



# Reading

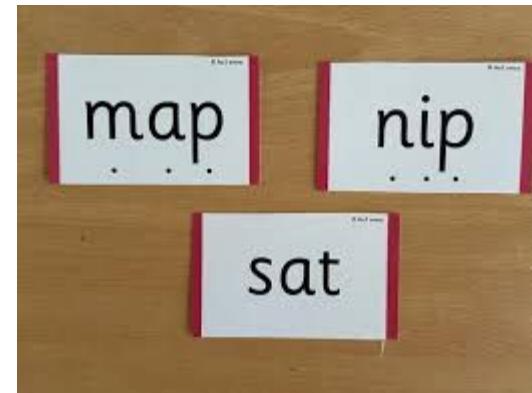
# How is Reading taught at

# Braeburn?

# Little Wandle

Little Wandle is an approved systematic phonics scheme. The scheme begins with the early years and continues through the phases until the end of Year One. As a school we made the decision to use Year One planning in Year Two as these children were behind the expected level for phonics. The programme requires fidelity meaning no other cards, posters or language should be used. It is important staff regularly log in and check for new webinars, training or rewatch CPD videos.

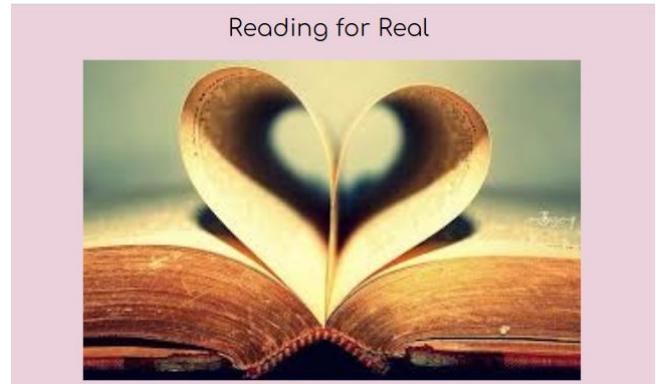
In EY and KS1 we have weekly, informal drop-ins and CPD to help support each other with the scheme. These usually happen every Monday night and anyone is welcome to attend.



# Reading for Real

As a school, we all use Reading for Real - even in EYFS and KS1. The difference between EYFS/KS1 and KS2 is that KS2 follow the structured sessions of R4R whilst EYFS/KS1 will use the strategies in their book talk.

Reading should be:  
collective, reciprocal, supportive,  
cumulative, purposeful

