



Kirkoswald C of E Primary School

Phonics – Little Wandle: Letters and Sounds Revised

Impact

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for Learning (AfL) is used:

- daily within class to identify children who require Daily Keep-up support, as well as words and GPCs that need additional teaching
- to plan repeated practice throughout the day to ensure all children secure learning
- weekly in the Friday review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessments are uploaded onto the Assessment tracker for Reception and Year

1. These are used:

- to generate visual reports (pupil heatmaps, pupil trends and books levels, and a summary analysis) for individual children, classes and whole year groups
- by teachers, Reading Leaders and SLT who drill down and look at the data at GPC, word, tricky word and sentence level
- by SLT to scrutinise and plan how to narrow the attainment gaps between different groups of children and to put in place any additional support for teachers.

We assess:

- every six weeks to assess progress and to identify gaps in learning that need to be reviewed or retaught
- to establish if learning is secure for more than 70% of children before new content is taught
- to identify any children needing additional support and to plan the Daily Keep-up support that they need.

Every three weeks, we reassess every child who is not on track.

- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
 - in Year 1 and Year 2, when children are reading the Phase 5 Set 3, 4 and 5 books
 - with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 Set 3, 4 and 5 books
 - to assess when children are ready to exit their programme*
 - **[OPTIONAL: DELETE IF NOT COVERED IN YOUR SCHOOL]** for children in Year 2 and above who are taught Little Wandle Fluency. These assessments



identify the best Fluency book level for each child. We assess the children every term (every 12 weeks or so).

*Year 2 children can exit the Rapid-Catch-up programme when they can read the final fluency assessment at 60-70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

Placement assessment is used:

- with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and to plan and provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check resits it in Year 2.