



Tilston Parochial CE Primary Academy

Bringing out the Best in Everyone.
*'Encourage one another and build each other up.' Thessalonians
5:1*

Reading Policy 2026-2027

Date of policy: February 2026
Review cycle: Annual
Reviewed by: Christy Bryan & Jo Callister
Approved by: Achievement and Safeguarding Committee
Next review date: February 2026

Phonics and Reading Policy

The context of our school

Tilston Parochial Primary School is a small rural school. Our school comprises of four class:

- Foundation Stage- Bluebell Nursery & Wrens
- KS1- Robins (Years 1 & 2)
- LKS2- House Martins (Years 3 & 4)
- UKS2- Kestrels (Years 5 & 6)

Reading is a strength of our school. We value links between home and school and work together to encourage to create a love of reading. Our pupil admission number (PAN) is 14 with all classes oversubscribed.

We have 13 pupils with special educational needs (14.8%) below the national average. 5 pupils are in receipt of pupil premium and we use the pupil premium grant (PPG) to provide additional TA support and a range of enrichment activities.

The attendance at 97.1% is above national and local figures.

Attendance percentage

School	97.0%
National	94.8%
Local Authority	95.1%

Intent

Phonics (reading and spelling)

At **Tilston Parochial CE 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.

As a result, all our children are able to tackle any unfamiliar words as they read. At **Tilston Parochial CE 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 **Tilston Parochial CE 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.

In Year two we begin to introduce the Pathways to Read Scheme in the summer term. This is then continued throughout Key Stage Two.

Implementation

Foundations for phonics in Nursery

- 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.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

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 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 3 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 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics ‘catch-up’ lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions two to three times a week in Key Stage One

- We teach children to read through reading practice sessions two to 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.

Key Stage Two

- In years 3 to 6, the Literacy Company's 'Pathways to Read' is followed comprising of daily sessions following a weekly pattern of:
 Day 1 – Whole class read - Predict what might happen from details stated and implied - Clarify the meaning of words in context - Model fluency at an appropriate speed with accuracy, automaticity and prosody
 Day 2 – Whole class read - Fluency practice read at an appropriate speed with accuracy, automaticity and prosody - Retrieve record and present information
 Day 3 – Independent reading - Summarise reading from previous sessions - Strategy check to explicitly teach reading strategies - Independent reading mastery focus* - Whole class discussion to explore answers to questions
 Day 4 – Follow on task with a mastery focus
 Day 5 – Reading for pleasure *Mastery focus Retrieve and record information from non-fiction

Home reading

Early Reading

- Initially the parents of new starters are invited to attend a Little Wandle workshop to ensure a consistent approach between home and school.
- 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.
- EYFS have weekly library time to promote a love of reading in the setting which also allows modelling of good practice by the class teacher for parents.

Key Stage Two

- Pupils have a home/school journal which is checked by the class teacher twice a week.
- Pupils take home books from our reading scheme following the coloured benchmarking system or if they are free readers take books from our quality class libraries.
- Pupils may also take an extra book for reading for pleasure if a particular non fiction has sparked their interest.

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.
- Children on the SEND register have bespoke programmes including: daily reading and Nessy

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 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 **Tilston Parochial CE 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 Nursery/Reception onwards have a home reading record. The parent/carer record 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 school library.
- The school library is made available for classes to use at protected times. It must be booked via the school booking system.
- 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.

Early Reading

- **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 *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Key Stage 2

Assessment for learning is used:

- Records are kept for daily reads with any SEND pupils
- Benchmarking takes place when the teacher feels the pupils need to move up a level in the scheme.
- During the pathways to read scheme teachers are able to regularly listen to and question the children to keep a constant monitoring of their fluency and understanding
- Formative assessment is achieved through the marking of children's work as well as listening to and interacting with the children during each lesson (also see Marking Policy)

Summative assessment is used:

- Every half term NFER reading assessments take place which inform teachers and parents, using this information for the reports and entering the information on INSIGHT tracking.

S.L.T monitor and evaluate progress throughout each Key Stage by regular book sampling, learning walks, pupil interviews and analysis of the insight

tracking information. These records are available for all staff to access and will be discussed as part as the transition process when pupils change classes.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2
- Children in year 6 sit the SATs assessment tests

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.

Use of Technology

- Computing is planned into the teaching programme to enhance and further develop the children's knowledge, skills and understanding of different aspects of English. This ensures that pupils become digitally literate; able to use and express themselves and develop their ideas through, information and communication technology, at a level suitable for the future workplace and as active participants in a digital world. This is a developing area of the curriculum.

Teaching Adaptations

- Through differentiation in planning, we aim to provide for the individual needs of each and every child through quality first teaching. Learning opportunities are matched to the capabilities of all pupils, with support given where necessary. Challenge for the more able is provided through variance in teaching style, outcome and independence in the direction of learning. Both support and challenge is built into the Pathways units.

Special Educational Needs

- Quality first teaching is our first approach to the needs of any child. Under the guidance of the S. E. N. D. co-ordinator, Pam Edwards, children who have been identified as having specific needs in the area of language development, are given structured programmes of work. Their class teacher and/or a learning support assistant carefully monitor their progress.
- Parents are invited to meet every term with class teachers in order to discuss the progress made and subsequently agree new targets. Pupil profiles are written for children for whom outside agency support has been sort.
- Nessy is used to support SEND/Cause for concern pupils as this provides weekly progress reports.

Equal Opportunities

- Through our Equal Opportunities Policy, our teaching of English provides opportunities for all pupils to develop their skills in literacy, regardless of gender, colour or race.