



Early Reading at St Luke's

At St Luke's, we prioritise reading. We aim for all pupils to develop a love of reading from the very start of their St Luke's journey, where pupils are intrinsically motivated to read (Clark and Teravainen, 2017). We want to enable all pupils to read fluently and confidently across the curriculum. We see reading as the key skill that unlocks opportunities to gain knowledge in other subjects (Castles, 2018).

At St Lukes, we are determined that every pupil will learn to not only read but to develop a life long love of reading .

Pupils' learning journey begins in nursery, using the Little Wandle approach : Foundations for Phonics, Foundations for a Love of Reading and Foundations for Language.

Foundations for Phonics uses games and nursery rhymes to develop phonemic awareness and tune into sounds, ready for when pupils enter Year Reception. Foundations for a Love of Reading uses beautiful picture books to develop book talk. Foundations for Language supports all nursery staff to improve the quality of interactions and talk throughout the day.

Each term, there is a clear outline of the progression of sounds and an oral blending focus to ensure readiness for reception. An example of this progression is below:


	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of sounds	s a t p i n	m d g o c k e	u r h b f l j	v w y z q u c h	ck x sh th ng nk
Use these Reception picture cards:	snake astronaut tiger penguin iguana net	mouse duck goat octopus cat kite elephant	umbrella rainbow helicopter bear flamingo lollipop jellyfish	volcano wave yo-yo zebra queen cherries	sock (sound at the end) box (sound at the end) shells ring (sound at the end) pink (panda) (sound at the end) thumb/teeth (sound at the end)
Phonemic awareness focus	Teach children to hear the same initial sound for words and names of objects.	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.	Teach children to identify initial sounds of words and objects.	Teach children to identify the final sounds of words and objects.
Play these games:	<ul style="list-style-type: none"> Play with sounds Bertha the bus Name play <p>For each new sound play:</p> <ul style="list-style-type: none"> What's in the box?* 	<ul style="list-style-type: none"> What's in the box? – with objects that start with different sounds <p>For each new sound play:</p> <ul style="list-style-type: none"> What's in the box?* 	<ul style="list-style-type: none"> Play with sounds Bertha the bus Name play <p>For each new sound play:</p> <ul style="list-style-type: none"> What's in the box?* 	<ul style="list-style-type: none"> Play with sounds Bertha the bus Name play <p>For each new sound play:</p> <ul style="list-style-type: none"> What's in the box?* 	<ul style="list-style-type: none"> Play with sounds Bertha the bus Name play <p>For each new sound play:</p> <ul style="list-style-type: none"> What's in the box?* <p>Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/.</p> <p>Then teach children to distinguish other sounds at the end of words.</p>

*A list of suggested objects for 'What's in the box?' for each sound can be found in the Weekly lesson content: Foundations for phonics area of the website. Alternatively, use the photos in the 'Foundations for phonics: Images for What's in the box?' downloads for each half term.

