



Worthington Primary School Core 'learning to read' offer

| Phonics | Reading |
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| Wave 1 | |
| All children (EYFS- Y2) will participate in our daily class teaching and learning phonics programme- Essential letters and sounds (ELS). | All pupils (from EYFS – Y2) will read daily using books that are fully decodeable and match the phonics phase they are working within. Year 2 (when ready) will participate in daily comprehension sessions. |
| Wave 2 | |
| Some pupils will be identified as 'at risk of falling behind' the ELS programme. These children will participate in small group intervention ELS sessions (EYFS, Y1, Y2) or rapid catch up (Y3-Y4) These children may have difficulty recognising or recalling phonemes/graphemes, blending sounds to make words and accuracy. | Some pupils will be identified as 'at risk of falling behind' the expected rate of progress for reading. These children will participate in small group/ individual reading practise sessions with an adult every day (EYFS – Y6) These children will be able to recognise the phonemes in isolation but may need support with blending, fluency and accuracy. |
| ELS interventions (EYFS, Y1, Y2) *The group size will be determined by the child's needs *Maintain fidelity to ELS (structure, resources and mantras) *Smaller steps with lots of repetition *As and when required | Rapid catch-up (Y3-4) *The group size will be determined by the child's needs *Maintain fidelity to ELS (structure, resources and mantras) *Targets specific gaps *As and when required |
| Reading practise *Daily *The group size will be determined by the child's needs *Maintain fidelity to ELS(structure, resources and mantras) *In line with Oxford Owl reading scheme *Smaller steps with lots of repetition | |
| Wave 3 | |
| A few pupils will be identified as 'falling behind' in phonics or reading. Some pupils may require even further support, when they are not making progress in line with their own starting points, and/or Wave 2 is not proving effective on its own. Wave 3 strategies should be personalised to match the pupil's specific gaps in reading or phonics (e.g. phonemes in isolation, high frequency words, CVCC words) and delivered individually. Wave 3 techniques may include; | |
| <small>Precision teaching Paired reading Multi-sensory manipulatives Flash cards with visual clues Practical or ICT games</small> | |
| Special Educational Needs | |
| Very few pupils may be identified as having specific difficulties with learning to read (e.g dyslexia). These children need to be referred to the SENDCo for specialist assessments. Evidence must be provided to show progression in Wave 1, 2 and 3, and permission sought from parents, before pupils can be referred. Where specific needs and/or barriers are identified, teachers will enrol the pupils on a dyslexia specific programme, in addition to ELS, which may be run over | |
| Acquiring and applying phonic knowledge *Nessy | Reading (spelling) key words *Nessy |
| Transferring reading skills into writing *Nessy | |