

English Rationale



Our vision for English at St Mary's

At St Mary's, we believe that all children are entitled to a broad and balanced English curriculum that allows them to maximise their learning potential; preparing them for the application of English skills across the whole curriculum and life beyond education. Our English curriculum promotes language development which enables our children to communicate effectively, seeing language as a source of pleasure and enjoyment and using it to develop powers of imagination and creativity. Children at St Mary's will use their English skills to communicate and work effectively with others, developing as independent learners.

At St Mary's, we aim:

- ☐ to provide a language rich environment that promotes a culture of reading and writing
- ☐ to develop in pupils a love of books and high-quality literature that will not only support their learning across the curriculum, but will also extend beyond the classroom environment
- ☐ to explicitly teach reading skills throughout our school that continually develop children's understanding and enjoyment of texts
- ☐ to teach children the craft of writing in order to develop the confidence and skills to write well for a range of purposes and audiences
- ☐ to teach the basics well – spelling, grammar, handwriting and punctuation
- ☐ to foster in pupils the confidence, desire and ability to express their views and opinions, both orally and in writing
- ☐ to value and celebrate diversity in culture and language

The content of our English curriculum

Our English curriculum primarily focuses on developing children's reading, writing and spoken language skills, knowledge and vocabulary by building on prior learning and ensuring that the progression of these skills is evident as children move through the key stages. Teachers plan 'text-based' English units which work towards a range of high-quality reading and writing outcomes. Where possible, English units and texts studied are linked to our school's wider curriculum. There is a balance between fiction, non-fiction and poetry and an emphasis on high-quality texts.

Reading

At St Mary's, our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong and confident readers. We believe that high-quality literature is key to both motivating children to read and instilling in children a love of reading. Children throughout St Mary's are read to at some point of each and every day through our immersive 'Daily Read Aloud' sessions.



Reading (including phonics) in EYFS and Y1

Intent

Phonics (reading and spelling)

At St Mary's, we believe that all our children can become fluent readers and writers. This is why in EYFS and Y1 we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At St Mary's, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At St Mary's, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader (Mrs Greenhalgh) who drives the early reading programme in our school. Mrs Greenhalgh is highly skilled at teaching phonics and reading – she monitors and supports our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Implementation

Daily phonics lessons in Reception and Year 1

We teach phonics for 30 minutes a day, every day of the week. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

- ☐ Children make a strong start in Reception: teaching begins in Week 2 of the autumn term.
- ☐ We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily 'Keep-Up' lessons ensure every child learns to read

- ☐ Any child who needs additional practice has daily Keep-Up support, taught by a fully trained adult. Keep-Up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- ☐ We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- ☐ These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

Teaching reading: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week. These sessions are taught by a fully trained adult to small groups of approximately six children and use books matched to the children's secure phonic knowledge. These sessions are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
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- In Reception, these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
 - In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

The decodable reading practice book is taken home to ensure success is shared with the family. Reading for pleasure books also go home for parents to share and read to children. We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children in EYFS/Y1

Children in Reception and Year 1 who are receiving additional phonics 'Keep-Up' sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- All teachers in EYFS and KS1 have been trained to teach reading following the Little Wandle programme, so we share the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

