



WORK HARD • BE KIND • HAVE COURAGE
The Barton Hill Way

Barton Hill Academy

Phonics and Early Reading Policy

The context of our school

We are incredibly proud of the diverse nature of our community, in which we serve 83% EAL (English as an Additional Language). At Barton Hill Academy, reading is a key driver for the curriculum and we value it as a key life skill. We are dedicated to ensuring that every child is an active reader and no child is left behind. We are dedicated to enabling our pupils to become lifelong readers.

Intent

All teaching of Reading is taught to the highest possible standard. Because we believe teaching every child to read is so important, we have two Reading Leaders, who drive Reading in our school. These people are 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 or our academy's comprehension approach.

Phonics (reading and spelling)

At Barton Hill academy, 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 Barton Hill Academy, 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

We inspire and support every pupil to see themselves as readers for both pleasure and purpose. At Barton Hill Academy, 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. Pupils master the skills necessary to access a secondary curriculum. Pupils develop a love of literature through widespread reading for enjoyment and the study of a broad range of classic and diverse texts to develop their cultural capital. Pupils have a chance to develop culturally, emotionally, socially, and spiritually through reading and gain an understanding of the world. All pupils build their communication and language skills; oracy and language development are embedded within Reading lessons and across



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the curriculum. Pupils learn the knowledge and skills to meet age related expectations throughout their time at Barton Hill Academy.

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.



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- 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.

Teaching reading: Phonics 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.

After children’s phonic knowledge is secure

- We teach discrete reading lessons 5 times a week as well as building children’s reading skills across the curriculum.
- Reading skills are clearly mapped against the National Curriculum, in an age appropriate and progressive way so that the children’s reading is extended as they progress throughout the school and throughout the academic year.

Within lessons:

- Children hear, share and discuss a wide range of high-quality texts through our whole class reading lessons. These texts cover a wide range of genres.
- Explicit vocabulary teaching and exploration of new vocabulary is at the centre of all our reading lessons.
- Teachers explicitly model reading strategies (summarising, activating prior knowledge, questioning, clarifying, predicting, connecting,



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visualising, and evaluating) to ensure children are prepared for end of Key Stage assessments.

- Teachers model 'what good readers do' so that children understand the thinking behind reading comprehension.
- Oracy is integral to reading comprehension and therefore reading lessons focus significantly on providing opportunities for children to practice and develop their oracy skills.
- Texts are selected to support learning across the curriculum. For example, some texts support the curriculum content in science whilst some others develop children's understanding of the wider world and its many different cultures.
- Texts linked to the wider curriculum are used to revisit previously taught concepts and support retrieval practice.

Additional reading support

- We use assessment to carefully target pupils for interventions.
- When necessary, lessons are adapted, and additional adult guided sessions are provided.
- Additional 1:1 reading is provided to support children's fluency and comprehension skills. All children are read with at least once a week. However this increases to three times a week for children needing support.
- Benchmarking and running records are completed regularly to ensure children are making rapid progress.
- Those children who are not secure in phonics continue to receive daily phonics teaching.
- We recognise the links between speaking and listening and early reading, and use the Talk Boost intervention when needed.

Ensuring consistency and pace of phonics 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 Phonics Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; alongside teachers, they use the summative data to identify children who need additional support and gaps in learning.

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- Progression documents support teachers planning and assessment.
- Lesson templates and resources are provided to ensure that all teachers have a consistent approach.
- The Reading Leader and SLT use the progression documents and lesson templates to regularly monitor and observe teaching.
- Alongside teachers, leads use the summative data to identify children who need additional support and gaps in learning.
- Benchmarking assessments are used to track children's reading progress.

Home reading

For children still accessing phonics:

- The decodable reading practice book is taken home to ensure success is shared with the family.
- Books are changed weekly to allow children opportunities to reread for understanding and fluency.
- 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.

For children with secure phonics knowledge:

- Levelled reading books which are closely matched to each child's reading attainment are sent home.

For all children:

- Reading for pleasure books from our school library, go home for parents to share with children.
- Teachers track home reading weekly through home reading diaries and support for parents and carers is given where necessary.
- All children have a book bag to transport their books home, and are encouraged to bring these in daily.
- Reading challenges encourage children to read at home.
- Regular reading workshops are provided to support parents and carers understanding of how reading is taught and strategies to support children at home.
- Reading Cafes are run by the Reading Lead for parents weekly.

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.



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- 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 Barton Hill Academy, 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.
- Daily story time is delivered using our high-quality core texts, some of which are linked to wider curriculum areas. Teachers also select books based on individual cohorts' needs and/or interests.
- In Nursery and Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery onwards have a home reading record. The parent/carer records comments to share with the adults in school. These are tracked by the class teacher. Class teachers communicate regularly with parents and carers.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books and authors that they have read.
- The school library is made available for classes to use at protected times each week. 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

Phonics Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **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.
 - for children receiving keep up support, summative assessments are completed more regularly to ensure that gaps are being filled.
- 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.



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- The [Little Wandle Letters and Sounds Revised placement assessment](#) is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Reading Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- [Assessment for learning](#) is used:
 - daily within class to identify children needing additional support.
 - When reading 1:1 with children to identify next steps.
- [Summative assessment](#) is used:
 - to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the support that they need.
 - by SLT and scrutinised through the *NFER* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- The [Little Wandle Letters and Sounds Revised placement assessment](#) is used alongside PM benchmarking assessments:
 - with any child new to the school to quickly identify any gaps in their phonic or reading knowledge and plan appropriate extra teaching or support.

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 2 sit the End of KS1 Reading SATs paper.
- Children in Year 6 sit the End of KS2 Reading SATs paper.