



Streetsbrook Infant & Early Years Academy



Policy for Reading & Phonics

Streetsbrook Infant and Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our values are:

Desire to Learn

To enjoy the lifelong process and challenge of learning; alone and with others

Love and Respect

To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths

Happiness

Developing successful relationships where individuals can build and follow their dreams

Confidence

Having the self-belief to embrace and follow your own choices.

Being a Good Citizen

Making a positive contribution to communities on a local and global scale

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INTENT

Subject Statement

At Streetsbrook, we believe that every child matters and every child matters equally. We aim for all our children, including those with SEND, to have fun, to develop positive relationships, achieve good outcomes and be prepared for their next steps in learning. We achieve this by ensuring our provision is well planned and delivered by highly skilled staff in partnership with parents and external professionals who are all committed to putting the children's needs at the heart of everything they do.

Aims

We value reading as a crucial life skill and aim for children to see themselves as readers for both pleasure and purpose. We want our children to be equipped with the tools to tackle unfamiliar vocabulary, to read confidently for meaning and to enjoy reading for pleasure.

Our Reading Leader, Mrs Elspeth Miller, drives our Phonics and Early Reading provision. She monitors and supports our team to ensure everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme, its procedures, resources and mantras.

Cultural Capital Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for children's success. In our curriculum we maximise opportunities for children to learn about society and the world around them and offer enrichment opportunities that are accessible to all. We foster curiosity and encourage children to engage in the world around them, including making the most of the diversity and experiences of literature and within our school community.

Embedding Ambition

We believe that all children can learn to read, regardless of their background, needs and abilities, and we are determined to make this happen. We promote a culture of reading for pleasure, ensuring that the desire to read is at the core of our curriculum. We monitor and evaluate our provision regularly and make sure all children are making sufficient progress, including those who need the most support. We have a team of expert teachers who know and understand the processes that underpin learning to read, and draw on expert practice and training to achieve this. We make sure all children have access to engaging texts and involve families in supporting their children's reading.

IMPLEMENTATION

Learning Environment and Resources

Staff at Streetsbrook provide safe, secure and stimulating environments that allow learning to flourish. We ensure we have access to high quality resources that fully support teaching and learning for all children. This includes all resources required to implement each of our Little Wandle programmes effectively and the provision of reading resources which engage, inspire and promote equality, diversity and inclusion.

Curriculum

We teach Phonics and Reading through **Little Wandle Letters and Sounds Revised**, which is a systematic and synthetic phonics programme. We start teaching phonics in Childcare and Nursery 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. We teach and model the application of the alphabetic code in shared reading and writing, both inside and outside of phonics lessons and across the curriculum.

Our Phonics and Reading curriculum fulfils the relevant requirements of the EYFS statutory framework and the English national curriculum.

Planning

Little Wandle Letters and Sounds Revised requires practitioners to follow clearly defined planning, progression and lesson structure as outlined here www.littlewandlelettersandsounds.org.uk/

In addition, our progression document for Reading ensures curriculum coverage and progression across the school. (See Appendix i)

How is the Curriculum Taught?

All of our staff are fully trained using a CPD training package which supports all Little Wandle programmes.

Foundations for Phonics in Nursery and Childcare

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 and attention to high-quality language.

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

Daily Phonics Lessons in Reception and Year 1

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. 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 consolidate learning. 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 Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Children assessed as needing additional practice are identified and additional 'Keep-up' support, taught by a fully trained adult is implemented. Keep-up sessions use the same procedures, resources and mantras, but in smaller steps with more repetition.

Children in Year 2 who are not fully fluent at reading or have not passed the Phonics Screening Check are assessed to identify the gaps in their phonic knowledge. We aim to address these gaps – at pace.

Teaching Reading

In Reception and Year 1, 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 children
- use decodable reading practice books matched to the children's secure phonic knowledge
- use the same decodable reading practice book for all three sessions
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Reading practice sessions start in Week 4 of Reception.

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. 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**: blending sound together to convert written words into spoken words
- **prosody**: teaching children to read with understanding and expression
- **comprehension**: teaching children to understand the text.

In Year 2, reading practice sessions continue twice weekly, using decodable books. An additional reading session, in a small group or one to one, may be introduced should progress be a concern.

Year 2 children who are assessed as ready to exit the *Little Wandle Letters and Sounds Revised* programme progress to the *Little Wandle Fluency Programme*. Based around short chapter books, the programme supports the ongoing development of fluency, accuracy, prosody and comprehension. In addition, in Year 2, weekly whole class reading sessions are used to support vocabulary development, retrieval skills, sequencing, prediction and inference.

Parental Engagement

At Streetsbrook we believe working in partnership with parents is invaluable. We aim to engage and support families in this in the following ways:

- Each week the focus reading practice book used in school is made available to read at home. For most children this is in the form of an eBook accessed through the link below.
<https://ebooks.collinsopenpage.com/> * Physical books can be made available to children who require them. In addition, all children have wide access to reading for pleasure books called 'Sharing Books' to take home for parents to share and read to children.
- Research behind the importance and impact of sharing quality children's books together is shared through workshops, leaflets and the [Everybody read!](#) resources.
- [Little Wandle Letters and Sounds Revised parents' resources](#) are used to inform families about phonics, including how children learn to blend and other aspects of our provision, both online and through workshops.
- We provide a Phonics and Reading workshop for all year groups to demonstrate and inform parents about our practice.

Inclusion

We utilise the principles of Adaptive Teaching, as outlined in our Curriculum Policy, to ensure teaching and learning meets the needs of all children. Where required, children with SEND are supported to access the Phonics and Reading curriculum. In line with individual learning plans, interventions or additional teaching opportunities may be required to ensure children are able to access the curriculum in a way that is appropriate to them.

