of teaching with feedback.
- Refresher staff training- phonics, fluency, planning