



INSPIRE NURTURE BELIEVE ACHIEVE

Working *together* to be the *best* that we can be.

## Phonics and Early Reading Policy 2022



### The context of our school

Goldsbrough CE Primary School, and Sicklinghall Community Primary School are both small village schools. They form the **Goldsbrough Sicklinghall** Federation. In our federation, it is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background and that it promotes and fosters a life-long love of reading from the very beginning of their school journey. By following a rigorous phonics programme for teaching and interventions to 'Keep Up not Catch', all groups of learners (SEND, PP, EAL) are able to make accelerated progress from their individual starting point.

We have a strong focus on the development of language skills for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects. This is outlined in the Oracy section of the Curriculum.

### Intent

#### Phonics (reading and spelling)

At the **Goldsbrough Sicklinghall** Federation, 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 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.

As a result, all our children are able to tackle any unfamiliar words as they read. At the **Goldsbrough Sicklinghall** Federation, 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 the **Goldsbrough Sicklinghall** Federation, 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:**

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. 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.

### **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.

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 accuracy and fluency.

### **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 phonics lessons for any child who is not fully fluent at reading or has not passed the Phonics screening check.
- We also outline a rapid catch up plan for any child requiring additional support / recapping in KS2 in order for them to address reading and writing gaps, and to improve spelling, and fluency in order to meet end of Key Stage Expectations. These short, sharp lessons last 10-15 minutes and take place at least three times a week.
- 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.

### **Teaching reading: Reading practice sessions three times a week**

We teach children to read through reading practice sessions 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 rotates and works with each group on a regular basis.

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 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

### **Home reading**

- The decodable reading practice book is taken home to ensure success is shared with the family.
- Reading for pleasure books also go home for parents to share and read to children.
- 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 receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

### **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 Leader and 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 together with your child matters!

Sharing books makes a big difference to your child's education.

When you read to your child you are making a positive impact on your child's reading ability and their love of reading.

Reading a book and chatting about it has a positive impact on your child's ability to:

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills

Reading books your child has chosen to read for pleasure is one of the best things you can do to help them succeed at school.

A love of reading is the biggest indicator of future academic success!

Parental involvement in the development of children's reading skills:  
A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.

**'A love of reading is the biggest indicator of future academic success.'**

**OECD** (The Organisation for Economic Co-operation and Development)

**'One of the greatest gifts adults can give is to read to children.'**

Carl Sagan

## Working together with parents

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

<https://www.goldsboroughprimary.co.uk/learning/curriculum-progression/reading-phonics>



### Does it matter how I read with my child?

- Studies show that it's the enjoyment and chat that matters!
- The more you chat together about the book and things that interest your child the more impact it has.
- You don't even have to read the words on the page, talking about the pictures is just as important.

### Does it matter which language I use?

- Use your home language.
- It is better for your child to hear expert talk from you in your language.
- Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.
- This impact will translate to better language and comprehension for your child in English.



### Does the type of book matter?

- Let your child be the boss of the books they choose. Enjoyment really matters.
- Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.
- Catalogues are fun to share and talk about too.

### What if they always want to read the same book?

- Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.
- Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words of phrases.
- If you really want to mix it up offer another book alongside the much-loved favourite!

