



Bishop Gilpin Phonics and Early Reading Policy

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 Bishop Gilpin, 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.

As a result, all our children are able to tackle any unfamiliar words as they read. At Bishop Gilpin, 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 Bishop Gilpin, 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 an Early Reading Leader (Mrs Dobinson) who works alongside our English lead (Ms. Riley) to drive the early reading programme in our school. Together, they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme which was introduced to our school by Mrs Douthwaite (Currently on maternity leave) is also a Literacy Specialist for the Wandle English Hub.

Implementation

Foundations for phonics in Nursery (Phase 1)

- In Nursery, we teach whole class phonics daily to develop children's phonological awareness in preparation for learning grapheme-phoneme correspondences (GPCs) and blending in Reception. We teach this through 7 aspects:
 - Aspect 1: General sound discrimination – environmental sounds
 - Aspect 2: General sound discrimination – instrumental sounds
 - Aspect 3: General sound discrimination – body percussion
 - Aspect 4: Rhythm and rhyme
 - Aspect 5: Alliteration
 - Aspect 6: Voice sounds
 - Aspect 7: Oral blending and segmenting
- We provide a balance of child-led and adult-led experiences each day 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

- In Reception, we build from 10-minute whole class lessons, with additional daily oral blending games, to the full-length lesson (25 minutes a day) 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.

Daily phonics lessons in Year 1 (2022-23)

- In year 1, we continue to teach whole class phonics lessons for 30 minutes a day. Each Friday, we review the week's teaching to help children become fluent readers.
- Children have keep-up sessions most days to provide additional input to those children who require it. In addition, we assess pupils and provide catch-up sessions for those who have gaps in their phonic knowledge.
- Teach in line with the [Little Wandle Letters and Sounds Revised programmes expectations of progress](#)

Keep-up lessons ensure every child learns to read

- Where staffing levels allow, we aspire for any child who needs additional practice to access 1:1 or group keep-up support, taught by a fully trained adult using the Little Wandle Keep-up resources.
- Where staffing levels allow, we aspire to timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children 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 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' sessions to address specific reading/writing gaps. These short, sharp interventions last 10 minutes and take place at least three times a week. These are currently in transition from the BG SSP to Little Wandle Letters & Sounds Revised SSP.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions two 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 will start in Autumn 1 Week 4, which will enable children to have learned enough GPCs to be able to access the books. 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, these sessions start in Autumn 1 Week 2

- In year 2, we will 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. These will be chosen from a regularly refreshed library box in the classroom or from a visit to our school library.
 - 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 who need additional practice receive additional support through:
 - Pupil premium reading
 - Reading mentor
 - 1:1 reading with another adult in school (e.g. class teacher / TA)
 - Lexia Core 5 programme (year 2+)

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. ([Glossary of key terminology](#))
- 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 Early Reading Lead, English Lead 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 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 Bishop Gilpin 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 Nursery/Reception onwards have a home reading record where parents/carers records comments to share with the adults in school. School adults will keep a record of the books children are reading in school, and will contact parents if there is a concern regarding a child's reading.
- 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.
- The school library is made available for classes to use. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (e.g. World Book Day, author visits and workshops, Wimbledon BookFest).

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it. There is a clear focus on the 20% of pupils who are reading less well than peers. These pupils have the most expert teacher leading them. They are monitored by the English lead, Early reading Lead and plans are made to support them moving forwards. Their progress over time is also monitored by the SLT,

- [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](#) through Phonics Tracker is used for children in Reception upwards:
 - every half term 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 [Phonics Tracker](#) (aligned to the *Little Wandle Letters & Sounds Revised* programme), to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- We use our own bespoke assessment on Google Sheets to assess Foundations for Phonics.

Statutory assessment

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

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly [Little Wandle Letters and Sounds Revised summative assessments on Phonics Tracker](#).
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- Pupil Progress Meetings are held each term* to enable additional monitoring of, and accountability for, support and progress of pupils who are below ARE.

Summary table of Reading Expectations

Nursery	<p>From the Summer term, children will take home one wordless book to share with an adult.</p> <p>Throughout the year they will take one Reading for Pleasure book home each week which they can choose from a library box in the Nursery.</p>
Reception & Year 1	<p>Children will receive one reading practice book and one sharing book each week.</p> <p>The reading practice books are at the correct stage for each child based on their current phonic knowledge. They will have read the reading practice book at least 3 times in school before taking it home to share with parents and carers and should be able to read this fluently and independently.</p>
Year 2 & KS2	<p>Children who are on the decodable reading scheme (Phase 2-5) are allocated two reading practice books each week based on their current phonic knowledge. Once children are working within or above Phase 6, they are able to choose their own books from our Phase 6 / Phase 6+ boxes outside the classroom.</p> <p>Children are able to visit the library during lunchtimes across the week where they can select Reading for Pleasure books to bring home.</p> <p>Every child is heard individually by the teacher once per fortnight.</p>
KS2	<p>Children who are on the decodable reading scheme (Phase 2-5) are allocated two reading practice books each week based on their current phonic knowledge. Once children are working within or above Phase 6, they are able to choose their own books from our Phase 6 / Phase 6+ boxes outside the classroom.</p> <p>All children in KS2 participate in our Reading for Pleasure programme where they access the library weekly to choose a book to read each day in class. If children wish to take additional books out of the library, they can visit during their lunch times across the week where they may take out books to bring home.</p> <p>Children working below age related expectations receive catch up phonics interventions and / or reading with an adult every week.</p>