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Phonics and Reading – Primary

Intent

Reading is one of the most important skills your child will learn during their time at school. Reading, listening to and talking about stories and non-fiction texts develops children's vocabulary because they meet words they would rarely hear or use in everyday speech.

Our aim is that every child moves on from Bournville Primary a confident, fluent reader who loves books and has a reading age that at least matches their chronological age. Through daily, systematic, and consistently high-quality phonics teaching, children learn to blend sounds to read words and segment words to support their spelling. To ensure our children develop a strong phonic awareness and master effective blending and decoding skills, we have chosen to use a synthetic phonics programme called Read, Write, Inc (RWI). Read Write Inc. ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We passionately believe that teaching children to read and write independently is one of the core purposes of a primary school, enabling them to access a broad and exciting curriculum, ensuring they flourish as learners throughout their time at school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.



Reading Leader

We want the children equipped with the tools to tackle unfamiliar vocabulary, seeing themselves as confident readers by displaying resilience to learn new skills. We therefore have a Reading Leader who drives the early reading programme in our school. This person is highly skilled and trained at teaching phonics. They monitor and support our reading team, so everyone teaches with fidelity to the RWI programme. To ensure consistency and quality phonics teaching across the whole stream, weekly practise sessions are held by the Reading Leader to provide focused and supportive training for all phonics teachers. The content of these practise sessions is decided by the Reading Leader in response to regular coaching/monitoring learning walks throughout all phonic groups. The reading lead also carries out all phonics assessments on pupils deciding on groupings and intervention groups.

Implementation

School Library

At Bournville All-Through we have primary and secondary libraries. Children are able to attend the library to choose a book to read at home. We have fiction, non-fiction, early readers, picture books and poetry in the primary library. We have ensured that our community is represented throughout the variety of books, so children are able to see themselves throughout book choices. We have the library audited periodically to ensure it is kept up-to-date and current, ensuring good quality texts (financed by Fairfax Trust). We also hold Family Reading sessions in the library with parents and their children to promote the love of reading.

Daily phonics and reading lessons in Reception, Year 1 & Year 2

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- We teach phonics and reading for 60 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.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. We use the ‘Making a Strong Start in Reception’ progression to ensure this is planned and delivered with rigour and pace. This document (Appendix A) explicitly maps out the expectation of Autumn Term 1 in Reception and how this is built upon during the rest of the year. Teaching Reading

All children that are working through the Read Write Inc programme have a 60-minute session every day. The first part of this session follows the phonics session structure and then the session moves into the read with the corresponding colour book. We use the Read Write Inc blueprint lesson plans to ensure consistency across the school. Children are assessed every six weeks and grouped into phonics and reading groups based on this assessment, meaning they are grouped by stage and not age.

This ensures:

- children are working with and reading phonics sounds that are securely matched to their current need.
- regular assessment which allows us to progress children or identify any support required quickly.
- we use books matched to the children’s secure phonic knowledge, using the Read Write Inc half termly reading assessments.

Reading practice sessions focus on three key reading skills:

- decoding
 - prosody: teaching children to read with understanding and expression.
 - comprehension: teaching children to understand the text.
- In Reception, these sessions start when children begin reading Red Ditty books. According to our expectation roadmap, children working at an expected level should be reading this by February half term at the latest. Prior to this, Foundation children continue to work as a base and practise daily reading of decodable ‘green words’ through Word Time sessions with adults within their team. Children don’t begin reading Red Ditty books until they have learnt all of the Set 1 sounds and can blend fluently during Word Time sessions.
 - 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. In Year 4, we continue to teach discreet, focused phonics sessions.

Keep-up Lessons

- Any child who needs additional practise has tutoring sessions every day (identified through assessments). Tutoring lessons are no more than 10 minutes and use the same procedures, resources and mantras as phonics lessons, but in smaller steps and repetition to secure children’s learning. If a child is being tutored, they will have an individual progress records to log the impact.
- Any child in Year 2 who is not fully fluent at reading or has not passed the Phonics Screening Check, continues to have the 60-minute phonics and reading sessions every day until they complete the RWI programme.

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Early Year and Key Stage 1 Home Reading

The decodable reading practice book is taken home to ensure success is shared with family, these are called our ‘Learn to read’ books. These are taken home at the end of the week, after being read multiple times in school to ensure children can celebrate their reading at home. Children will also be given a ‘Shared reader’ book that closely matches the phonics learning from their week. These books are designed to be shared and read with an adult and may require some support from the adult to read together. Parents will be regularly guided on how they can support their child with these books. Children keep both books for a week at home and are expected to read at least three times per week, with parents logging this in their child’s reading record.

In Reception, before children begin taking books home, parents support reading with activities that mirror Word Time sessions in school. This is modelled to parents at our ‘Parent Phonics Workshop’ in September. We use many of the parent resource videos on the Read Write Inc website 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. These are posted on Class Dojo for parents to use at home to support their children’s learning.