We utilise Little Wandle resources, planning and guidance for SEND children who need the graduated approach to Phonics and Early Reading. As required, staff have access to Little Wandle Keep-Up provision to help support children who are at risk of falling behind. Where a child enters Year 2 in need of significant support with mastering the phonic code a bespoke Catch-Up programme may be required. Little Wandle resources are available to support staff in delivering this.

Ensuring consistency and pace of progress

Using the Little Wandle professional development training package every teacher and teaching assistant has been trained to teach reading; lesson templates, prompt cards and 'How to' videos ensure staff have a consistent approach and structure for each lesson. Content grids map each element of new learning to each day, week and term for the duration of the programme. This ensures we all use the same language, mantras, routines and resources lowers children's cognitive load, allowing them to feel confident in the structure of each session and to focus on new learning. Trainee teachers undertaking an ITT placement at Streetsbrook are also expected to access Little Wandle CPD training content/videos to ensure their practice is fully in line with our provision. The Reading Leader and SLT regularly monitor and observe teaching. Summative data is used to monitor attainment and progress and any concerns, in regard to individuals, cohorts or groups are identified and addressed.

Ensuring reading for pleasure

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, choosing these books carefully, as we want children to experience a wide range of books, including those that reflect the children at Streetsbrook Infant & Early Years Academy and our local community as well as books that open windows into other worlds and cultures.

Every classroom has an inviting book area that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. Children have access to the reading area every day and the books are continually refreshed. We create social reading spaces within our setting and provide time and space for children to immerse themselves in reading through provision such as class book clubs, BIG reading sessions, secret reader story times and our reading café events.

All children have access to a wide range of books in school and to share at home. Children from EYFS onwards have a home reading record and families are invited to record children's home reading and to add comments to share with the adults in school. As the children progress through the school, they may begin to add their own comments and keep a list of the books/authors that they have read and enjoyed and to share these recommendations with their peers.

Children across the school have opportunities to engage with a range of Reading for Pleasure events such as World Book Day, book fairs, author interactions and local library visits.

We use the Everybody read! resources to grow our teachers' knowledge of current books, the most recent research and to grow our own Reading for Pleasure practice.

Health and Safety

Health and safety is maintained to a high standard at Streetsbrook to ensure children and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring we comply with the Health and Safety at Work Act 1974. As necessary, risk assessments will be conducted to ensure that all potential risks and harms have been identified and that staff understand how to respond should an unexpected risk occur.

Remote Learning

In the case of remote learning being necessary we will provide learning opportunities through a combination of live online lessons and by facilitating access to lesson content and resources to support independent home learning.

IMPACT

Feedback, Marking and Assessment

Whenever possible staff provide children with 'live feedback' to allow for interaction and dialogue. Assessment is used to monitor progress and to promptly identify any child in need of additional support. Little Wandle, Letters and Sounds Revised assessment tools are used to support our analysis and drive our responses <https://analysis.littlewandlelettersandsounds.org.uk/>

Assessment for learning is used:

- daily within class to identify children in need of Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment for [Reception](#) and [Year 1](#) is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children in need of additional support and to plan the Keep-up support that they need.
- by identify attainment gaps between different groups of children
- to identify where additional support for teachers may be required

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
- with children following the Rapid Catch-up programme in Years 2, when they are reading the Phase 5 set 3, 4 and 5 books
- to assess when children are ready to exit their programme.

Placement assessment is used:

- with any child new to the school in [Reception](#) and [Year 1](#) to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Rapid Catch-up assessment is used:

- with any child new to the school in Year 2 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Ongoing assessment in Year 2 is used:

- to quickly identify gaps in phonic knowledge and plan appropriate teaching □ to assess progress and inform teaching
- to assess when children are ready to exit their programme.

Statutory Assessment

The statutory Reception Baseline Assessment (RBA) is completed within the first six weeks of starting in Reception. It is an age appropriate assessment of mathematics and literacy, communication and language.

Year 1 children complete the statutory Phonic Screening Check (PSC) each June. Children who do not meet the nationally set threshold score for this assessment in Year 1 retake the assessment the following year.

In the summer term, although now no longer statutory, staff in Year 2 make discretionally use of End of Key Stage 1, Standard Attainment Tests (SATs) to support and inform their Teacher Assessment judgments.

Pupil Voice

The views of children on our Phonics and Reading provision are gathered at least annually through small group discussion sessions involving the Subject Lead and KS1 representatives on our Curriculum Focus groups.

Governors

We work in partnership with Governors to ensure our curriculum is inclusive and accessible and fulfils the requirements of the EYFS statutory framework and the English national curriculum. Governors monitor statutory assessment arrangements and receive regular updates on progress and attainment in Phonics and Reading.

Monitoring and Review

Our Phonics and Early Reading curriculum is monitored and reviewed regularly to ensure its on-going effectiveness. This is done in several ways including:

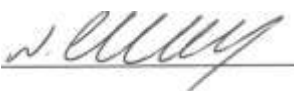
- Monitoring and moderation
- Learning walks
- Lesson observations
- Work scrutinies
- Display scrutinies
- Pupil progress reviews
- Pupil voice
- Staff voice
- Attainment tracking and data analysis
- Through staff CPD opportunities
- Planning scrutinies
- Curriculum progression scrutinies

Policy Review

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The Subject Leader will review this policy every three years and will make any changes necessary, in consultation with all stakeholders.

The next scheduled review date is September 2027

This policy was ratified by Governors on 8 July 2024

Signed:.......... Chair of Governors

Signed:..... Headteacher