



## Intent

### Phonics (reading and spelling)

At Bursley Academy we believe that all our children can become confident, fluent and enthusiastic readers and writers. This is why we teach reading through the government validated systematic synthetic phonics programme (SSP) *Little Wandle Letters and Sounds Revised*. We start teaching phonics in Nursery focusing on the Little Wandle Foundations for Phonics and then continue using 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. The Little Wandle programme provides a full progression through all commonly occurring GPCs (sounds), working from single to more complex, and taking into account the frequency of their occurrence in the most commonly encountered words.

As a result, all our children are able to tackle any unfamiliar words as they read. At Bursley 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.

The teaching of Phonics is fast-paced, and we encourage all children to actively participate in each lesson, and by encouraging the children to take ownership of their learning we are continuously striving for excellence. At Bursley Academy we ensure that we provide all children with the fundamental skills that will enable them to be confident and fluent readers – this is our priority.

### Comprehension

At Bursley 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. 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, Mrs Jesch, 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, who consists of Mrs Green and Miss Fallows in Reception, Mrs Jones and Miss Wilkes in Year 1 and Mrs Harley and Miss Rushton in Year 2, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

## 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 that Nursery children are well prepared to blend and begin learning grapheme-phoneme correspondences (GPCs) and blending, through a focus of oral blending games and exposure to some sounds from Spring 2 and into the Summer term.



## 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.
  - Smaller group teaching is in place for specific groups of children dependent on their need.

## Daily phonics lessons in Year 2

- In the Autumn Term we teach phonics for up to 30 minutes a day with an emphasis on revising Phase 5 from Year 1 Summer Term planning. Children who complete the Phase 5 Phonics Programme fully then move on to daily spelling sessions following the Twinkl Programme which is in line with what is being taught across KS2.

## 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 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 use Precision Teaching and/or interventions to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place throughout the week. These identified children continue to read phonics level reading books and are targeted as individual readers.

## Teaching reading: Reading practice sessions three times a week

- In Reception, 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 *Little Wandle Letters and Sounds Revised* assessments and book matching grids.
  - Reading is 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 Year 1 and 2, the teaching of reading is delivered through a Whole Class Reading approach (see English overview document) and timetabled individual readers.

## Home reading

- 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.

## Additional reading support for vulnerable children

- Children in Reception and Key Stage 1 who are receiving additional phonics Keep-up sessions either on a 1:1 basis or in a small group.
- These children are identified as an individual reader.
- Children across Years 3-6 who need additional support will have 1:1 reading with decodable books when required.

## 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 and this is discussed in Pupil Progress Meetings.

## 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 Bursley 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.



- 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 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 at protected times. 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.

- **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.

#### Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2. Identified pupils who need additional support in Year 3 are monitored closely by class teachers and the Phonics Lead to ensure that appropriate support is in place.

#### Ongoing assessment for Key Stage 2

- Identified children in Key Stage 2 who are not secure in their phonics knowledge are regularly assessed through their teacher's ongoing formative assessment as well as through the half-termly 'Little Wandle Letters and Sounds Revised' summative assessments to check phonics knowledge where necessary.