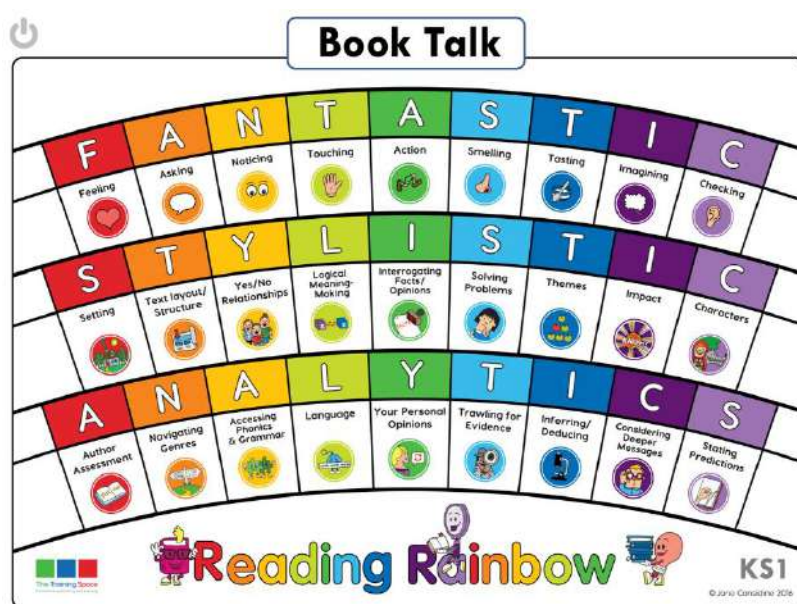
Reading across years 2 – 6

The Hooked on Books system across Y2 – Y6

Jane Considine's 'Hooked on Books' approach provides a systematic way to teach reading skills across Y2 – Y6, from the point at which the children complete the Little Wandle programme. Across a fortnightly period, our children will participate in five 'Book Talk' sessions and five skills-based lessons.

The Reading Rainbow

The 'Reading Rainbow' is our structural frame for the teaching of reading – from a reading comprehension exercise, to a chat about a book... all things related to improving reading ('reading to learn') are covered through the rainbow's 'reading lenses'. The Reading Rainbow is split into **3 tiers** – The 'FANTASTICS', the 'STYLISTICS' and the 'ANALYTICS'.



- **FANTASTICS:** Represents the 'ideas' of reading – senses, character's feelings and actions. It allows children to see things from a different perspective. The FANTASTICS are how we understand how authors are bringing the 'key ideas' to us.
- **STYLISTICS:** This tier is where we ensure our children develop the understanding of reading – settings, characters and text layout, for example.
- **ANALYTICS:** The analytics capture reading competencies and involve children reading at a 'deeper' level, walking in the author's shoes and assessing the author's effective/ineffectiveness. This tier develops a deep sense of 'how to be a reader' in our children.

Together, the three zones of reading are designed to support our children to become confident readers. The Reading Rainbow is a fully comprehensive approach that targets reading competencies, covers the National Curriculum and develops understanding. Our teachers are adept at analysing children's strengths and weaknesses in reading through the lenses of the rainbow.

The Two-Week Cycle

Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Book Talk	Book Talk	The Big Picture/The Making Meaning Mind Map (alternate fortnightly)	Demonstration Comprehension	Independent Comprehension
Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday
Book Talk	Book Talk	Demonstration Comprehension	Independent Comprehension	Book Talk

The two week reading cycle is a 'protected' daily 30-minute session, visible on all class timetables across Y2-Y6. The sessions are split between 3 core aspects: Book Talk, Demonstration Comprehension and Independent Comprehension.

The 5 Book Talk sessions

During the 'Book Talk' sessions, our children will experience reading in a range of different ways: reading by themselves, reading with a partner, reading as a whole class or by listening to the adult model the reading! Throughout the session, children explore high quality texts matched to their reading ability. They also use the 'Reading Rainbow' to read and respond to texts effectively through the different 'lenses' of the three zones of reading.

The Book Talk sessions follow a set structure. It is a whole class reading session, but with one group of children as the 'assessment focus' for that session. During the session, our teachers observe and note how this assessment focus group get on with both 'learning to read' and 'reading to learn'. As there are 5 sessions, each class is split into 5 broad attainment groups. Over the two week cycle, every child in the class will have been part of an 'assessment focus' group. Our Book Talk sessions are 'spoken comprehension' sessions. They allow us, as teachers, to notice (at the point of when it is happening) when structures and responses aren't working or precise enough, so we can deal with them there and then. Book Talk sessions focus on accessing, interrogating and talking about books.

Demonstration Comprehension Sessions

A weekly demonstration comprehension session takes place over the 2-week cycle. Again, these are whole class sessions with a shared text as the focus. During this session, our teachers 'demonstrate' how to jot down key ideas through both 'thinking' and 'writing'. Answers modelled by teachers explicitly show children how to structure responses of a high standard, using relevant language – modelling is at the heart of this lesson. Once children have observed teachers model an answer, they don't 'copy it', but will use the structure and language modelled to craft their own response. Across years 3-6, children's workbooks are organised in a specific way - double page spreads split into 'thinking sides' and 'writing sides promote children's internal thinking, allowing them to 'think out loud' before crafting a written response.

Independent Comprehension Sessions

A weekly independent comprehension session also takes place over the 2-week cycle. During this time, children independently read a text that is different from the focus text studied during the demonstration comprehension lesson of that week – it could be the next paragraph, or chapter... it could also be a piece of non-fiction, or poetry! Three questions are chosen by teachers using Reading Rainbow lenses that are familiar to the children - this provides children with the opportunity to lean on ideas they've had before and to put their own learning into practise.

