

Little Wandle checklist for success



Key feature	Success criteria	Yes (Y)	No (N)	Partial (P)
Leadership priorities	<ul style="list-style-type: none"> Leadership and teaching of Little Wandle is prioritised. Early reading is part of the school development plan. The Head Teacher empowers the Reading Leader to improve the teaching of reading in the school. Every Reception child is blending by Christmas – staff are deployed to ensure this. 			
Training and CPD	<ul style="list-style-type: none"> All staff are trained, including the SLT. Anyone teaching Rapid-Catch-up or the SEND programme has completed the additional training. The school induction process includes Little Wandle training. Refresher training is delivered annually. 'How to' videos and prompt cards are regularly used in staff CPD. All staff attend ongoing online CPD where appropriate. 			
Reading Leader: monitoring and coaching	<ul style="list-style-type: none"> There is a Reading Leader who is an expert in teaching early reading. The Reading Leader has weekly protected time to fulfil their role. The Reading Leader attends all online Reading Leader webinars. A succession plan is in place to ensure continuity. All phonics lessons are regularly monitored using the monitoring templates. All Daily Keep-up and reading practice sessions are regularly monitored. Monitoring is used to inform the content of regular coaching sessions for all teachers and TAs. Monitoring and coaching sessions are timetabled and protected. 			

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Direct teaching	<ul style="list-style-type: none"> Phonics lessons are taught daily in Reception and Year 1 (and in Year 2 in the Autumn term). Daily lessons follow the weekly grid and the relevant template. Repeated practice is planned so learning is reinforced and applied. There is 100% participation in all lessons. Direct teaching is the only method used. The teacher only uses physical grapheme and word cards. Teachers use Assessment for Learning (AfL) strategies to gather feedback – no hands-up. 			
Consistency	<p>The school uses the same:</p> <ul style="list-style-type: none"> original Little Wandle resources – grapheme and word cards, wall charts, friezes and downloads terminology, pace, progression and pronunciation routines and mantras expectations of behaviour and responses. 			
Secure, systematic progression	<ul style="list-style-type: none"> The Programme progression is used to plan expected progress. All new GPCs and tricky words are taught in the same order as the progression. AfL is used to ensure adequate review and practice, and to highlight focus children. 			
Maintaining pace of learning	<ul style="list-style-type: none"> Teaching starts in week 2 of Reception. Assessments are carried out every six weeks and uploaded to the Assessments tracker website. Heatmaps are used to identify gaps in the children's knowledge. Heatmaps and AfL are used to plan teaching in the Assess and review week and in subsequent lessons. Heatmaps are used to identify children not on track who require Daily Keep-up. Children who receive daily Daily Keep-up are re-assessed after three weeks and this is entered into the Assessments tracker website so that pupil progress can be monitored via the Pupil trends section. The school continues to assess children in all previous learning until they are at 80%+ (green). Teaching is adapted where necessary with a strategic plan to get children back on track. 			

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Providing repeated practice	<ul style="list-style-type: none"> • Templates and prompt cards are followed with fidelity to ensure routines are used to keep cognitive load low. • Repeated practice occurs in all aspects of the lesson and throughout the day so that word reading becomes fluent. • Children are clearly taught HOW to blend using the super-supported, supported, whisper and independent methods. • Once blending is established, the ultimate goal is fluent reading, with children blending in their heads. This is overtly taught. • Both reading and spelling are practised daily in the phonics lesson (spelling from week 5 in Reception). • Teachers teach with: <ul style="list-style-type: none"> • energy and enthusiasm • extensive interaction with the children • clear praise and encouragement. 			
Daily Keep-up	<ul style="list-style-type: none"> • The heatmaps and Daily Keep-up flow charts are used to identify exactly what each child needs. • Children are identified immediately in Reception from week 1 and supported with securing GPCs. • Phase 2 daily additional blending practice begins from week 3 in Reception. • Daily Keep-up sessions in all year groups are timetabled, and this is protected time with back-up staff on stand-by. 			
Rapid Catch-up	<ul style="list-style-type: none"> • Children in KS2 who are not reading at age-related expectations are assessed and placed on the appropriate phase of the Rapid Catch-up programme. • They are taught daily. This includes three reading practice sessions per week. • They are assessed every four weeks. • Reading practice sessions continue until children are reading at least 90wpm with 95% accuracy. 			

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SEND	<ul style="list-style-type: none"> Children with complex cognitive needs follow the SEND programme (professional advice has been sought if necessary). They are assessed every half term using the appropriate SEND assessment. SEND teachers engage with the Little Wandle SEND forum. 			
Reading practice sessions	<ul style="list-style-type: none"> Reading practice sessions begin from week 4 of Reception at the latest. All children who are not yet blending read wordless books. Reading practice sessions are: <ul style="list-style-type: none"> timetabled at least three times a week taught by a trained teacher/teaching assistant taught in small groups. Six-weekly assessments are used to match children's secure phonics knowledge to decodable books at the right level. Staff use the three read model for each book to ensure fluent reading and to develop prosody and comprehension. Fluency assessments are used alongside summative assessments to work out when children are ready to leave the programme. For children on the main programme, reading practice sessions continue until they are reading at least 60-70wpm. 			
Engaging parents	<ul style="list-style-type: none"> The book read in the reading practice session is sent home to practise fluent reading. Regular sessions are held with parents to explain the programme and to provide support. A sharing (Reading for Pleasure) book is sent home with every child every week and parents understand that this is for them to read to their child. Targeted support is provided for parents of children not on track. 			

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Reading culture	<ul style="list-style-type: none"> • A culture of reading is a priority across the school. • All children are read to daily in ALL year groups. • There is a well-considered logic to the range of high-quality texts that are inclusive and diverse. • The Everybody read! resources are used by the school to develop the Reading for Pleasure pedagogy and staff knowledge of children's literature. 			