



## How do we ensure that pupils make progress?

We have high expectations for progress in phonics at Lawn Primary School. The progression of Little Wandle Letters and Sounds Revised has been devised so that children are taught a cumulative progression of GPCs that they immediately practise through oral blending, reading and spelling words and sentences, and, later on, reading fully decodable books. Children review and revise GPCs and words daily, weekly and across terms and years in order to move this knowledge into their long-term memory. This momentum of progress is aspirational yet achievable as we ensure that we maintain pace, practice and participation by all children. How we organise our teaching is central to this. The spiralling curriculum, which includes periods of review, ensures that all children have adequate time to learn new GPCs, then practise, retrieve and apply their learning so it moves into the long-term memory and reading becomes automatic and fluent. The programme lends itself to a mastery approach to teaching phonics. This means that all children in the class learn the same content at the same time and it applies the principle of all the children keeping up. *See the Phonics section of our website for more information:* <https://www.lawn.derby.sch.uk/phonics/>

We believe that great phonics teaching follows the cycle: teach, assess (daily formative assessment and six-weekly summative assessment), and do. We know that speed matters when young children are learning to read. We must assess and 'do' the right thing quickly. This is why we know the early identification of children at risk of falling behind, linked to the provision of effective keep-up support, is a vital component in ensure that every child learns to read, regardless of background. Teachers know to organise their teaching and learning space so that they can: see every child; see their mouths as they blend and read; ensure all children can see the teacher's mouth. Focus children are placed close to an adult (the teacher usually) so that their progress can be carefully monitored. The teaching space is kept uncluttered so that the children are only thinking about the graphemes, words, sentences and spellings that they are practising. Teachers of SSP are confident and clear about each part of the lesson and what it is teaching – they use the 'Prompt cards' and 'How to' videos to support their day-to-day CPD as and when required. As part of the Little Wandle programme, summative assessments are undertaken every six weeks to identify gaps and next steps for those children requiring additional support.

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In our whole-class reading (WCR) lessons, the way that children are taught reflects the philosophy of our reading lessons in EYFS2 and Y1 – that is, we decode new vocabulary and learn the definitions in the particular text's context that we are working on. Children are taught to read for understanding, using their VIPERS skills which are modelled by their teachers. They are also taught to read with fluency, which comprises accuracy, automaticity (rapid word recognition without conscious decoding) and prosody (appropriate use of phrasing and expression). Strategies used include echo-reading, choral reading, deep reading and performance reading. *See the Reading*



*section of our website for more information about VIPERS progression: <https://lawn-primary-school-derby.secure-primariesite.net/reading/>*

Children in Years 1 to 6 complete Rising Stars National Test-style Standardised (NTS) Reading Assessments three times a year. These tests provide us with useful attainment, progress and comparison data to use as part of our assessment process, supporting the formative assessments which happen within and as a result of each teaching session. Teachers use their knowledge of their pupils combined with the assessment data to ensure appropriate support is put in place to ensure all pupils make good or better progress.

Children with SEND are supported with their reading in different ways. Sometimes children receive additional phonics intervention and support. This can be delivered by teacher or trained teaching assistant and the recently-introduced Little Wandle SEND resources can also be used. This programme has a graduated approach, with 'How to' videos that show how the teaching steps are adapted to meet the needs of each child. Teaching colleagues are able to refer to the Prompt cards for the graduated approach which can be found on the 'Support for Teachers' area of the website.

We also have specific evidence-based interventions to help pupils with their reading. Read It, Write It is a literacy intervention designed to improve pupils' fluency of reading and accuracy of spelling, of both phonetically decodable and irregular, high-frequency words. Prior to delivering the intervention, a basic skills assessment is carried out. This helps provide a starting point at which the intervention should take place, as the delivery follows a clear progression in both irregular, common words and phonetically decodable words.

RIWI sessions are approximately 20 minutes long with each element being strictly timed in order to ensure that the session is well paced and gains the maximum impact possible. Sessions are divided into five 2 minute, highly structured word reading and spelling activities followed by 10 minutes of shared reading and writing. The intervention is based upon the principles of a Direct Instruction (DI) method of teaching; an approach that focuses on pupils learning in a systematic and well-organised way, using sequenced and structured materials

We have also this year bought into the Literacy Gold package, a digital program of support to aid pupils' reading and spelling, to ensure that we have a broader range of interventions available. Literacy Gold is a program that teaches Phonics, Phonological Awareness, Eye Control and Vocabulary - the four skills needed to read. It addresses vision problems like convergence insufficiency and poor tracking as well as auditory problems, like the phonological deficit to build all the skills needed to read. Pupils' progress is tracked carefully to measure the effectiveness of this new program to the school.