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oral blending focus	Teach children to blend CVC words using oral blending and objects.	Teach children to blend a wider range of CVC words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wide range of words using oral blending when playing:
Play these games:	<p>For each new sound play:</p> <ul style="list-style-type: none"> Blend from the box. <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Encourage children to join in and blend aloud.</p>	<ul style="list-style-type: none"> Can you touch your ...? What's that noise? Can you do the actions? Blend from the box, with objects that start with different sounds. <p>For each new sound play:</p> <ul style="list-style-type: none"> Blend from the box. <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Encourage children to join in and blend aloud.</p>	<ul style="list-style-type: none"> Can you touch your ...? What's that noise? Can you do the actions? Blend from the box, with objects that start with different sounds. <p>For each new sound play:</p> <ul style="list-style-type: none"> Blend from the box. <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Pause before you blend the words - and see if children can jump in and blend the words.</p>	<ul style="list-style-type: none"> Can you touch your ...? What's that noise? Can you do the actions? Blend from the box, with objects that start with different sounds. <p>For each new sound play:</p> <ul style="list-style-type: none"> Blend from the box. <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Do not blend the words for the children.</p>	<ul style="list-style-type: none"> Can you touch your ...? What's that noise? Can you do the actions? Blend from the box, with objects that start with different sounds. <p>For each new sound play:</p> <ul style="list-style-type: none"> Blend from the box. <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Do not blend the words for the children.</p>
Suggested words for Blend from the box*	<p>Blend from the box words:</p> <p>s: s-o-ck s-u-n s-oa-p s-a-ck a-n-t</p> <p>t: t-ee-th t-i-n t-a-p t-o-p</p> <p>p: p-e-n p-e-g p-i-n p-a-n</p> <p>n: n-e-t n-oa-z (nose) n-e-ck n-u-t</p>	<p>Blend from the box words:</p> <p>m: m-oo-n m-ou-se m-a-p m-a-n</p> <p>d: d-o-g d-u-ck d-o-ll d-e-n</p> <p>g: g-oa-t g-ai-t (gate) g-oo-se g-ir-l</p> <p>c/k: c-a-t c-u-p c-a-p c-oi-n k-igh-t (kite) k-i-d k-i-t</p> <p>e: e-gg</p>	<p>Blend from the box words:</p> <p>r: r-a-t r-e-d r-oa-d r-i-ng</p> <p>h: h-a-t h-ou-se h-or-se h-ea-d</p> <p>b: b-oo-k b-u-s b-ir-d b-a-g</p> <p>f: f-i-sh f-a-n f-oo-t f-ar-m</p> <p>l: l-ea-f l-i-d l-o-ck l-o-g</p> <p>j: j-a-m j-u-g j-e-t j-ee-p</p>	<p>Blend from the box words:</p> <p>v: v-a-n v-e-t</p> <p>w: w-i-g w-e-b w-ai-v (wave)</p> <p>y: y-a-p [dog]</p> <p>z: z-i-p z-oo</p> <p>qu: qu-ee-n qu-a-ck [duck] qu-i-ck [action]</p> <p>ch: ch-i-p ch-i-ck ch-i-n ch-o-p [action]</p>	<p>Blend from the box words:</p> <p>ck: s-o-ck d-u-ck n-e-ck r-o-ck</p> <p>x: f-o-x b-o-x w-a-x s-i-x</p> <p>sh: sh-e-ll sh-ir-t sh-o-p sh-e-d</p> <p>th: th-u-mb t-ee-th m-o-th, th-i-gh</p> <p>ng: r-i-ng w-i-ng k-i-ng</p> <p>nk: p-i-nk t-a-nk w-i-nk s-i-nk</p>
Oral blending	<p>Words with sounds the children know:</p> <p>s-a-t s-i-t p-a-t p-i-t t-i-n t-a-p n-i-p s-i-p</p> <p>Never use grapheme cards/words.</p>	<p>Words with sounds the children know:</p> <p>d-i-g m-a-p g-e-t n-o-d c-o-t p-e-t d-a-d p-i-g p-e-g t-e-n</p>	<p>Words with sounds the children know:</p> <p>m-u-m r-a-n h-u-g b-i-g f-a-n r-u-b h-o-t l-e-g l-i-p j-o-g j-i-g</p>	<p>Words with sounds the children know:</p> <p>y-e-s m-e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss y-e-ll r-i-ch qu-i-t z-a-p b-u-zz</p>	<p>Words with sounds the children know:</p> <p>th-u-d th-i-ng r-u-sh sh-u-t s-o-ng s-i-ng p-e-ck r-o-ck b-a-ck f-i-x</p>
Recognising their name	Teach children to find their name using their picture.	Teach children to recognise the initial sound of their name.	Teach children to recognise the capital letter that starts their name.	Teach children to match their name to their picture.	

*Images of the suggested words for Blend from the box can be found on the website in Weekly lesson content: Foundations for phonics.

In Reception and Year 1, pupils progress through the Little Wandle phonics scheme. Daily plans have a clear lesson focus. Lessons begin with a revisit and review section to support retrieval. Tricky words are taught by sight and explanations of why they are tricky and not decodable are made clear. New learning is then introduced. Each new Grapheme Phoneme Correspondence GPC (how it is written and how it sounds) has a catchphrase/mnemonic to help them to learn and remember. Oral blending is modelled by the class teacher and repeated constantly to allow pupils to hear how sounds can be blended together. To give context to the new GPC, new words are then shown. The teacher then shows a word at a time on a flashcard. Sound buttons are pointed to beneath each phoneme and then a “swipe” is used to support the blending. Definitions of new words are also given if clarification is needed. Throughout the session, the teacher uses Assessment for Learning (AFL) techniques to keep a suitable pace and inform when to move learning on. In each lesson, there is a mix of teacher modelling and pupil’s call and response. Teachers also cold call individuals to support with AFL and to ensure all pupils are engaged and on task. Once pupils are secure, the teacher moves onto sentence reading. This provides the daily opportunity to apply their learning of GPC and tricky words at sentence level. Once read as a whole class, pupils are encouraged to write through a dictation activity to apply learning not only in reading but in writing too. This allows pupils to rehearse spellings and their blending and segmenting skills.

Lesson focus		Revisit and review			Teach and practise			Practise and apply	
	GPCs	Words	Tricky words	New GPC and catchphrase	Oral blending	New words	Example definitions and sentences	Read the sentence	Spelling
ai tail	qu ch sh th ng nk	bang fish quick chat	is as the l	 ai tail in the rain	r-ai-n f-ai-l t-ai-l	rain wait tail sail fail main	tail Some animals – like horses, dogs and cats – have tails. sail To travel on water in a boat. Also, the piece of cloth on a boat which catches the wind. main The most important or biggest – I like to have my main meal at lunchtime.	His fish has a quick tail.	rain wait + the

Following whole class learning, the teacher and other support staff read with small groups at least three times a week. These guided reading sessions focus on decodable blending practice:

Each guided reading session has a clear focus.

