

## How do we teach reading at GLPA?

In EYFS pupils are taught phonics on a daily basis using our *Letterland* scheme. Their reading is supported by the use of 'book banded' books to enable children to apply their sounds by segmenting and blending in a real context. Children's comprehension is also developed through whole class, group and one-to-one reading and discussion. Children are also taught the common exception words.

As pupils move through Year 1 their phonic skills continue to develop through daily whole class phonics sessions in addition to focussed phonics support for those who need this extra consolidation. By the end of Year 1 all pupils are expected to pass the National Phonics Screening test having worked through all of Phase 5.

### GLPA Phonics Lesson Structure

**Re-visit** – Quick fire and interactive alphabetic code / sounds flash cards / common exception words.

Re-cap previous learning.



**Teach** – Introduce new *phoneme/grapheme* and model words. Keep sound displayed and rub out teacher model for next step.



**Pupil Practise 'apply'** – Teacher to verbalise relevant word in *robot talk* and children to blend sounds by writing word. Children to use *phoneme fingers* to count sounds. Teacher to model each word for children to check and correct.



**Pupil Practise 'apply'** – Teacher to verbalise relevant whole word and children to segment sounds by writing word. Children to use *phoneme fingers* to count sounds. Teacher to model each word for children to check and correct.



**Apply and Extend** – Children to apply new learning into a sentence. Reception to Year 2 – teacher to dictate appropriate sentence. Children to write sentence. Year 3 to Year 6 (depending on the child) children to create own sentence embedding new learning. Encourage peer assessment.



**Consolidate**

Progressing into Year 2, children are expected to become fluent readers i.e. able to decode unfamiliar words using their phonics skills in addition to using contextual and syntactical clues. They will move into Phase 6 which includes recognising phonic irregularities and becoming more secure with less common grapheme-phoneme correspondences.

In KS1 (Year 1 and 2) pupils' progress in reading is tracked using PM Benchmarking which follows children's movement through book band colours.

In KS1 and, particularly so throughout KS2, children's comprehension becomes the focus of how reading is taught although children's progress in reading continues to be tracked using PM Benchmarking. As pupils become fluent, confident readers through Year 5 and 6 may exceed the book bands and choose 'free readers'. Teachers continue to monitor pupils' reading using class Reading books and Reading Record books. Some pupils may require additional support through a range of interventions.

'Close Reading' which is an approach adopted from 'Reading Reconsidered' develops pupils' ability to read and analyse suitably challenging whole class texts, from the Academy's reading canon. Sections of a text (which may be a class novel or complementary non-fiction text or poem) will be explored in detail. i.e. focussing on individual words and phrases as well as considering patterns and themes at a chapter or whole text level. Pupils will also consider texts at a global level whereby they can make connections and comparisons with other texts and cross-curricular information.

Close reading includes pupils undertaking contiguous reading (whereby there are the fewest interruptions possible as pupils read a section or have a section read to them) and line by line reading (whereby the meaning of individual words or phrases are explored). It is taught through both extended and 'short burst' reading sessions throughout the week. Children may also be asked to complete reading and related tasks as part of their home learning.

Children are asked to complete written responses to the texts both to assess their initial understanding and then also to help process their learning having taken part in reading sessions and discussions during the week.

Please see:

[Letterland overview](#)

[Reading book band colours](#)

[Interim Assessment Frameworks KS1 and KS2 Revised Sept 2017](#)

## How we teach spelling?

When children have become secure in their phonics (which is taught from EYFS to Year 2 using a combination of reading and writing in every phonics session) they are taught spelling using the No Nonsense Spelling scheme. Within this scheme are medium and short term plans which include many opportunities to revisit and consolidate spelling rules, patterns and lists of words from previous year groups. Children have specific year group spelling lists which they are expected to practise at home and then apply in the classroom. Teachers monitor pupils' progress in spelling through dictation exercises which enable pupils to apply spellings within the context of sentence writing.

Please see:

[Year Group Spelling lists](#)

[No Nonsense Spelling Pathway](#)

[English Spelling Appendix 1](#)

## How do we teach writing?

Children are taught writing for four primary purposes: to entertain, persuade, inform and discuss. (See Michael Tidd). Discrete Grammar, Punctuation and Spelling lessons are reinforced and applied through children's independent writing which is set out in year group long term plans. These plans set out which key reading texts and written outcomes children will use to develop their writing skills. Over each year children will explore and write a range of fiction, non-fiction in addition to some poetry.

Teachers use Alan Peat's 'Exciting Sentences' to support pupils' ability to vary their sentence construction and apply particular punctuation. Jane Dallas's 'It's Only Words' approach to specifically teaching vocabulary has also been implemented, and elements of Pie Corbett's 'Talk for Writing' have been adopted to help children plan and organise their writing.

Children are taught how to write using the Academy's cursive style beginning in EYFS.

Please see:

[Handwriting policy](#)

[Alan Peat Progression](#)

[Talk for Writing – A Complete Guide](#)

[English Vocabulary, Grammar and Punctuation Appendix 2](#)

[English Glossary](#)

[Interim Assessment Frameworks KS1 and KS2 Revised Sept 2017](#)