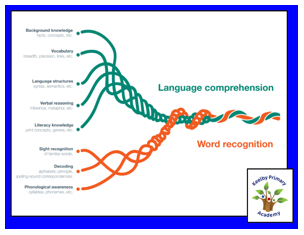
Early reading and Phonics is a **priority** at KPA. We understand the importance of building firm foundations for future progression and learning, enabling every child to fulfil their true reading potential. At Keelby we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Foundation and follow the [*Little Wandle Letters and Sounds Revised* progression](https://wandlelearningtrust.sharepoint.com/sites/WTSA2/Shared%20Documents/Forms/AllItems.aspx?csf=1&web=1&e=dA5Kg8&cid=c07c4b6e%2D7eff%2D4834%2Db0a2%2De34e77f1195a&FolderCTID=0x0120002B68E4606EDEEB42917E483D1520364F&id=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files%2FProgramme%20Overview%5FReception%20and%20Year%201%2Epdf&parent=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Keelby, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

At Keelby Primary Academy, our standards are already high but we strive for more, keeping up with current educational thinking and research to give our children the very best opportunities, for life.

Children use their phonic skills to increase their decoding ability and increase word recognition. Using books that are matched to the Little Wandle program. Regular formative and summative assessments ensure that books match the children’s phonic ability. We also provide books that are language rich, enjoyable, stimulating our imagination, that can be shared and promote a real love of sharing texts and reading. We communicate with parents regularly in order to acknowledge and develop their valuable role in the early reading team, enabling them to become **‘Early reading experts’.** We encourage all families to commit to five weekly home reads.



A love of books will be fostered in every classroom as we strive to become a school where children read for pleasure.

Power of Reading is at the heart of all English sessions.

Love of Reading

* A range of high quality books are provided at school.
* A newly established loan scheme is up and running for families to share books at home.
* Quality books are provided in school and teachers have created inviting reading areas.
* Picture books are shared in assemblies and family groups.
* KS1 & FS visit the local library monthly.
* Staff demonstrate a passion for reading.
* In FS there are quality books in each area of provision.

Books match sounds

* Children’s independent reading books are carefully matched to the sounds that they have been taught.
* We encourage a mixed diet of both decodable books and books for enjoyment.

Prioritise Reading

* High expectations of five weekly home reads.
* Review and development of Reading @ Keelby document – setting expectations across the school.
* Development of reading areas - containing higher quality books and to be more inviting.
* Daily reading for enjoyment session in place across all year groups.
* Family interaction through meetings and linger and learn sessions to acknowledge the importance of the family role and support, enabling them to become early reading experts.

Phonics from the start

* Phonics teaching begins upon a child’s entry into school.
* Phonic teaching is rapid and in line with Little Wandle progression.
* Intervention and support is established quickly.

Catch up quickly

* Identification of need as a priority.
* Teachers know their pupils and identify their needs.
* Intervention for the lowest 20% is in place for every class.

Early Reading Experts

* Experienced staff members have constructive conversations to enhance their practice.
* We aim to develop phonic knowledge across all staff in every year group, through training and phonic visits across all school year groups.

Program and Progress

* Little Wandle Letters and Sounds Revised.
* All staff are trained across the school.
* Particular attention is paid to the lowest 20% and additional interventions are in place.
* High quality modelling is in place and mirrored by the children.
* Standards in phonics have been consistently high for the three years prior to the pandemic, at 96%, 93%, 93%.
* Prior to the pandemic, KS1 reading was above national with GDS being strong.

