



Subject intent: We believe the exposure of children’s literature is vital as a rich context for learning: not only within English as a subject but to support building a reading culture throughout the school. We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of equipping pupils with a strong command of the spoken language and which develops their love of literature through widespread reading for enjoyment. This is why we teach reading through Little Wandle Revised Letter and Sounds programme (for early reading) and the Literacy Tree Curriculum (KS2), a whole text-based programme. Our aim is that all pupils, regardless of their background, needs or abilities, make sufficient progress to meet or exceed age-related expectations.

If you were to walk into a reading lesson at Esher Church School you would see:

In Reception and Year 1, we teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. We follow the Little Wandle Letters and Sounds Revised expectations of progress. Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. We timetable additional phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources. We teach children to read regular reading practice sessions each week. These are taught by a fully trained adult to small groups of children and use books matched to the children’s secure phonic knowledge.

In KS2, lessons are taught with a quality text at its core. A whole-class reading approach where teachers model fluency and all pupils, regardless of ability*, follow the text. A variety of whole-class reading approaches e.g. tap-in, paired, choral or jump-in. Sharing of prior background knowledge and children raising their own questions. A range of teaching reading strategies e.g. questioning, clarifying, summarising, prediction, comprehension. Explicit Instruction of vocabulary to support language comprehension. A culture of reading for enjoyment.

*Supported where needed e.g. pre reading

Successes in 2024-2025

- **98% of Year 1 pupils** of made expected standard in Phonics Screening Check
- **100% if Year 6 pupils** made expected standard in Statutory Assessments for reading
- The purchase of Little Wandle Fluency Programme texts to improve the transition from phonics to fluency in reading, particularly in year 2 and above.
- Carefully selected texts for our discrete Reading Leaves lessons to ensure a rich variety of themes, representing diverse cultures, ethnicities, abilities, and lived experiences.
- Phonics training, for teachers and LSA’s, particularly for supporting children by using the Fluency programme

Pupil Premium, British Values, challenge and SEND (implementation)

- We ensure all children are taught using high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.
- Carefully selected texts to represent a range of genres and diversity across all year groups
- Implementation of QFT strategies to improve outcomes for those not meeting ARE.
- Any child who has secure phonic knowledge but requires further support with fluency and comprehension to meet ARE has additional support either 1;1 or as part of a group.

Priorities for 2025-2026

- To continue to ensure consistency of assessing, tracking data and the recording interventions
- Ensure timely interventions for children not at ARE
- To continue to develop a ‘reading for pleasure culture across the school through a range of initiatives and events across the school e.g. Library Book Club time each week for each class, outside Book Nook, class mystery readers (special visitors), class displays with activities such as book recommendations, vote for newly released books, World Book Day with author workshops in person and online
- To continue to develop the ECS reading spine across all the disciplines

<ul style="list-style-type: none"> • CPD for teachers to develop explicit reading strategies and whole class approaches to reading • Phonics – Little Wandle training for all new staff on the core phonics programme 	<p>Interventions are through the Little Wandle Fluency programme</p>	
<p>Parental engagement (implementation)</p> <ul style="list-style-type: none"> • Parent early reading workshop • Parents are invited to read stories (mystery reader) to specific year groups as part of 'reading for pleasure activities • Book swap for children with parents support • World Book Day activities e.g. character costumes • Parent/family members authors delivered creative writing and publishing workshops for children 	<p>Monitoring, observation and validation, including pupil voice considering progression (impact)</p> <ul style="list-style-type: none"> • Pupil voice shows that children are enthusiastic about phonics and learning to read. • Pupil voice shows children find class texts engaging • Pupils in KS2 who have gaps in phonic knowledge have their needs addressed through rapid Catch-Up and Fluency programmes although ongoing CPD required to support teaching staff (including LSAs) to implement this. 	<p>Professional development opportunities</p> <ul style="list-style-type: none"> • LSA's further training, particularly with Rapid Catch-Up and Fluency programme • All teaching staff: refreshing practice • Observations to share good practice • Coaching, using How to Videos to as appropriate e.g. phase meetings