Reading for pleasure ‘Love to Read’ books also go home for parents to share and read with children. These are taken from the school library and are changed weekly.

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.
- Reception, Year 1 and the Autumn term of Year 2 has a road map of expectation showing the progress of a child who is on track throughout the Read Write Inc programme. This provides detailed content, showing the exact sounds that should be taught and mastered each half term. This allows teachers to quickly identify, after the half termly reading assessment, who is off track and who needs rapid support to keep up.
- Teachers use lesson templates for each stage of the programme to ensure a consistent approach and structure is being delivered for each lesson, across all year groups.
- The Reading Leader and SLT regularly monitor and observe teaching; they use the summative data provided by the half termly reading assessments to identify children who need additional support and have gaps in learning.

Classroom Reading Corners

Each classroom has a reading corner which holds books appropriate for that class. The books have been chosen specifically for the year-group so they are able to access books that are challenging, relevant and interesting. Some of these books also link to topics studied as well as a range of fiction including poetry. We have ensured that all books are front facing for ease of choice and categorised them to help provide children with clarity of theme, enabling them to make informed choices.

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Teaching Reading at Key Stage 2



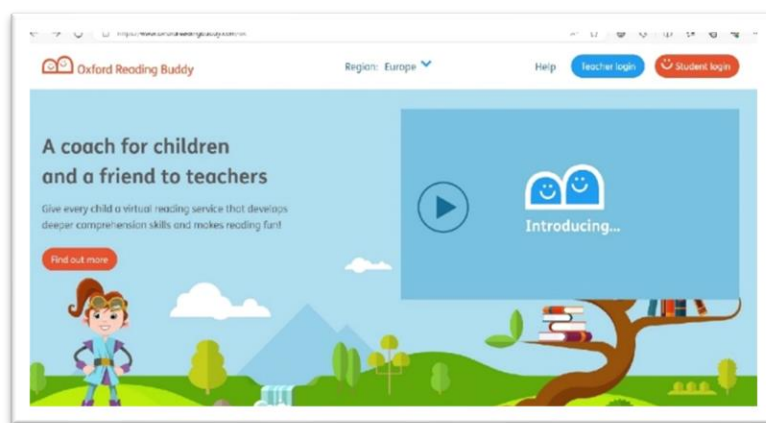
When children have completed Read, Write Inc, they move onto developing fluency skills. This is delivered through class read, 25 minutes every day in Years 3 – 6. Children develop speed and accurate reading of the text, moving on to developing prosody. Teacher’s model best practice out loud to the children, explicitly verbalising what they are teaching the children, so they are clear on the skill being acquired. Pupils hear accurate reading from the teacher and then have the opportunity to replicate. Lessons are based around continual assessment of children’s needs in that classroom. The RWI ques are used (e.g. MTTT, magnet eyes) throughout KS2 to ensure continuity.

Once fluency has developed through lower Key Stage 2, children are exposed to vocabulary, inference and retrieval skills through teacher questioning. This is carried out orally to begin with so pupils develop the understanding of the question. As confidence and skill progresses, children are then expected to answer comprehension questions. This is to ready them for Key Stage 2 SATs and for the secondary phase of education. Point, Evidence, Explain (PEE) is a technique used in

Year 6 to support transition into Year 7, enabling children to explain the point they are making, evidence this by using quotes from the text; then explaining the meaning behind this.

Key Stage 2 Home Reading

All pupils are provided with a login for Oxford Reading Buddy; this is an online reading programme that can be accessed via laptops, PC’s and mobile devices. This enables children to access books at home and if struggling readers need support, there is the option of using a sound button so the book can be read to them and a glossary so new words are explained to them. It supports parents by enabling pupils to access this resource independently at home.



Home reading is monitored by the class teacher to ensure pupils are reading a book at their level with prompts being sent by Oxford Reading Buddy when a child is exceeding or slowing progress. Understanding is checked through online test and the expectation is set that pupils aim to achieve 80% or higher to show a good level of understanding. Class teachers adapt the text level if test questions continually fall below 80% to develop comprehension skills. Attainment, progress and engagement is measured regularly to ensure all children are being challenged appropriate to their reading age and pupils are reading regularly at home.

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To support this, children also have access to a range of Oxford reading books in school at the same level as buddy reader. Pupils can read their book throughout different times of the day in school. This book can be taken home if children need to do so and can also be checked on Buddy Reader to complete the test.

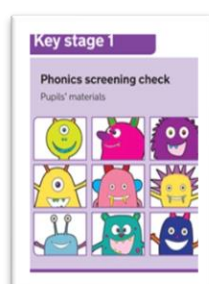
Impact

Desired outcomes are seen and measured in the following ways:

- Children will make progress through the different phases of phonics inline with year group expectations and make progress from their own individual starting points.
- Children will become confident and resilient in tackling unfamiliar words by applying learnt knowledge and skills to segment, blend and read words which are real as well as nonsense words.
- Children will demonstrate high levels of engagement in phonics and will apply their phonological knowledge when reading and writing, using the working walls to assist them when needed but become increasingly independent in this process.
- Children will have an increased recognition of tricky words and high frequency words when reading and apply these when writing.
- Children with SEND will develop phonic skills and knowledge and they will develop their ability to apply this across the curriculum which will help to prepare them for the next stage in their education.
- A greater percentage of pupils in each class will achieve a Home Reading Award as each year progresses so every child is celebrated by reading consistently at home.

