



'We can and we will'
GLEBE PRIMARY SCHOOL

PHONICS AND EARLY READING POLICY

Mission Statement:

At Glebe School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their potential academically, socially and emotionally.

Introduction

The school's policy for reading is based on the following principles: The ability to read is fundamental to many aspects of life, and is central to general progress & developing an understanding in a wide range of areas of the curriculum. The teaching of reading is to be given a high priority by all staff. Success in reading is crucial in developing children's self-confidence and motivation to learning in general.

Aims

- Develop fluent, confident and independent readers through a structured focus on word, sentence and text level knowledge.
- Encourage children to become enthusiastic and reflective readers by teaching them to understand and respond to a variety of texts.
- Give children the confidence to read aloud with expression and with clarity.
- Develop and extend the children's vocabulary through shared and guided reading.
- Help children to enjoy reading and recognise its value.

The Context of Our School

Glebe Primary school is a large 3 form entry school in Hillingdon – Greater London. We have 632 children on roll (including Nursery), 588 without. In terms of our school's social groupings, we currently have:

- 27% EAL
- 13% SEND
- 15% PP
- 8% Military

our attendance is currently 96%. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent

Phonics (reading and spelling)

At Glebe Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

A COMPLETE PHONICS RESOURCE TO SUPPORT CHILDREN



As a result, all our children are able to tackle any unfamiliar words as they read. At **Glebe Primary School** we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At **Glebe Primary school**, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Implementation

Foundations for phonics in Nursery

- Foundations for phonics contributes to the provision for 'Communication and language' and Literacy' (DfE, 2022). One of the most important aspects of Foundations for phonics is developing an awareness of sound, through activities that develop focused listening and attention. Foundations for phonics sets out the provision that should be in place to ensure children are well prepared to begin grapheme–phoneme correspondence and blending at the start of Reception. The children will take part in daily sessions that practise oral blending and tuning into sounds.

These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.
- We follow the Foundation for Phonics part of the Little Wandle programme which helps to ensure that children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception. Through the programme the children learn:
 - to blend orally
 - to learn to pronounce the 26 phonemes correctly
 - to identify initial sounds

Daily phonics lessons 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.
- Each Friday, we review the week's teaching to help children become fluent readers.

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- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily "Keep-Up" support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or KS2 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 2 to 6 has gaps in their phonic knowledge when reading or writing, they will be assessed and will then take part in the Rapid Catch Up Programme or SEND programme. These sessions will take place 4 times a week and will last up to 20 minutes.

Teaching reading: Reading practice sessions

- We teach children to read through reading practice sessions two or three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of '[Application of phonics to reading](#)'
 - are monitored by the class teacher who oversees the provision and progression of the children.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 1, the other 2 sessions a week are based around whole class guiding reading activities looking at the texts which drive the children's English units.
- In Year 2 and KS2 we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

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- The decodable reading practice book is taken home (via an e-book) to ensure success is shared with the family.
- The children will also bring home a personal reading book that is specifically matched to their specific phonic knowledge.
 - Reading for pleasure books also go home for parents to share and read to children. See below.
 - We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are struggling to maintain the pace and progression of the programme take part in daily Catch Up and Keep Up sessions.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, prompt cards and "How to" videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leaders and Senior Leadership Team (SLT) use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at **Glebe Primary School** and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the local library every year.

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- The school library is made available for classes to use at protected times weekly. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Impact

Assessment

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

- **Assessment for learning** is used:
 - daily within class to identify children needing “Keep-up” support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the *our* bespoke Excel spreadsheets which are based on the Little Wandle Online Tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

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

Ongoing assessment for catch-up

- Children in Year 2 to 6 who are not yet reading fluently are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

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