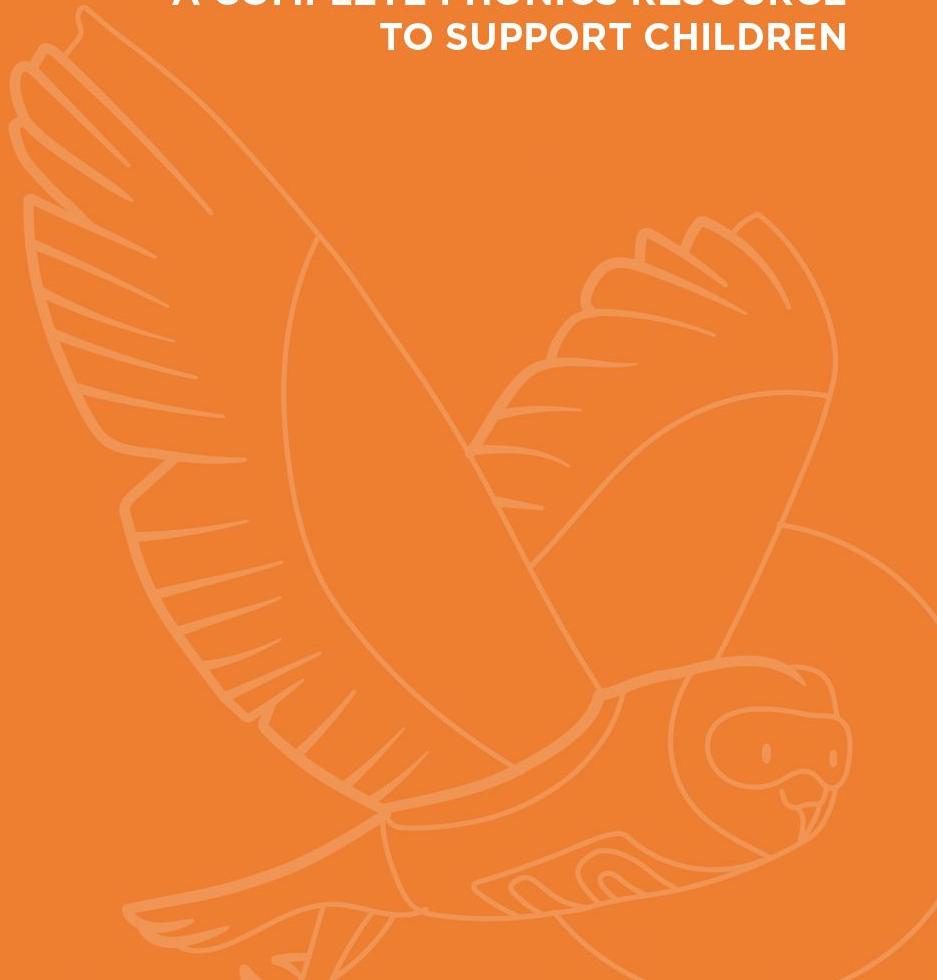




# Teach reading: change lives

Phonics and early reading

A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN





# Phonics

# What is currently in place?

Team	Wave 1 Provision	Wave 2 Provision	Speech and Language	Parents Communication
EYFS	Phonics Daily 15-20 mins  Reading x3	Grapheme Catch up  Blending EA Mon/Tues/Wed EM Thurs/Fri	EM - Thurs/Fri am	Books online to be available ASAP (EA working with Tech Support)
Y1/2	Phonics x10  Reading x3  Y2 Shine	LW Blending catch up EA Mon/Tues/Wed EM Thurs/Fri	BC Each PM 1hr for Phase (Staffing to be checked for reading squad)	Books online currently available
Y3/4	Y3 Daily Phonics 20 mins Reading for Real + Shine  Y4 Daily Phonics Reading for Real + Shine	Grapheme RCo Blending CB Mon/Tues/Thurs/Fri 1:30-3	LM pm- 1hr for each phase.	Spelling homework linked to Phonics
Y5/6	Reading for Real x3  Y5 Shine x1  Y6 SATs skills practise	Blending CB 1-1:30 with Y5 DS 1-2 with Y6		Spelling homework linked to Phonics



# Phonics

## What does Phonics look like in EYFS and KS1?

# Phonics in EYFS

## Nursery

Children are accessing Phase 1 provision. This involves developing listening skills using plenty of songs and rhymes. Staff pay particular focus to how we are using our mouths when we speak.

## Reception

Children are working through the Little Wandle programme and currently starting the Reception Spring One Programme. Children respond well to the programme. We have found that there is work to be done on tricky words and this will be covered as additional provision to ensure children are secure by Summer term.

# Phonics in KS1

## Year One

Children have covered Reception terms to recover sounds missed due to Covid and address gaps in learning. Children continued to access 2 phonics lessons a day and access the Year One programme during the autumn term. The children will have completed the Year One coverage by June 2022 in preparation for the screen.

## Year Two

Children have completed the Little Wandle programme. In the December screen we had 50% of the children pass, meaning they no longer need to access a Little Wandle Phonics lesson. These children will begin to cover a Y2 phonics and spelling programme. In order to ensure no learner is left behind, all Y2 children will cover the Y2 programme of study for spelling and grammar during afternoon sessions.



# Phonics

# What does Phonics look like in

# LKS2?

# Phonics in LKS2

## Year Three and Four

Children in Year 3 started daily phonics sessions in order to address gaps in learning. Assessments have been conducted and from this we have worked together to devise a plan.