Thesaurus Thinking

The carefully chosen texts across our English curriculum aim to develop and foster a love for language, broadening our children's vocabulary skills. Children across KS2 each have their own 'thesaurus thinking' book. These books allow children to become 'word collectors', collecting and storing ambitious language and synonyms from shared and independent reading. Our teachers regularly encourage children to think about alternatives to vocabulary choices which have positive or negative intent – this teaches children about specific words and enhances vocabulary knowledge across the curriculum, whilst positively impacting on writing! From EYFS – Y2, children use a 'physical' thesaurus, collecting ambitious vocabulary and synonyms on the '9' ideas for reading.

The Daily Read Aloud

Our 'Daily Read Aloud' sessions are a dedicated **10 minutes** each day, where we immerse our children in teacher-led reading. The Daily Read aloud also runs on a 2-week cycle:

Week 1 – Slow Story

In week 1, our teachers are the readers and share a range of texts (novels, picture books, poetry and non-fiction) in an expressive and exciting way. We think carefully about how our children can really be 'immersed' into the text they're listening to through the use of:

- Music/instrumental – low, gentle, no lyrics, sparse soundtracks
- Projectors/lights – close the blinds, use projectors to create a calming atmosphere
- 'Low' postures – we allow our children to get comfortable whilst they listen!

Week 2 – Responsive Read

During week 2 of the Daily Read Aloud, we follow the structure of a 'responsive read', similar to echo reading. This makes clear links to Rosenshine's principles – we know our children need regular opportunities at sentence scaffolds and oral rehearsal. They are given opportunities to repeat language, mimic and replicate spoken scaffolds and 'get their mouths' around words, feeling the rhythm of writing! Our Responsive Read sessions aren't just for the younger children... they are implemented from EYFS to Y6. During this time, our teachers read expressively and children are given the chance, sentence by sentence, to mimic language that is operating at a higher level than their reading ability across the range of genres.

To help our children focus on their reading fluency, various aspects of reading aloud have been separated into six key elements. Each aspect works in partnership with the others to produce a rich and vibrant reading performance:

- **Pitch:** The musicality of the reading voice – including tone and intonation.
- **Power:** The strength given to the reading voice – including volume and stress.
- **Pace:** The speed and rhythm at which we read.
- **Punctuation:** The adherence to and understanding of the marks an author has placed upon the page.
- **Pause:** The knowing of when not to read and for how long.
- **Passion:** The emotion of the reading – including empathy and sympathy and the development of a reader's love for the written word.

Demonstration Reading

As part of our Daily Read Aloud structure, 1-minute per day is dedicated to modelling excellent demonstration reading. During this time, our children are allowed to see their teachers thinking to wring out meaning from one carefully chosen sentence or phrase from the extract of text read during the session. Our children are now beginning to understand what 'reading for meaning' really is!

Guided Reading in Y2

In Y2, children are listened to read twice per week in small groups. One of these sessions takes place during the 'Book Talk' session, led by the class teacher and a further session is included weekly, led by the class teaching assistant. For children working securely within the curriculum, the texts read link directly to their ZPD level, following the Accelerated Reader programme. Any children who haven't yet secured Y2 expectations will continue to access the Collins Big Cat texts, in-line with the Little Wandle SSP programme. Regular assessments ensure these children are reading books matched to their phonic ability.

Independent reading across years 2 - 6 – Accelerated Reader

Children assessed as working securely within Y2 expectations or above have daily access to the Accelerated Reader programme. Children complete an initial 'Star Reader' test which provides children with a reading age and 'Zone of Proximal Development (ZPD)' range, matched to their reading ability. These Star Reader tests are completed termly and allow teachers to track reading age progress, effectively identifying and subsequently filling any gaps in learning.

All of our reading books across school contain 'ZPD's' – children usually choose two texts within their given ZPD range – one independent class read and one home reader. If children wish, they may choose just one text to read as both their home and class read!

For a minimum of 15 minutes per day, children are encouraged to read their chosen 'class read' independently, or with an adult. When children finish a text, they complete an online quiz which assesses their understanding of what they have read. Additionally, some quizzes have a specific focus on vocabulary. Teacher's access quiz scores regularly to analyse progress of reading over time, identify areas for development and areas of strength.

