

Bolton Brow Primary Academy

Phonics and Early Reading Policy

The context of our school

Bolton Brow primary Academy is a 1-form entry in Sowerby Bridge. We take children from the age of 3 years old through to Year 6. Children arrive at Bolton Brow with different levels of phonic understanding therefore it is essential that as a school we provide engaging opportunities for all children to thrive.

Intent

Phonics (reading and spelling)

At Bolton Brow Primary Academy, we believe that all our children should become fluent readers and writers. We teach reading through *FFT -Success for All*, which is a systematic and synthetic phonics programme that ensures all children are given the building blocks to develop their reading skills. Children begin their phonic journey in Nursery where they learn a range of pre-phonics skills which starts the phonetical journey the children begin in reception. Children follow the *Success for All*, validated programme in reception class. The scheme ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Due to rigorous teaching and assessment children tackle any unfamiliar word as they read. Phonetical decoding is modelled to the children daily shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development as we know that speaking and listening is the key components for children to become confident readers and writers.

Comprehension

At Bolton Brow Primary Academy, we know the importance of developing children's comprehension skills, understanding of vocabulary and their ability to talk about what they have read. We place a huge emphasis on language, phonics and comprehension development and children leave Bolton Brow with the tools they need to enjoy books and reading.

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:
 - o sharing high-quality stories and poems
 - o learning a range of nursery rhymes and action rhymes
 - o activities that develop focused listening and attention, including oral blending o 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 25 minutes a day. In Reception, we gradually build up the Shared Reader lessons: term 1 - 15 minutes, term 2 - 20 minutes & term 3 - 25 minutes.
- In Year 1 we teach phonics for 25 minutes daily and carry out a Shared Reader Lessons for 30 minutes daily. and build.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Success for All expectations of progress](#):
 - o 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.
 - o 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 receives 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 *Success for All* 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.

Teaching reading: Reading practice sessions five times a week

We teach children to read through daily timetabled Shared Reader Lessons. These lessons 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 *Success for All* assessments and book matching grids. The shared reading sessions 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:

- o decoding
- o prosody: teaching children to read with understanding and expression
- o comprehension: teaching children to understand the text.

In Reception these sessions start in Week 3. 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.

Home reading

The decodable reading practice book is taken home to ensure success is shared with the family.

We use the [Success for All 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 Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult on a regular basis.

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 Bolton Brow 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 child-initiated learning time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer are encouraged to records comments to share with the adults in 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.

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
- by SLT and scrutinised through the *Success for All* 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.

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 *Success for All* summative assessments.

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 *Success for All* programme.