



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 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. 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; 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, Mrs Travers leads reading in her role as English lead. We also have a Phonics Leader, Mrs Harley, who drives the teaching of Phonics in our school. These people are highly skilled at teaching phonics and reading, and they monitor and support our reading and phonics team, 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 begin learning grapheme-phoneme correspondences (GPCs) and blending, through the introduction of oral blending games and exposure to some sounds, songs and rhymes
- Little Wandle Foundations is aligned to the non-statutory guidance on Development Matters and Birth to 5 Matters as well as the Early Years Foundation Stage (EYFS) statutory framework. We use it as part of our wider provision for Communication and Language, and Literacy. It supports children to:
 - develop their phonological awareness, including rhyme, alliteration, syllables, initial and voice sounds, and oral blending



- love stories and rhymes, and learn by heart a bank of familiar favourites
- increase their vocabulary and confidence to talk
- improve their listening and ability to take part in back-and-forth conversations.
- We believe that the priority in Nursery should be to build the foundations for phonics for all children. Research tells us that disadvantaged children start Nursery behind their more fortunate peers. By leaving formal phonics teaching to Reception, Foundations allows us to devote more time to working with children who need extra help to develop the skills and behaviours that underpin successful reading.

Language and nursery rhymes in Reception

- Research tells us that nursery rhymes can support children to develop their language, their awareness of sounds within words and even their later reading ([Bryant et al. 1989](#)).
- We use the Little Wandle Rhyme time videos and accompanying phonological awareness planning to complement and reinforce our Phase 2 teaching.

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 Keep-up lessons ensure every child learns to read

- Any child in Reception and Year 1 who needs additional practice has Daily Keep-up support and is taught by a fully trained adult.
- Daily Keep-up lessons follow the Little Wandle progression and use the same procedures, resources and mantras, but in smaller steps with more repetition so that every child secures their learning.

Daily phonics and spelling in Year 2

- Year 2 begins by using assessment to ensure that children have completed the Little Wandle Year 1 progression. Any gaps in teaching are addressed through daily phonics lessons until the programme is completed. Corresponding summative assessments are carried out to ensure this content is secure.
- Once all Year 1 content has been taught and assessed, we teach a five-week Phase 5 review. This ensures that children secure the trickier elements of Phase 5 and can apply this alphabetic knowledge in both reading and spelling.
- We use the Phase 5 review assessment before teaching in Year 2 to identify any children who may need more support when teaching. We reassess after teaching the Phase 5 review.



- Once the Phase 5 review is secure, we teach the Bridge to spelling before moving to the Spelling units.
- Children with larger gaps in their phonic knowledge than their peers continue to have daily phonics teaching and will follow the Rapid Catch-up programme if required.

Children in Year 2 to Year 6: Rapid Catch-up

- We timetable daily phonics lessons for any child in Year 2 and above who is not at age-related expectations for 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.
- These short, sharp lessons last 15 to 20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.
- We use the Rapid Catch-up assessments to identify the gaps in children's phonic knowledge and teach these using the Rapid Catch-up resources – at pace.
- We assess children every four weeks using the Rapid Catch-up summative assessments to assess progress and inform teaching.

Teaching reading: Reading practice sessions

- We teach reading practice sessions three times a week in Reception and twice a week in Year 1. These sessions:
 - 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 to 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: teaching children to use phonic knowledge to read words
 - prosody: teaching children to read with understanding and expression
 - comprehension: using dialogic talk to help children to understand the text – Year 1 have their focus on comprehension through English lessons.
- In Reception, these sessions start in week 4 of teaching at the latest. Initially, children will read wordless books. In these sessions, children review GPCs and are taught blending using teacher-led blending. Once children can blend, they progress onto decodable books matched to their secure phonic knowledge.
- Children read each book three times to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.
- In Year 2, we ensure children complete reading the core programme decodable books (up to Phase 5 Set 5). To exit the programme, we complete the final fluency assessment to ensure children can read with adequate speed and accuracy: approximately 60 words per minute with 90%+ accuracy.
- Reading in Rapid Catch-up lessons mirrors the core programme. Children following the Rapid Catch-up programme are taught to read using the 7+ fully decodable books. These follow the same progression as the core programme but are more appropriate for older readers.



Teaching reading: Fluency programme

- We teach reading to children in Year 2 and above who have exited the core programme using Little Wandle Fluency.
- Each Fluency reading lesson is 25 to 30 minutes. The structure of every lesson is the same:
 - A pre-read to practise reading words and to support vocabulary
 - Children read aloud for ten minutes and the teacher 'taps in' to hear every child read
 - Focused teaching of prosody, repeated reading and comprehension through discussion.
- We also use Assessment for Learning (AfL) and our professional judgement to assess each child's progress in reading, so we can ensure that they have the right books to meet their needs.
- Comprehension is taught through dialogic talk and teachers use their AfL to quickly address misconceptions and develop children's curiosity and engagement with each book.

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 in Reception, 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, read their reading practice book regularly to an adult in school
- These children are identified as an individual reader.
- Children throughout the school who need additional support will have 1:1 reading with decodable books when required.
- This individual reading time with volunteers and staff are used to share quality children's literature, to promote a love of reading
- Children are prioritised who may not have reading support at home, or who may not have access to books.

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 English Leader, Phonics Leader and SLT, 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, which takes place daily after lunch. 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 'choosing time' and the books are continually refreshed.
- Children in Early Years onwards, have a home reading record. The parent/carer records comments to share with the adults in school, ensuring 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 who require Daily Keep-up support, as well as words and GPCs that need additional teaching
 - to plan repeated practice throughout the day to ensure all children secure learning
 - weekly in the Friday review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** are uploaded onto the Assessment tracker for Reception and Year 1. These are used:
 - to generate visual reports (pupil heatmaps, pupil trends and books levels, and a summary analysis) for individual children, classes and whole year groups
 - by teachers, English and Phonics Lead and SLT, who drill down and look at the data at GPC, word, tricky word and sentence level
 - by SLT to scrutinise and plan how to narrow the attainment gaps between different groups of children and to put in place any additional support for teachers.



We assess:

- at the end of each teaching block, to assess progress and to identify gaps in learning that need to be reviewed or retaught
- to establish if learning is secure for more than 70% of children before new content is taught
- to identify any children needing additional support and to plan the Daily Keep-up support that they need.

Following three weeks of keep up sessions, we reassess every child who is not on track.

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 beyond Key Stage 1 are monitored closely by class teachers and the Phonics Lead to ensure that appropriate support is in place and the children catch up with their peers.