



**Welcome to
Meridian Primary School**



Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching.

The Reading Framework 2021



EYFS & Year 1

“

Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**

”

It sounds complicated but it really isn't!



- We moved away from Read Write Inc. because, as a small school, the programme's streamed-group model requires many highly trained staff, which we simply do not have. Research shows that high-quality whole-class systematic synthetic phonics is effective for all pupils (*EEF Improving Literacy in Key Stage 1*).
- Little Wandle allows us to deliver strong, consistent whole-class phonics while providing targeted support where needed. It is also less time-intensive than RWI, which previously took at least an hour a day and limited the time available for important areas such as writing.
- This change ensures a high-quality phonics approach and a more balanced curriculum.





What the teaching of phonics looks like

- Daily phonics lessons taught by a trained member of staff to the whole class which research shows is most effective for all children.
- Sounds taught in 'phases' (Phase 2, Phase 3, Phase 4 and Phase 5)
- 4 new sounds per week with a review lesson
- Regular exposure to taught sounds
- Gradually children will learn the alphabetic code



Reading

- Reading practise book matched to child's phonics ability that they can read independently
- Fully decodable – it will only contain taught GPCs (phonemes/sounds) and tricky words that the child has learnt
- Reading book used for practise reading sessions timetabled three times a week in school. Delivered by Teacher or TA
- Each book is read 3 times: *decoding, prosody, comprehension*
- This book is then sent home to **‘celebrate’** child’s reading



Reading for pleasure

Alongside their reading practise book they will have a sharing reading book (a story book or non-fiction book)

This is the book selected from the school library. Each class has a weekly library session

Please share this book with your child.

Every classroom also has a library area.



Assessment

- Children will be assessed every 6 weeks using a reading book at the right level
- Any child who is identified as not making the expected progress will have planned daily keep-up sessions (we will inform parents)
- Children working towards the expected level are assessment every 3 weeks to closely track progress.



Information for parents

Little Wandle Website

www.littlewandlelettersandsounds.org.uk/resources/for-parents/

- Programme overview
- Support for phonics
- How we teach
- Support for reading
- Grapheme print outs
- Capital Letter print out

Half-termly overview on class
dojo pages

The screenshot shows the 'For parents' section of the Little Wandle website. At the top, there is a navigation bar with links: 'About us', 'For parents', 'Why join?', 'FAQs', 'Shop', and 'Contact us'. Below this is an orange banner with the text 'For parents' and an illustration of a child reading. The main content area has a heading 'For parents' and a paragraph explaining the resources. Below this is a section titled 'Support for phonics' with a sub-heading 'How we teach'. This section contains three video thumbnails labeled 'Phase 2 sounds taught in Reception Autumn 1', 'Phase 2 sounds taught in Reception Autumn 2', and 'Phase 2 sounds taught in Reception Spring 1'. Each thumbnail shows a child and a large letter or sound. Below the videos are two sections for 'Autumn 1 sounds' and 'Autumn 2 sounds', each with a 'Download' button. The 'Autumn 1 sounds' section includes a preview of a grapheme print out.



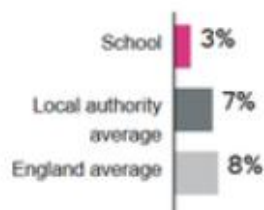
In schools, reading attainment is measured by how many children achieve an 'expected level or greater depth' in the Year 6 reading SATs.

As a school, we meet national standards in reading.

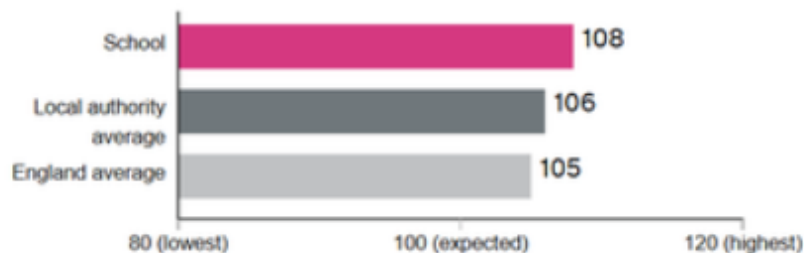
Pupils meeting expected standard in reading, writing and maths ?



Pupils achieving at a higher standard in reading, writing and maths ?



Average score in reading ?





Whole Class Reading

- Consistent teaching and learning of whole class reading
- Children have high quality daily reading instruction lessons
- The school community follows the same whole class reading principles:
 - Vocabulary instruction
 - Teacher models reading the quality text
 - A section is used for echo reading – progression of prosody from KS1
 - Comprehension skills are taught and independently applied.



Weekly Reading Plan

Meridian Primary School Whole Class Reading Plan 2025-2026				
Monday	Tuesday	Wednesday	Thursday	Friday
Prior learning/pre teaching: Tier 2 and 3 Vocabulary Model read the text to the pupils. (Full word recognition)	Reading One – Model fluent, contiguous read. (fluency) Understanding of the text. <i>Remember, you are the model reader in the class so the children should hear you read this as a ‘model reader’ and they should follow the text.</i> Reading Two – Echo read. (fluency) Echo reading on a section of the text (you provide a copy to the class) Teacher to model and practise good reading. (Prosody)	Discussion of the text. Echo read. (fluency) *Pupils complete 5 text questions: Fiction: - Who is it about? - What happens in the text? - What was the problem? - What was the solution? (if applicable) - Where is it set? - When is it set? It is an expectation that the children find evidence from the text to back up their answers. Non-fiction: - What is the topic of the text? - How has the author organised the text? Fact boxes, images, headline etc. - What text type is the text? Instructions, explanation, non-chronological report, recount etc. What facts are shared about the topic?	Pupils to read the ‘Echo read’ section to teacher demonstrating the skills that teacher has modelled. (fluency) (Comprehension skills) Model/Teach how to answer question(s) from one or two of the reading domains. Share answering questions from one or two of the reading domains. Pupils answer question from one or two of the reading domains.	Pupils to read the ‘Echo read’ section to teacher demonstrating the skills that teacher has modelled. (fluency) (Comprehension skills) Model/Teach how to answer question(s) from one or two of the reading domains. Share answering questions from one or two of the reading domains. Pupils answer question from one or two of the reading domains.



Assessment

Termly reading tests that assess the children on the comprehension skills applied each week. The results feed into the daily practice of the class e.g

- ✓ **Hearing children read according to the need of the pupils.**
- ✓ **Staff adapting lessons to the need of the children.**
- ✓ **Catch-up sessions**
- ✓ **Formative assessments**



Reading for Enjoyment

- All classes have weekly visits to the library.
(Staff support children choose appropriate reading books.)
- Reading across the curriculum
- Daily reading of class book
- Teachers modelling their own enjoyment of reading
- Writing using a quality text as a stimulus.



Any questions?

Enjoy watching reading and phonics in action!