



*We can and we will*

## **GLEBE PRIMARY SCHOOL**

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### **Year 1 Reading Practice**

Dear parents/carers,

This year, we have updated our phonics scheme and we now, as a school, follow the DFE approved scheme, 'Little Wandle'. We have updated our phonics provision for a number of reasons:

- The Government have revised the criteria for phonics provision nationally and their own scheme, Letters and Sounds, which we have been following, no longer fits their criteria as it is no longer an accredited programme.
- The government have strongly recommended to be using an accredited programme to ensure rigour, fidelity and consistency across the whole school.
- Little Wandle is one of the accredited phonics programmes which uses the Big Cat Collins reading scheme that we invested in last year so it fits with our reading progression across the school.
- We believe that it is vital that every child learns to read fluently and achieves their full potential, and we recognise in order to achieve this that a robust and consistent approach must be adopted. The new scheme aims to ensure that all children will progress through the scheme at a rapid pace and any children at risk of falling behind are identified early.

#### **Progression**

All children, regardless of any potential barriers to learning, are expected to follow the same progression structure. For those who are struggling, repeated practice sessions will be provided, on the same day, to help them keep up with the pace and progression. Whilst the children followed Jolly Phonics in Reception, the progression is similar, allowing a fluid transition when adjusting to the new programme. Each child has been assessed on all the sounds and tricky words learnt so far in Year 1, as well as those taught in Reception, to allow staff to know which need additional practice.

**Please see *handout 1* for these.**

#### **Tricky Words**

Tricky words are introduced in a specific order in phonics sessions. Tricky words are words that cannot be sounded out easily. They are common words which have complex spellings in them e.g said, was, could. The progression overview shows the order that the tricky words are introduced. They are introduced in a staggered way to allow the children to commit them to long-term memory and avoid cognitive overload. **Please see *handout 1* again for these.**

#### **Vocabulary**

In phonics lessons, a wealth of new vocabulary is introduced. We introduce the vocabulary from the beginning and all adults use the exact same, technical vocabulary so that it becomes part of the children's everyday practice. When we have been undertaking learning walks, it has been brilliant to see the children using and applying this vocabulary so confidently. **See *handout 2* for these.**

#### **Pronunciation**

It is vital that from the outset, the children are taught to correctly pronounce each phoneme. To ensure consistency, each member of staff will use the same pronunciation phrase when introducing a new GPC. **See *handout 3* for these.** In a session, the children will repeat the phoneme a number of times so that pronunciation can be checked. In the event it is mispronounced, it will be modelled again. One common mistake the children will make when pronouncing sounds is that they will 'schwar'. This means that instead of pronouncing each phoneme as a pure sound they will add 'uh' to the end of each word. **There are video links on the English section of our website for the correct pronunciation of each phoneme.** The GPCs learnt in year 1 are all alternative spellings of GPCs taught in Reception so these links will also be referred to in sessions. The progression document (***handout 1***) show which previous GPC the new sounds link with e.g. /ur/ ir.

#### **Handwriting**

As the children began cursive handwriting in Reception this has continued in Year 1 with the expectation that they will be joining up their handwriting by Year 2.

#### **Reading Practice**

Since starting Year 1, the children have been taking part in Guided Reading sessions weekly. For children reading phonetically decodable books (levels lilac – turquoise) they will now begin Reading Practice sessions that will follow a similar format to the guided reading sessions. As before, these will be run in small groups, with an adult leading each one. Each session has a different focus; either decoding, prosody or comprehension and the same text will be used for all 3 sessions.

- **Session 1: Decoding.** This session focuses on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words.
- **Session 2: Prosody.** Now that the children have practised decoding, and should be reading more fluently, they will re-read the same text focusing on **reading** with meaning, stress and intonation. This will first be modelled by the adult first.

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

- **Session 3: Comprehension** – By this session the children should be automatically applying their decoding skills to read with greater accuracy and fluency, enabling their working memory to focus on comprehension. The purpose of the reading practice session for comprehension is to develop the children's comprehension skills by using the reading content domains. These are:

If your child is reading phonetically decodable books (levels **lilac – turquoise**), in your child's reading record, you should find a note detailing their username and password **for an e-book**. The instructions for how to access these are on the attached letter. Once the children have completed the 3 Reading Practice Sessions, they will then be assigned the text in the form of an e-book. As they will already have read the text 3 times, it should mean that they are reading the text confidently, fluently and independently. This text is for them to read aloud **to you**. Whilst this may seem like the book is too easy, the purpose is for them to show you what they can do. This will really help their confidence as they will be able to read this book well. The onus is on schools to teach them to read and therefore reading at home should be a positive and enjoyable experience.

However, alongside the e-book they will bring home another **physical book**, matched with their phonic knowledge that they can read **with you**. Please note, they will not read this book with the same fluency as the e-book. Please may we ask **that this reading book, along with their reading record, is in school every day**. In addition, your child will still be able to access the school library/ the reading corner where they can choose any book that interests them and again will need your support with their decoding and comprehension. By having such a varied access to a range of books, we hope that reading at home, as well as in school, is indeed a really enjoyable experience for all involved and the children will develop a real passion for exploring books.

If your child is reading **purple** level or beyond they will be participating in Guided Reading sessions. These will follow the same format of decoding, prosody and comprehension. However, they **will not** receive an e-book and will, instead, receive a physical copy of a book which is matched to their reading level. They will also access the library so that they bring home a book chosen by themselves.

We will continue to write in their reading records once a week, describing your child's progress and would still appreciate comments from yourselves so that we can reinforce any home learning with you in school too.

In the Spring term, we hope to be running parental workshops where we speak more about how to support your child's early reading at home following the Little Wandle Synthetic Phonics Scheme. More information on this will be given out after Christmas.

J. Griffiths & K. Rhodes  
Deputy Heads & English Leads

