



Bradford Academy

# **Early Reading Policy 2019-20**

**At Bradford Academy we aim to teach the skills of reading and a love of reading so that our children:**

- From EYFS to the end of Key Stage one children will make good or outstanding progress to close the gap and meet end of Key Stage One expectations.
- By the end of Key Stage one children are fluently reading books matched to their phonic knowledge.
- Children will continue to make progress in reading accuracy and fluency beyond Key Stage One.
- Children demonstrate a love of reading in a range of ways across the curriculum.
- Children demonstrate confidence and a deep understanding when talking to their peers and adults about texts they have read.

**Our strategy encompasses these key areas;**

- Prioritising the teaching of early reading and phonics.
- Fostering a lifelong love of reading.
- The consistent use of Read Write Inc throughout EYFS and Key Stage one to ensure good and outstanding pupil progress.
- The use of Read Write Inc home reading books ensures children read books which match their taught sounds and current reading ability.
- The rising Reception cohort will be exposed to Read Write Inc in the summer term of Nursery, and begin formal phonics teaching in Reception.
- The use of on-going assessment and targeted support through interventions to ensure that any pupils who fall behind are given the opportunity to catch up quickly.
- Staff regularly attend training to ensure they have the expertise needed to effectively deliver high quality phonics and early reading.

**We achieve this through:**

| Key Area                                                                                                                     | How we achieve this (strategies)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>Prioritising the teaching of early reading and phonics.</p>                                                               | <p>Phonics and early reading is a whole school priority in 2019-20. This is evidenced in all staff member's appraisal targets.</p> <p>The school has sought expertise from the English Hub who have supported us to ensure our phonics and early reading teaching is never less than good.</p> <p>We have invested a significant amount of money into phonics and early reading resources to ensure fidelity to the Read Write Inc program.</p> <p>When undertaking learning walks and lesson observations leaders look for phonics and early reading strategies clearly unpinning all subjects and curriculum areas.</p>                                                                                                                                                                                                     |
| <p>Fostering a lifelong love of reading.</p>                                                                                 | <p>Children will be read to daily in a whole class shared reading time.</p> <p>All classes are named after a class author and this author is prominent within the classroom. Therefore children have a good knowledge of books by their class author.</p> <p>Weekly visits take place to the library where children are encouraged to read high quality texts independently and a book is shared with them by an adult.</p> <p>In Reception classrooms a daily vote takes place to choose the book to be shared with the class.</p> <p>Texts linked to Read Write Inc guided reading texts are shared and explored on a weekly basis to ensure children have the context and understanding they need to fully understand the story.</p> <p>EYFS fully participate in whole school reading events such as World Book Week.</p> |
| <p>The consistent use of Read Write Inc throughout EYFS and Key Stage one to ensure good and outstanding pupil progress.</p> | <p>All staff throughout EYFS and KS1 use the same planning formats to ensure that the organisation of lessons is consistent and meet the expectation of the RWInc handbook.</p> <p>Regular, high quality training takes place for all EYFS and KS1 staff, ensuring they have up to date working knowledge of best practise.</p> <p>A terminology document has been written to ensure staff are consistently using the same wording within phonics sessions.</p>                                                                                                                                                                                                                                                                                                                                                               |

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| <p>The use of Read Write Inc home reading books ensures children read books which match their taught sounds and current reading ability.</p>                              | <p>Children change their books twice weekly; they take home a book bag book and a copy a ditty book they are either reading this week or have previously read. The book bag books and ditty books are targeted towards practising taught sounds so all children can successfully decode the books they are taking home. Alongside reading with children in Read Write Inc guided reading sessions, children are read with at least once a week. Children at risk of falling behind are targeted and read with more often. Workshops are delivered to parents twice in each academic year. These will ensure parents understand both the importance of reading with their children and how to do this successfully.</p>                                                                                                                                                                                                                   |
| <p>The rising Reception cohort will be exposed to Read Write Inc in the summer term of Nursery, and begin formal phonics teaching in Reception.</p>                       | <p>In the Summer term of Nursery children will be taught and exposed to up to the first 25 single letter sounds (time/progress allowing) This will be alongside orally blending CVC words containing taught sounds. Timings and frequency of sessions will be refined after this year's Summer term of teaching. In Reception once all children have started school (staggered start) phonics teaching will begin at Set 1. This will allow BA Nursery children to consolidate and review their existing knowledge. Whilst new to BA children will be exposed to RWInc from the beginning. Teaching will be whole class until all of set 1 has been taught (Until the end of the Autumn term) Children will be assessed through a baseline prior to teaching beginning, and again at the end of the Autumn 1 and Autumn 2 terms. In the Spring term children will move into ability groups based on the results of their assessment.</p> |
| <p>The use of on-going assessment and targeted support through interventions to ensure that any pupils who fall behind are given the opportunity to catch up quickly.</p> | <p>The lowest 20% of pupils are given a 3 times weekly 1:1 intervention with a RWInc trained member of staff in EYFS and KS1. In Reception those who are at risk of falling behind are given a group intervention with a RWInc trained member of staff. In KS1 children who are identified through formative assessment in daily phonics lessons are put in immediate 1:1 intervention. Children who may be at risk of falling behind are identified early and placed in 3 times weekly group interventions. Children who attend interventions are regularly formatively assessed within these sessions with the aim of moving them on. Summative assessments also</p>                                                                                                                                                                                                                                                                   |

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|                                                                                                                                              | <p>take place on a half termly basis. These are used to identify the most up to date lowest 20% and those at risk of falling behind.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>The use of Read Write Inc home reading books ensures children read books which match their taught sounds and current reading ability.</p> | <p>Children take home a RWInc book bag book every Friday matching the sounds they have been taught in Phonics sessions. This is always linked to previous sounds that children have been taught, ensuring they are able to read in a confident and fluent manner. Children also take home a paper copy of their RWInc guided reading text every Tuesday. This could be in the form of either a photocopied ditty sheet or a story book.</p> <p>This ensures children are fluent and confident when reading books matched to their phonics ability, enabling maximum progress moving into Year Two.</p> |