Supporting children working outside of their age-related expectations in Years 3 – 6

Children working outside of ARE will take part in the above 'Hooked on Books' sessions, though texts studied and questions answered may be adapted to support learning. These children also take part in regular 1:1 reading interventions, in order to build fluency and confidence when decoding. Children in KS2 who are working at KS1 level or lower take part in a daily Sounds Write session. As part of this session, they each have a class read matched to the sound currently being taught and will read this to an adult at least 3 x per week. Additionally, children will also take a book matched to their phonics phase/current sound home, alongside a 'reading for pleasure' text from the classroom library.

Promoting a love of reading at St Mary's

Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We are working hard to develop a 'Reading Culture' at St Mary's:

- ☐ We read to our children every day. We choose these books carefully as we want children to experience a wide range of genres and themes, including books that reflect the children at St Mary's and our local community, as well as books that open windows into other worlds and cultures. Our 10-minute Daily Read Aloud sessions are visible on all class timetables, across all year groups and provide an immersive experience for children. We use light-up projectors and carefully-selected music to allow children to become absorbed in the stories they hear.
- ☐ Multiple copies of texts used during Book Talk lessons and placed in our class libraries create a 'book club' feel – our children are able to discuss and chat about books and their shared meanings, creating a 'togetherness' which takes reading beyond the individual.

- ☐ In Reception, children have access to the reading corner in their provision and the books are continually refreshed
- ☐ We read across the curriculum; subject-specific non-fiction texts, news articles, class magazines, etc.
- ☐ We tell and re-enact texts through drama - we invite storytellers and performers into school across the key stages
- ☐ We hold visits from authors and illustrators
- ☐ We hold 'book weeks' throughout the year, such as 'multi-cultural' book week and 'World Book Week'
- ☐ We hold a yearly Book Fair
- ☐ We take part in reading competitions and fundraisers run by The National Literacy Trust
- ☐ Each class visits our local library across the year as part of our enrichment/experience programme
- ☐ Every classroom has an inviting book corner that encourages a love for reading – the texts in each book area are carefully chosen and age-appropriate, covering a wide range of genres and themes. Books in our class libraries are refreshed half-termly – our teachers are always on the look-out for new and upcoming authors that will be of interest to our children!
- ☐ We curate these books carefully and talk about them passionately to entice children to read a wide range of books, across a wide range of themes. Our Book Talk sessions provide the perfect time for children to discuss texts together, sharing their thoughts, opinions and recommendations.
- ☐ The school library is made available for classes to use at protected times and contains hundreds of new texts across a wide range of themes
- ☐ Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and staff will monitor this on a regular basis to ensure communication between home and school. Children are expected to read at least three times a week at home, writing in their reading diaries with an adult to keep a record of what they are reading and how often they have read. Eklan blank level bookmarks support parents' questioning when listening to their child read.

Writing

At St Mary's, we strive to create an environment that will promote a love of writing. We teach writing through a 'cycle' linked to a specific topic, text or theme. There is a clear teaching cycle for each unit taught, outlined below:

St Mary's Writing Cycle

1. "Reading as a Reader"

Exploring focus text/s as a reader: 5 – 10 sessions

Lesson ideas:

Making inferences and predictions, asking questions, role-play/hot-seating, writing to the author, writing in role of a character (diary entries, letters, etc.), comprehension, balanced arguments, making comparisons between texts of a similar theme, persuasive writing, etc...

2. WAGOLL

1 or 2 sessions

Lesson ideas:

Before the commencement of writing weeks (or later when appropriate!), expose children to an example of what their 'final' independent 'assessment piece' will look like through studying a WAGOLL of the same genre (Some units may require more than one WAGOLL!). Children could spend time finding/highlighting the key features of the text which they will study in subsequent writing lessons. Children in KS1 may have the skills already highlighted and used to prompt a whole class discussion. Refer back to the WAGOLL throughout writing weeks.

- 3 hours of teaching time per week should be dedicated to this 'English journey' per week.

- A further 30 minute weekly session should be given to SPaG which may or may not link to the English journey and should follow the 'Place Value of Punctuation and Grammar' programme.

