



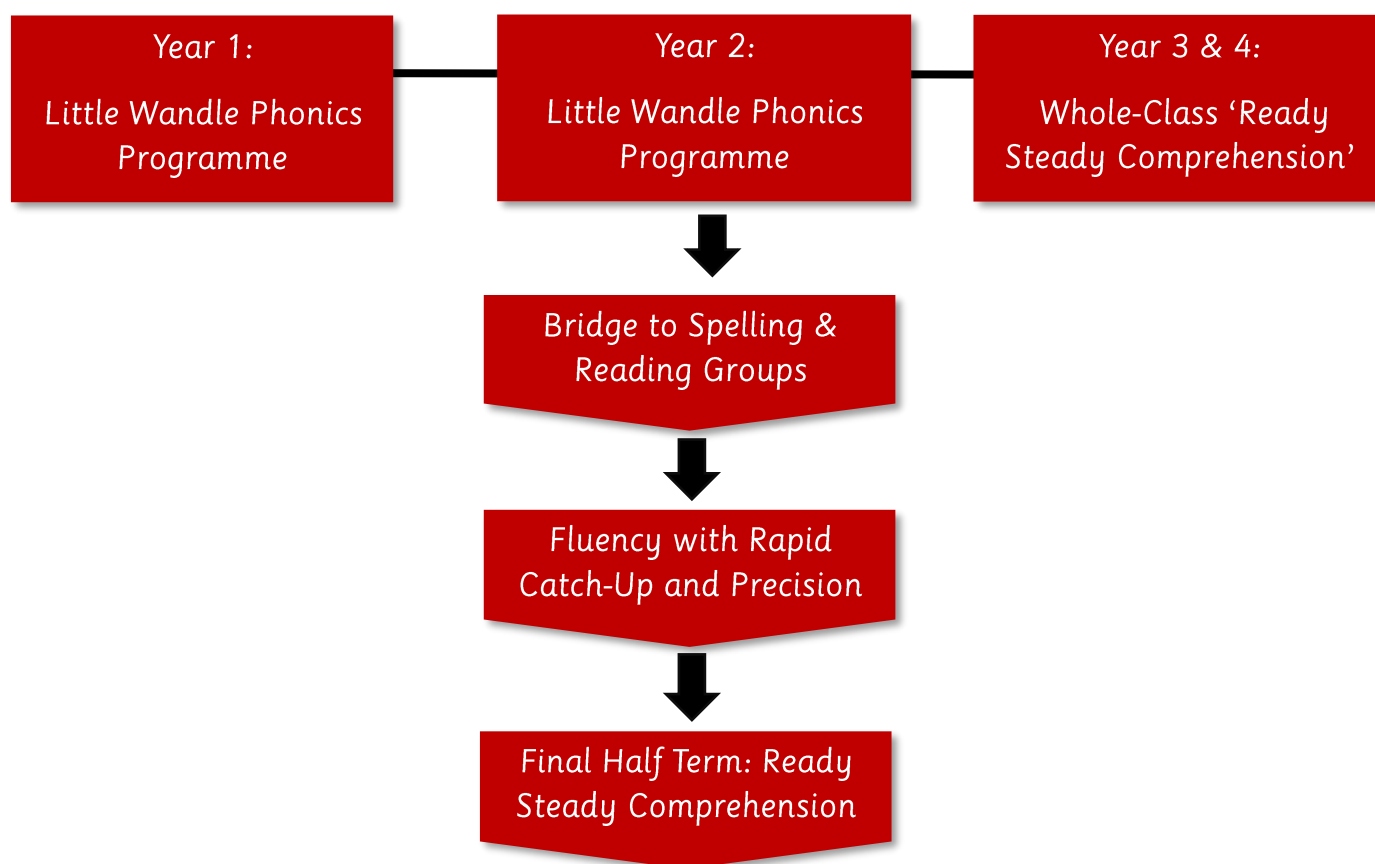
Progression in Reading at St George's CE First School

In line with our vision—"Wonderfully made, inspired to shape the world"—which is deeply rooted in Psalm 139:14, "I will praise you because I am fearfully and wonderfully made," we believe every child is unique, created in God's image with talents and aspirations to nurture at St. George's.

Our vision inspires us to have high aspirations for all our children, striving to equip them with the skills, confidence, and self-belief they need to make meaningful contributions to their communities and the wider world. A key part of this is ensuring that every child leaves our school as a fluent reader who finds joy and inspiration in a good book.

At St. George's C of E First School, we are dedicated to helping every child develop the skills and confidence to become a fluent reader. Our structured approach transitions children from phonics to comprehension, focusing on fluency and understanding, and instilling a lifelong love of reading. This document outlines the progression framework and strategies we use to support children at each stage of their reading journey with us, including tailored interventions for those requiring additional support.