There will be two groups in Y4. Both groups will complete the daily revisit and review section then one group will complete a ‘phase 6’ activity and the other will complete the planned session.



# Phonics

# How do we assess Phonics?

# Assessments

## Little Wandle Assessments

Every six weeks an assessment takes place, from this it is possible to see which children are on track, who needs in class support and who needs a more formal intervention. Staff will complete their own assessments this term, input data and receive a heatmap. The heatmap shows overall areas of weakness as well as helping the Phonics team plan appropriate interventions.

## Phonics Screen

At the end of each cycle children in Year One and some Year Two children will sit a Phonics Screen with EA. These results are sent to Ebor and The English Hub as a means of monitoring progress across all schools.

## Fluency Assessment

The KS2 Fluency assessments have helped inform interventions for KS2. Intervention staff plan the necessary interventions for the flagged children. After being flagged on the fluency assessment these children have sat the Little Wandle Assessment so that the phonics team can address gaps alongside the Wave One teaching taking place.



# Phonics

# What does Wave 2 Provision look like?

# Phonics Wave 2 Provision

## EYFS, Year One and Two

Teachers/Assistant Teachers cover daily GPC gaps. Gaps should be identified in morning session and covered in the afternoon.

Phonics team will provide ‘Super Supported Catch Up’ for the bottom 20% and target children.

Phonics team to begin new Blending Intervention Catch Up this term, groups have been formed using the end of Autumn 2 data.

All intervention records are to be updated daily and teachers can access regularly to ensure they are clear on the provision being provided for their children.

# Phonics Wave 2 Provision

## Year Three and Four

There is daily GPC gap filling teaching. Gaps should be identified by class teachers. These sessions will be quick, flashcard recaps to prepare them for the afternoon sessions. Phonics team will provide ‘Super Supported Catch Up’ for the bottom 20% and target children.

Phonics team lead Blending Intervention Catch Up.

All intervention records are to be updated daily and teachers can access regularly to ensure they are clear on the provision being provided for their children.

# Phonics Wave 2 Provision

## Year Five and Six

There will be a blending intervention taking place with those children who are still in need of a focused programme. The programme will be completed in small groups either 1:1, 1:2 or 1:3 depending on the abilities of the children.

All intervention records are to be updated daily and teachers can access regularly to ensure they are clear on the provision being provided for their children.

The assessments will be the same as in Year 3 and 4, we use the fluency data to flag children and then use the Little Wandle assessments to identify gaps. These assessments will take place in a few weeks with a view to begin interventions before half term. This obviously depends on staff availability, but we will do our best to work together and get these up and running as soon as possible.



# Reading

# What does Reading look like in

# EYFS and KS1?

# Home Reading

All children are given a Little Wandle Reading Book to take home. This is a book that is matched to their phonics assessments, teachers can select books from the list provided by Little Wandle to ensure it is phonetically decodable and children will read at 90% fluency. This must be a book they have read and unpicked with the reading squad in school. Parents and carers have responded well to this new approach and most of the queries and concerns were picked up during our open sessions.

Children also take home a Braeburn Reading for Pleasure book. These books are not meant to be read by the child independently. They range from simple picture books to chapter books, non-fiction texts, poetry books etc. The idea being that we are exposing our children to a wider range of texts and taking away the need to decode so they can enjoy the act of book sharing.

# School Reading Time

Children in Reception, Year One and Year Two read three times a week with our Reading Squad. The Reading Squad is made up of the class teacher and a range of assistant teachers that visit classrooms. Each adult has a small group of 4 or 5 children. They will then take the children, the reading pack and reading records to be signed to a quiet area for a 20 minute reading session.

There are 3 sessions across the week.

1. Decoding (supporting children to use phonics as the only means to decode)
2. Prosody (reading with meaning, stress and intonation)
3. Comprehension (understanding the text)

# Class Reading Time

During Reading Squad time one class is without an assistant teacher, so this time is used to enjoy a class book. Depending on the age of the class this may be a picture or class book. The focus of these sessions should be engaging with a text and enjoying book talk together.





