

# BUSHBURY HILL PRIMARY SCHOOL



## EARLY READING POLICY



*To be the best that we can be'*

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# **Bushbury Hill Primary School**

## **Phonic and Early Reading Policy**

### **Intent**

At Bushbury Hill Primary we are proud to offer the pupils a text rich learning environment where imagination and creativity can be fuelled. Our shared vision is that every child learns to read quickly and continues to read – widely and often.

All staff understand that reading is an essential skill to enable pupils to fully access the curriculum, giving them firm foundations for future learning. Through our phonics curriculum, we ensure pupils develop the skills and knowledge they need to develop as confident readers who have a love of books.

To achieve this, we ensure that:

- a Synthetics Phonics programme is delivered
- reading is prioritised to allow pupils to access the full curriculum offer
- a rigorous, sequential approach to the reading curriculum develops pupils' fluency, confidence, and enjoyment in reading
- at all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils
- at the early stages of learning to read, reading materials are matched to the learners' phonics

### **Implementation**

#### **Read, Write Inc. Phonics (RWI)**

At Bushbury Hill Primary, we use "Read, Write Inc. Phonics" (RWI) as our rigorous, sequential Systematic, Synthetic Phonics Programme to support pupils' progress in Early Reading. Phonics is taught through discrete Phonics Lessons, four times a week for forty-five minutes.

In RWI children:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

Children work within ability groups across Reception, Years 1 and 2, and smaller groups in Year 3, 4 and 5 where needed. Ability groups are organised using on-going assessments carried out every half term. The reading leader will group the children considering the outcomes of the individual assessments. Less able children will be placed into small groups, where possible. Struggling readers and those at risk of falling behind are taught by the most skilled members of staff.

SEND pupils are fully involved in the RWI sessions as children work in groups with others at their level. Teaching is geared to the speed of progress of each group. Additional interventions for the lowest progress groups will also take place at other times.

Any child in Year 2, who is not fully fluent at reading or has not passed the Phonics Screening Check, continues attending sessions until they complete the Read Write Inc programme. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Read Write Inc half termly reading assessment grids to identify the gaps in their phonic knowledge and these children also receive daily tutoring sessions.

### Interventions

Any child who is not making expected progress within RWI will be given additional 1:1 tutoring in phonics. These interventions follow a set structure based on the RWI 1:1 Interventions set out in the RWI Handbook. The Reading Leader will specify which children require which interventions based on half termly analysis of RWI assessments.

### Foundations for phonics in Nursery

We provide a balance of adult-led and child-led experiences for all children in nursery.

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 phonological awareness and the key skills of oral blending.
- attention to high-quality language.

This phase paves the way for pupils in their last term in Nursery, to make a good start when introduced to our Read Write Inc. Phonics programme, following the RWI guidance for Nursery.

### Reception

Phonics teaching begins for all Reception children soon after they start school in September, normally week 3 of the Autumn term, following the Making a Strong Start guidance published by RWI. The children rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly, this is especially useful for children at risk of making slower progress.

We build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. This learning is consolidated daily, through pinny time and additional sound review sessions in the afternoon. Each Friday, the week's teaching is reviewed to help children consolidate their learning from the week.

In the first term, children are continually assessed to ensure they are taught at the correct challenge point. When children can blend, we make sure that children read books that are matched to their increasing knowledge of phonics. This is so that, early on, they experience success and gain confidence that they are readers.

Reception children join the homogenous groups with the rest of the school from the start of the Spring Term.

### 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 from our reading spine of high-quality texts.
- 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 and Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records 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.
- 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 (book fairs, author visits and workshops, national events etc).

### **Supporting reading at home**

All children in Reception (once blending) and KS1 take home 2 reading books per week – one Book bag book and one the corresponding RWI book. These books are at a phonetically decodable level accessible to the children.

In addition:

- All children take home a high-quality library book to share at home. This is a book that aims to develop language acquisition and comprehension whilst continuing to develop a love of reading.
- All children on RWI take home story green and red words from the book they are reading during RWI sessions to increase reading speed.
- Where needed RWI video links and sounds are sent home to support learning.

All parents of Reception and Year 1 children are invited to year group specific phonic workshops that are led by the class teachers. This provides parents with ideas of how to support their children at home with reading.

## **Impact**

### **Assessing and tracking progress**

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

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 sounds, words and spellings.

Summative assessment is used:

- every six to eight 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 intervention support that they need.

All children are grouped in terms of their phonic and reading ability. Feedback and next steps are made clear via reports to every group leader. Some children may need to revise and consolidate a set of sounds, whereas others are

ready to move on. Crucially, every child reads books that are matched to their phonic knowledge which means that their everyday reading is tailored to their learning needs.

### **Statutory assessment -National Phonics Screening**

All Y1 pupils sit a national phonics screening check which is carried out in June each year. Pupils who do not attain the national standard will continue RWI and repeat the screening in Year 2. This is to ensure that pupils have secured a secure foundation on which to build their reading skills.

### **Staff CPD and monitoring**

All staff receive regular training in early reading and phonics to ensure everyone has up to date knowledge of how best to support children in early reading and phonics. The delivery of RWI lessons will be monitored by the RWI lead through drop in observations, book and work scrutiny and learning walks. Pupil attainment and progress will be monitored by the head teacher at termly pupil progress meetings with class teachers and relevant members of SLT. Data will be analysed at cohort, class and pupil level by the RWI lead.

### **Responsibilities**

It is the responsibility of the Reading Leaders to:

- Organise half termly RWI assessments and group children accordingly
- Assign teaching staff to groups
- 'Drop in' on RWI groups to give advice on teaching and to informally check that pupils are in the correct groups.
- Offer coaching sessions to staff to ensure the set routines in the handbook are being followed correctly where necessary model lessons
- Liaise with the head teacher regarding groupings, teaching spaces and other pertinent matters
- Organise regular development days with for the school to improve practise and keep up to date
- Ensure staff have adequate level of training in place- this may be formal or informal
- Audit resources, ordering any new ones required.
- Ensure staff have access to the correct planning for their group (provided by the handbook)

This policy is monitored by the governing body and will be reviewed biannually, or before if necessary.