- A minimum of three 15 minute spelling sessions should take place weekly across KS2 classes (daily for KS1)

- A minimum of three 10 - 15 minute handwriting sessions should take place weekly across KS2 classes (daily for KS1)

3. "Reading as a Writer"

Exploring focus text/s as a writer: Approx. 10 - 15 sessions

Lesson ideas:

Teach the skills needed to enable children to produce an effective piece of independent writing. Ensure this is **not** just a series of grammar lessons – how can we weave previously taught grammar objectives through further written tasks? For example – focus on noun phrases through writing a setting description, or a focus on vocabulary (studied in reading weeks) through a recount. Opportunities for children to re-draft aspects of their work **MUST** be given during writing weeks.

This cycle allows clear progression throughout a unit of work and allows children to work towards the four writing purposes regularly; writing to inform, writing to persuade, writing to entertain and writing to discuss. During our 'writing weeks', children both learn new, and practise previously taught punctuation, grammar and sentence composition skills which they then have opportunities to embed through a range of written pieces. We ensure lots of opportunities for consolidation before a final, assessed outcome. Clear links are continued to be made to the initial reading weeks in addition to modelled/shared writing, planning, editing and re-drafting opportunities.

We also ensure:

- ☐ A purpose and audience for each piece of writing is decided from the outset, through targeted success criteria
- ☐ Our writers are celebrated across school! Children regularly visit other classrooms to showcase their work and examples of writing are displayed throughout school
- ☐ Teachers provide regular, helpful feedback through marking – this may be verbally or written.
- ☐ Time is planned into lessons for children to respond to marking and feedback
- ☐ Writing is regularly linked to class topics through cross-curricular work to promote engagement
- ☐ We ensure progression in skills and expectations of written outcomes across key stage phases
- ☐ We build stamina for writing by providing opportunities to write for extended periods
- ☐ Peer marking is encouraged as an additional way for children to respond to writing
- ☐ Self-assessment is encouraged in KS1 and expected in KS2

- Writing cycles are displayed on our classroom working walls with examples of work, vocabulary and definitions for children to refer to

Handwriting

St Mary's follows the Nelson Handwriting programme throughout school. Nelson Handwriting is a consistent whole-school handwriting scheme which introduces printed and cursive handwriting in step-by-step stages in line with the National Curriculum expectations. The programme develops children's personal handwriting style to ensure they meet the 'expected standard' in the end of key stage writing teacher assessments. It introduces letters/joins gradually and includes pattern practice and motor skills work with three levels of differentiation.

A daily, 20 minute handwriting session takes place in KS1 and a minimum of 4 x per week across KS2. Additional handwriting interventions are put in place for specific children across school following the Nelson programme, led by our teaching assistants.

Spelling across Y2 – Y6

In Y2, children complete the 'Little Wandle' spelling programme. This programme supports children to build the alphabetic code, providing a seamless link from the core Little Wandle Letters and Sounds programme, to learning spelling. All spelling lessons follow the familiar structure of Little Wandle phonics lessons, supporting children to make links to their phonics learning. Lessons build on prior knowledge to ensure children always start from a point of secure understanding.

From Years 3 – 6, children will move onto the Read Write Inc. Spelling programme. This is a 15-minute session that takes place three times per week, using a proven approach underpinned by phonics, fast-paced lessons and a bank of exciting, online resources to ensure our children are confident with the statutory spelling rules for their year group.

Children in KS2 who are working within KS1 expectations will complete the Sounds Write programme as opposed to the RWI spelling programme. The Sounds Write programme is targeted at our children who haven't secured all phases from 1 – 5. Sounds Write's multi-sensory approach ensures the quality teaching of both sounds and spelling rules, tailored specifically to each child's level of understanding.

Speaking & Listening

At St Mary's we believe that children should be able to express their ideas fluently, showing creativity in their thoughts and language choices. Children should develop a mature understanding of the differences between written and spoken language. We've found that the ability to speak and listen is fundamental to pupils' language and social development, and that it is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. We understand that our children need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

We believe that learning talk includes a variety of different genres which children should access on a regular basis throughout all areas of the curriculum. These include: narrate; explain; instruct; discuss; negotiate; argue, reason and justify; imagine and speculate; ask different kinds of question; receive and build on answers; analyse and solve problems; explore and evaluate ideas. Furthermore crucial to this development is the ability to: listen; think about what they have heard; give others time to think, and be receptive to alternative points of view.

We understand that good questioning is key to the development of talk. Teachers ask a range of open ended questions that involve higher order thinking in order to stimulate discussion, focus attention, rouse curiosity and interest, elicit views, feelings and experience and make the children think. We understand the differences in children's developmental ability to answer questions. In order to target questioning appropriately, we use Blank Level Questions across EYFS – Y2.