# Reading

# What does Reading look like in

# KS2?

# Class Reading Time

- 3x Reading for Real sessions
- 1x Shine focused skills session (or in Y6 SATs skills practise)
- ERIC daily to build stamina reading their home-school book.
- Reading records should be used by staff, parents and children.

# Reading Wave Maps

Reading is our catalyst.

Wave maps have been designed for years 1-6 to outline the skills taught each week.

Shine focus groups have also been created which focus on gaps filling particular reading skills.

# End of Day Reading

In addition to teaching Reading, we also share stories with children where they can just simply listen. This models fluency, expression and promotes enjoyment for Reading.

In EYFS and KS1 children have a class reading session during Reading Squad time. On the other days of the week these are completed at 2:45.

In KS2, we will all stop and read at 2:45 each day except for PPA days.

The book can be any book you (or the children) choose but you may find it useful to use this time to engage pupils in their spine books.



# Reading

# What should our libraries look like?

# Book Bands

The Little Wandle scheme comes with an entire reading package. The books are matched and phonetically decodable. When the children have completed the assessment we will use the heatmap to ensure that they are reading an appropriate book. Staff are doing a great job of monitoring books and making sure they are returned to school. Please keep reminding children, and parents, to take care of these books and bring them to school daily.

The books are kept in clear wallets in the Lower School Library. In order to keep it simple please take a whole pack of books and return a whole pack of books. This means we have a clear system for taking out and returning rather than odd books being taken and lost. Please do not store books for future weeks in your cupboards as this will cause confusion. Thank you to the EY and KS1 team for your hard work in keeping this area tidy.

Term of assessment Autumn 1	Term child reads the books Autumn 2	Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
Assessment results	Child can read books containing the following	
All GPCs read without hesitation.  Sound out and blend eight+ words.  Read five words automatically.  A total of at least 13 words must be read correctly.  Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.	Adjacent consonants and long vowels  <b>From week 4: Phase 5 Set 1 GPCs</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ yoo/ ue blue rescue /yoo/ u unicorn	<b>Phase 4 tricky words</b> I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today  <b>Phase 5 Set 1 tricky words</b> I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when



: Phase 5  
Pocket  
e  
r's

# Book Bands

In KS2, children read a book from their class libraries with these book bands. They can read a spine or communal library book as an additional text.

Lime (Stars)	11
Brown (Mercury/Venus)	12/13
Grey (Earth/Mars)	14/15
Navy (Jupiter)	16
Dark Red (Saturn)	17
Claret (Supernova)	18
Free Readers	

Children should only move up when they are reading fluently and comprehending well. Just because they have read all of the books doesn't mean they are ready to move on.

Children accessing a phonics intervention will need to read a book linked to their phase like in KS1.

Re-reading books builds fluency so don't be tempted to change books too quickly when pupils are reading below age-related expectations.

# Class libraries

In KS2, each classroom should have a library. Ideally, this would have a space for children to sit and read. If space is an issue, we focus on making the environment engaging and accessible.

The key is: small selection, high quality.

We gradually build the library by including non-fiction/topic books each term and the Spine books.



# Reading

# How are Spine books used?

# The Braeburn Reading Spine

These are for you to take back to your team rooms today for immediate use.

Spine books are the “books to read before you leave year...”

We keep these books in school and will gradually add and build the spines with updated, relevant texts.