- **Read 1:** decoding
- **Read 2:** prosody (reading with meaning, stress and intonation),
- **Read 3:** comprehension – understanding the text.

Each of these sessions follows the same structure.

- **Pre-read:** Revisit and review
- **Reading practice:** Practise and apply
- **Review:** Pacy review of any misconceptions

Each group has the same text for a whole week to develop fluency.

Year 2

In Year 2, once GPCs have been learnt, pupils develop their fluency through reading the Little Wandle Fluency chapter books. Teachers also use Little Wandle Spelling to build on children's knowledge of the alphabetic code so pupils can spell confidently. This provides a clear link from the core Little Wandle program that ends in year 1 and builds on this into year 2.

At St Luke's, we prioritise reading across the curriculum and reading for enjoyment.

There are book corners in every class. These corners are home to award winning books that cover a variety of genres. Stories, poems, rhymes and nonfiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction both within lessons and to take home too. Pupils have agency over their home book choices and are invited to write to the English lead requesting which books to buy next for their classroom. Book talk is celebrated and recommendations are given between pupils so the right books find the right readers.

At St Luke's, we teach the Little Wandle phonics programme which exceeds the expectations of the NC and EYFS early learning goals.

From Year Nursery to Year 1, the Little Wandle approach is used to teach synthetic phonics. This aspirational and robust scheme is taught with fidelity and consistency across the school. Once pupils have exited the phonics scheme, in year 2, pupils develop their fluency through Little Wandle fluency chapter books which support pupils to improve their word count per minute, fluency and understanding to avoid the Matthew Effect (Rothlisberger et al 2023) and ensure every child is a reader.

Daily phonics lessons support the acquisition of new grapheme/phoneme correspondences (GPCs). Phonics lessons review prior learning, teach new learning and provide opportunities to apply these each day in reading and writing. Reading books at home and in school are matched to pupils' knowledge of GPCs to ensure pupils can read fluently. Teachers ensure that pupils read with an accuracy of at least 90% to ensure the book is at the right level. If not, then pupils are retested to ensure that the books are pitched accurately. This scheme provides clear expectations of pupils' phonics progress term by term, particularly from reception to year 2 and also including nursery.

At St Luke's, pupils read daily.

Reading skills are taught and rehearsed each day from reception to year 6. The sequence of books from reception to year 2 shows a cumulative progression in phonics knowledge used in the Little Wandle Phonics programme and the Fluency program. Teachers provide daily opportunities to practise reading and re-reading books that match the GPCs they know. Additional decodable books are sent home as daily reading practice.

In KS2, teachers deliver whole class Reciprocal Reading lessons. These lessons use high quality books (linked to the inter-connected curriculum) to model fluency and prosody (patterns and rhythm of language), explore and clarify new vocabulary, summarise, predict, retrieve, infer and think wider about concepts and themes in the book. Each pupil has their own copy of the whole class book or shares with their partner to support each other in talk for learning which enables partner book talk and whole class book talk (Tennent and Reedy, 2021).

Throughout the school, pupils are given opportunities to engage in a wide variety of texts in free reading, home reading and in reciprocal reading lessons. At home, pupils use an online platform (Reading Eggs) paid for by the school so as to be free to all to develop skills, word count per minute, fluency and comprehension. In the classroom, book talk is rich in language and content. The school is language rich and books are deliberately placed in classrooms and corridors to complement display boards and reflect our love of books.

At St Luke's, the assessment of phonics is rigorous, frequent and informs next steps.

Every phonics lesson is an opportunity for teachers to use assessment for learning. Teachers model, support and move on learners in every part of the lesson.

Summative assessments and data drops are scheduled every six weeks. This data is collected and uploaded to the Little Wandle Analysis webpage. Here, the data is RAG rated which supports teachers to plan for targeted catch up and keep up sessions.

We believe the ongoing assessment of pupil's phonics progress is sufficiently frequent to identify those falling behind so targeted support can be planned for immediately.

For pupils in Year 2 to Year 5 who are not reading with fluency or who are reading behind age expected levels, there are two in-house Fisher Family Trust (FFT) 'Lightning Squad' tutors who timetable short 20 minute interventions with pupils three times a week. The FFT Lightning Squad program collects data and moves pupils on in their learning when they are ready to progress. Pupils word count per minute gives a reading age and homework is given from this to further diminish the difference and ensure catch up. Leaders have ensured that all staff have knowledge of the Little Wandle approach. Staff in EYFS and KS1 have the expertise needed to teach phonics and reading to whole class lessons and in targeted keep up and catch up lessons. To ensure fidelity to the scheme, displays in EYFS, KS1 and LKS2 all have the Little Wandle "Grow the Code" poster displayed clearly as an aide-memoire for those in catch up groups to reference.