Children in all classes are read aloud to on a daily basis. These experiences combined with planned musical and drama activities, including songs and rhymes, throughout curriculum areas aid the development of both listening skills and auditory memory. Teachers also plan to ensure children have the following regular opportunities:

- ☐ Questioning and taking risks with language
- ☐ Presenting in-front of an audience
- ☐ Reciting and reading aloud
- ☐ Re-telling, role-play and drama productions
- ☐ Listening to and participating in stories, poems, rhymes and songs
- ☐ Drama activities to enliven and enrich children's understanding of character
- ☐ Debate
- ☐ Collaborative work and reporting back following group work
- ☐ Presentations

At St Mary's, we appreciate the importance that developing children's language has, not only on their reading and writing, but also on social interaction. We use many of the principles of Elklan, including;

- ☐ Word maps
- ☐ Mind maps
- ☐ Blank levelled questions
- ☐ Linguistic concepts

In Early Years/KS1 we use WellComm resources to assess a child's language ability in relation to their age and then plan a range of interventions for children who have not met age related expectations. Each child is assessed every term to ensure progress is made. We also use the black sheep narrative packs to plan in interventions for children who are working significantly below age related expectations.

Assessment and Monitoring

Formative assessment - Reading

- ☐ Completed daily within class to identify children needing catch up sessions, or keep-up support in EYFS and KS1
- ☐ Completed weekly in the Little Wandle 'review' lesson across EYFS and KS1 to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- ☐ Children read daily across the curriculum. Additional guided reading and 'Book Talk' lessons take place where specific objectives are set, with targeted groups of children identified for each session.
- ☐ All children have guided reading notes taken during 1:1, small group or whole class reading sessions. Notes are recorded to inform assessment and make direct links to the National Curriculum expectations.
- ☐ Regular, quality questioning through the use of the Hooked on Books, 'Reading Rainbow'.

- ☐ Accelerated Reader quizzes produce a report of ability in fluency and comprehension and suggest targets for improvement.

Summative Assessment - Reading

- ☐ Summative assessment for Reception and Year 1 is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- ☐ Year 1 take the end of year Phonics test in June
- ☐ Children in Years 2 and 6 take end of Key Stage national tests termly
- ☐ PiXL reading tests are completed termly in years 1, 3, 4 and 5.
- ☐ STAR reading tests (part of Accelerated Reader) are taken every half term to generate a reading age and to give information about fluency and comprehension ability. Targets are set accordingly.
- ☐ Teacher Assessments are recorded on INSIGHT termly. This tracks if children are working towards/at/exceeding end of year expectations.

Additional reading assessments carried out in EYFS – Y2

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:

- In Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
- With children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
- To assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

A placement assessment is used:

- With any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

The Rapid Catch-up assessment is used

- With any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Formative Assessment - Writing

- ☐ Verbal feedback takes place in all writing lessons, where teachers inform pupils of their strengths and areas for development/strategies for improvement, tailored to suit each child's individual need.
- ☐ Written feedback may occur if verbal feedback hasn't been given, which may inform children of their 'next steps', or what they have done well in relation to the session's objective.
- ☐ 'Live marking' ensures teachers are able to monitor pupils progress during sessions and that any misconceptions can be addressed quickly and effectively.
- ☐ Targets and next steps may be given verbally, or written. These will be specific to each child and their writing ability.
- ☐ Quality questioning and prior learning strategies also take place regularly.

Summative Assessment - Writing

- ☐ Final assessments at both the end of Key Stage 1 and 2 in writing are teacher assessed. There are no external assessments of composition; however our Local Authority will routinely moderate our judgements.
- ☐ Teacher Assessments for all year groups are recorded on school's assessment system termly. This tracks if children are working to/at/exceeding end of year expectations.
- ☐ Children are given opportunities to write independently regularly. Independent assessment tasks are planned every 3 weeks and are moderated by teachers on writing assessment grids. The completion of these tasks allow identification of gaps and inform future planning.
- ☐ Writing assessment tracking grids are completed regularly for each child and monitored half termly, so gaps in learning can be planned for effectively.
- ☐ PiXL spelling and grammar tests are completed termly in years 1, 3, 4 and 5. Key year groups 2 and 6 use past SAT papers to judge progress and areas for development.