Whole School Reading Spine									
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Enrichment books to read before the end of the year	We're going on a bear hunt by Micheal Rosen Goldilocks and just the one bear by Leigh Hodgkinson On your Potty by Virginia Miller The Gingerbread Man by Folktales	Suddenly! By Collin McNaughton Handa's Surprise by Eileen Browne Sheep in a Jeep by Nancy E Shaw Cave Baby by Julia Donaldson Aliens Love Underpants by	The day the Crayons quit by Drew Daywalt The bear and Piano by David Litchfield Stanley's Stick by John Hegley I want my heat back by Jon Klassen Lila and the secret of the	Don't look in this Book by Samuel Langley-Swain The Hodgeheg by Dick King-Smith The Legend of Spud Murphy by Eoin Colfer The story of Babar by Jean De Brunhoff The story of	Charlotte's Web by E B White Matilda by Roald Dahl Revolting Rhymes by Roald Dahl The Lost Happy Endings by Carol Ann Duffy Hurricane by David Weisner	The Lion, Witch and the Wardrobe by CS Lewis (collection available) The Twits by Roald Dahl The Railway Children by Edith Nesbit Eye of the Wolf by Daniel Pennac The House with the	The Phantom Tollbooth by Norton Juster It was a Dark and Stormy Night by Janet and Allan Ahlberg The Lost Happy Endings by Carol Ann Duffy The House with the	Stig of the Dump by Clive King The Railway Children by Edith Nesbit Romeo and Juliet by Andrew Matthews Roofoppers by Katherine Thompson	War Game by Michael Morpurgo The Boy in the Striped Pyjamas by John Boyne The Boy in the Striped Pyjamas by John Boyne Romeo and Juliet by Andrew Matthews Goldfish Boy by Lisa Thompson





# Reading

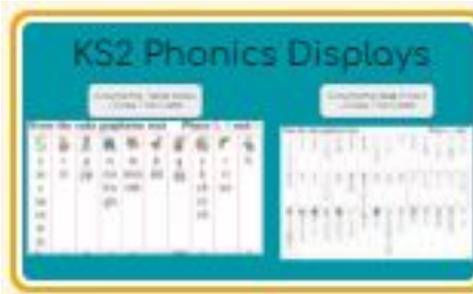
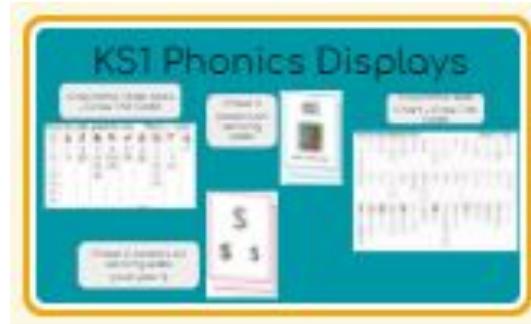
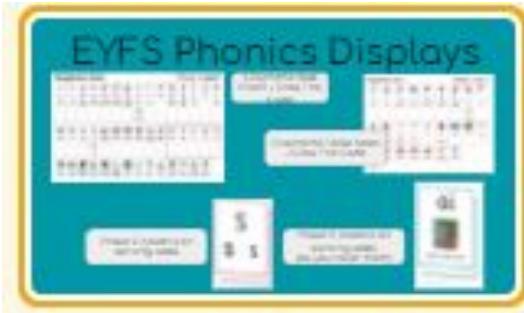
# What displays do we have?

# Phonics displays

We have expectations for phonics displays throughout school.

Everyone must have these in place.

We have worked with our teams so they know how to use them.



# Vocabulary builder

Every classroom has a vocabulary display. We add to this when reading to grow children's vocabulary and refer to it in other areas of the curriculum.

We have a 'Word of the Day' in KS2 and ensure we encourage children to try to use new language. The more we model new language, the more our children will use it.

# Reading Journey

In every classroom, there is a reading journey or graffiti wall to map our key events in the class story. This will look different across school but the basis will be the same. In KS1, there will be a focus on summarising and retelling so their journey will plot events whilst in KS2 there will be more detail. In KS2, there will be inferences, predictions and additional relevant skills shown on their journey. Our working walls are added to in many ways: post it notes, teacher modelling, children's input, images, photographs, thought bubbles or anything else that is relevant.

Children need to use this so make it purposeful and interact with it in your lessons. We want to keep our reading live and purposeful. .

# Reading Rivers

In corridors across school, we have Reading Rivers which are ready to be populated.

These show the texts that we expose our children to throughout the year: books from the curriculum overview and spine books.

We add comments from children, pictures from lessons or examples of work.

