

# Little Wandle checklist for success



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

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

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Providing repeated practice	<ul style="list-style-type: none"> <li>• Templates and prompt cards are followed with fidelity to ensure routines are used to keep cognitive load low.</li> <li>• Repeated practice occurs in all aspects of the lesson and throughout the day so that word reading becomes fluent.</li> <li>• Children are clearly taught HOW to blend using the super-supported, supported, whisper and independent methods.</li> <li>• Once blending is established, the ultimate goal is fluent reading, with children blending in their heads. This is overtly taught.</li> <li>• Both reading and spelling are practised daily in the phonics lesson (spelling from week 5 in Reception).</li> <li>• Teachers teach with:               <ul style="list-style-type: none"> <li>• energy and enthusiasm</li> <li>• extensive interaction with the children</li> <li>• clear praise and encouragement.</li> </ul> </li> </ul>			
Daily Keep-up	<ul style="list-style-type: none"> <li>• The heatmaps and Daily Keep-up flowcharts are used to identify exactly what each child needs.</li> <li>• Children at risk of falling behind are identified immediately in Reception from week 1 and supported with securing GPCs.</li> <li>• Phase 2 daily additional blending practice begins from week 3 in Reception.</li> <li>• Daily Keep-up sessions in all year groups are timetabled, and this is protected time with back-up staff on stand-by.</li> </ul>			
Rapid Catch-up	<ul style="list-style-type: none"> <li>• 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.</li> <li>• They are taught daily. This includes three reading practice sessions per week.</li> <li>• They are assessed every four weeks.</li> <li>• Reading practice sessions continue until children are reading at least 90wpm with 90% accuracy.</li> </ul>			

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

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