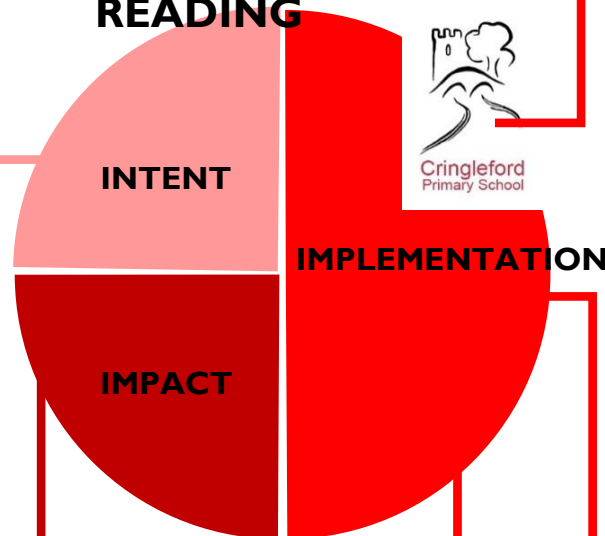


Our Curriculum:

- Our school follows the Little Wandle Letters and Sounds revised programme. This focuses on the following principles;
- direct teaching in short bursts – phonics is a specific, defined body of knowledge which children learn best and most effectively using direct teaching.
- consistency of approach – this includes the consistency of delivery from all teachers and teaching assistants and the consistency in the learning approaches experienced by all children.
- secure, systematic progression in phonics learning – including amongst others learning correct pronunciation of all GPCs, blending for reading, segmenting for spelling
- maintain pace learning
- providing repeated practice
- application of phonics using matched decodable books
- early identification of children at risk of falling behind, linked to provision of effective keep-up support.

Spiritual Development - we enable spiritual development by responding to creative and awe-inspiring texts. Children learn to reflect on what we read, offering their own inferences, reactions and opinions. Children will be shown how to empathise with character's and interpret their thoughts and actions. Learning to read, through phonics encourages patience and perseverance, essential qualities for personal and spiritual development.

PHONICS AND EARLY READING



What Makes a Cringleford Reader?

- All phonics teaching follows the Little Wandle Letters and Sounds revised programme.
- Any additional Keep-Up sessions will be planned and taught according to half term assessments information and/or assessments gathered during daily lessons.
- Opportunities for further practice and reinforcement of phonics should be woven into daily activities and transition times.
- All staff will use the Little Wandle resources, GPC flash cards, word cards and Big Cat reading books.
- Whole class phonics is taught daily for 20 minutes (Monday to Thursday) and 25-minute review session on Friday.
- We teach children to read through reading practise sessions three times a week. Children work in groups of 6 alongside a trained adult. Books are allocated using phonics assessment information.
- Each reading practice session has a clear focus – decoding, prosody or comprehension.
- Children are encouraged to take home a “Love to read book” to foster their love of books alongside their “practise book” where they can practise the skills taught in school.

Learning Outcomes

- Key learning is assessed every 6 weeks using Little Wandle assessment documents. These directly feed into Keep Up plans to plug gaps.
- During phonics and reading sessions, staff monitor learning and plan immediate intervention.
- Children are taught how to talk about their learning and how to be reflective learners/
- Subject leads monitor the impact of their subjects by:
 - Talking to children about their learning
 - Analysing assessment data
 - Visiting lessons and talking to children
 - Visiting Keep Up lessons and reading sessions
 - Talking to teachers about their learners.

Inclusive for all

- Repetitive phrases that support routine and structure
- Independent work – both during writing in phonics and reading
- Use of pictures alongside vocabulary to support understanding
- A huge reduction of cognitive overload through routine and structured teaching

Accessible for all

Strategies we use to support SEND and EAL children

- Effective use of adults to provide support
- Additional Keep-Up sessions taught by trained adults
- Oral rehearsal techniques
- Peer support through modelling and repetition techniques
- Pre teaching strategies
- Individual Learning Portfolios