Progression Flow Chart:



*Those children with more complex learning needs and unable to access phonics yet, will continue to have a personalised curriculum for reading.



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Guide to the Flow Chart

Year 1: Little Wandle Phonics Programme

- Children begin their reading journey with the Little Wandle Phonics Programme. This systematic approach ensures they learn phonemes, blending, and segmenting skills foundational to reading.

Year 2: Transitioning to Fluency

- **Little Wandle Phonics Programme**

Children begin year 2 continuing to follow the Little Wandle Phonics Programme before moving on to 'Bridge to Spelling'.

- **Bridge to Spelling & Phonics Reading Groups:**
Children progress to 'Bridge to Spelling' alongside small reading groups where phonics is integrated with spelling to reinforce decoding skills.
- **Bridge to Spelling & Reading Groups:**
A focus on fluency starts as children consolidate their phonics knowledge. Interventions like Rapid Catch-Up support those requiring additional practice.
- **Fluency with Rapid Catch-Up and Precision Teaching:**
Fluency sessions aim to enhance accuracy, speed, and expression. Precision teaching addresses gaps for those struggling with specific phonemes or fluency elements.
- **Final Half Term: Ready Steady Comprehension**
In the final half term of Year 2, children transition to the 'Ready Steady Comprehension' programme. This prepares them for comprehension-based reading by focusing on understanding texts and answering questions confidently.

Year 3 & Year 4: Whole-Class Reading

- **Whole-Class Ready Steady Comprehension:**
Children participate in reading lessons designed to deepen their comprehension skills. Differentiated extracts ensure accessibility for all.
- **Rapid Catch-Up for Non-Accessing Pupils:**
Children who are still not secure in their phonic knowledge receive targeted Rapid Catch-Up sessions during protected timetable slots, in addition to whole-class reading lessons.



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SEND-Specific Considerations

- **Phonics Interventions:**
Children on the SEND register continue with Little Wandle, addressing personalised targets.
- **Whole-Class Reading Exposure:**
To foster inclusivity, children engaged in phonics interventions are also exposed to whole-class reading. Differentiated materials ensure their participation without compromising their learning needs.

Key Stage 2 Exceptions

- **Phonics Delivery:**
While most children participate in reading lessons, a small number of children are unable to access these lessons and receive bespoke phonics instruction aligned with their individual needs.

Rationale for the Progression Framework

Little Wandle Letters & Sounds: Building Strong Foundations

At St George's, we use the Little Wandle Letters and Sounds Revised Programme, a systematic approach based on the latest research into effective learning. The programme prioritises helping children retain information in their long-term memory and apply their knowledge to become confident readers. This foundation is essential for ensuring that children develop fluency and comprehension skills as they progress through the school.

Phonics teaching begins in Nursery with Phase 1 activities, which lay the groundwork for grapheme-phoneme correspondences and blending. By Reception, children advance through Phases 2 to 4, ensuring a thorough understanding of phonics basics. Year 1 builds on this by revisiting earlier phases and introducing Phase 5 in preparation for the phonics screening check. Year 2 continues with Phase 5 in the Autumn term before moving into more complex reading and spelling activities.

Year 1: Mastering Phonics Through Little Wandle

The structured daily sessions in Year 1 ensure that children have consistent opportunities to practise and refine their phonics skills. This stage is crucial for embedding the foundational skills of decoding and blending, which are necessary for reading fluency. The Little Wandle approach ensures that any gaps are identified early, allowing for targeted interventions through 'keep up' sessions.



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Year 2: Transitioning to Fluency and Comprehension

Year 2 serves as a bridge between phonics and fluency. By introducing Bridge to Spelling and phonics reading groups, children begin applying their phonics knowledge in broader contexts. The progression to fluency sessions, supplemented with Rapid Catch-Up and Precision Teaching, ensures that every child has the opportunity to develop reading speed, accuracy, and expression. This stage is carefully monitored to prepare children for the comprehension demands of Ready Steady Comprehension.

The final half term introduces comprehension skills, equipping children to engage with texts critically and meaningfully. This prepares them for the whole-class reading structure of Year 3.

Years 3 and 4: Focusing on Comprehension

Whole-class reading lessons in Years 3 and 4 are designed to deepen understanding and foster a love of reading. By providing differentiated extracts, we ensure that children of all abilities can access the curriculum. For those still requiring phonics support, Rapid Catch-Up sessions and Little Wandle interventions continue to address specific needs, ensuring no child is left behind.