Statutory Assessment

- Phonics screening test results will be inline or above National Average and all pupils will pass the phonics screening by Year 2 having been given catch-up intervention sessions.
- Results in literacy and communication and language in EYFS will inline or above National Expectations. Those pupils who are below expected outcomes will receive catch-up session to ensure gaps are closed early on
- Pupil results in reading at the end of KS1 and 2 will be inline or above National Expectations.



Monitoring and Review

This guidance has been written with reference to the National Curriculum content and the DfE Reading Framework 2023. The monitoring of this policy will be the responsibility of the Reading Leader in conjunction with the Leadership Team. This policy will be subject to a formal review every three years or sooner if significant changes occur.

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APPENDIX A

Teaching order of Read Write Inc Phonics Sounds

We follow the Read Write Inc expectations of progress:

- Children in Reception are taught to read and spell words using all of the Set 1 sounds (*single letter sounds and some digraphs*), including words with adjacent consonants (*CCVC/CVCC*) with fluency and accuracy. Children will read and begin to spell words using some of the Set 2 sounds.
- Children in Year 1 review Set 2 sounds from Reception and secure all Set 2 sounds for reading and spelling. They are then taught to read and spell words using Set 3 sounds with fluency and accuracy, including additional uncommon digraphs that are statutory but do not appear in the Read Write Inc Set 1, 2 and 3 sounds lists.

Set 1 Sounds

Children can start blending sounds into words as soon as they know a small group of letters well. Once the children have been taught the first 5 sounds (m, a, s, d, t), they are then taught assisted blending using the sounds that they know. During lessons children are taught to hear sounds and blend them together in a sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word. In RWI, the individual sounds are called ‘speed sounds’ – because we want children to read them effortlessly. Set 1 sounds are the single letter sounds as well as five ‘special friend’ sounds (two letters that make one sound – digraphs). They are taught in the following order: **m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk, ll, ff, ss, ck.**

Set 1 ‘Special Friend’ Sounds

Sound	Phrase	Green words
sh		ship, shop,
th		thing, thin,
ch		chip, chop, champ,
qu		queen, quack, quest
ng	Thing on a string	thing, string, ring, king
nk	I think I stink	stink, think, link, sink

There are 12 Set 2 ‘speed sounds’ that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. When children are taught Set 2 sounds, they will learn:

- a simple picture prompt linked to the sound.
- a short phrase to say e.g. may I play.
- the letters that represent a sound (special friends) e.g. ay

Each sound has a list of ‘green words’ (can be sounded out) linked to it, so that the children have the opportunity to sound out and blend words containing the new sound they have been taught, for example, s-p-r-ay = spray. Green words are decodable words that children can use their ‘Fred Talk’ to sound out and blend. They feature the sound that the children have been learning that day. In a phonics lesson, children cover up to 5 or 6 new green words to support

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their reading of a new sound. When learning Set 3 speed sounds the children will be taught alternative sounds/graphemes, e.g. ee as in tree and ea as in tea.

The tables below show each sound, the associated phrase and example green words for set 1 special friends, set 2 and 3 sounds, as well as additional sounds that are taught alongside the sets.

Set 2 Sounds

Sound	Phrase	Green words
ay	May I play?	day, say, play, tray, today
ee	What can you see?	see, feel, need, sleep, three
igh	Fly high	night, fight, flight, high
ow	Blow the snow	show, blow, flow, snow
oo	Poo at the zoo	zoom, moon, food, cool
oo	Look at a book	look, book, good, hood
ar	Start the car	star, bar, car, start, cart
or	Shut the door	sort, short, worn, horse
air	That’s not fair	fair, hair, chair, stair
ir	Whirl and twirl	whirl, twirl, shirt, skirt
ou	Shout it out	mouth, found, shout, loud
oy	Toy for a boy	toy, boy, employ, joy

Set 3 Sounds

Sound	Phrase	Green words
a_e	Make a cake	make, cake, flake, bake
ea	Cup of tea	neat, real, clean, please
i_e	Nice smile	hide, shine, white, nice
o_e	Phone home	phone, bone, home, spoke
u_e	Huge brute	tune, rude, June, perfume
aw	Yawn at dawn	saw, law, raw, straw
are	Share and care	bare, spare, scare, flare
ur	Nurse with a purse	burn, turn, hurl, burp, lurk
ow	Brown cow	howl, down, brown, frown
oi	Spoil the boy	join, coin, voice, choice
ai	Snail in the rain	paint, train, rain, pain
e	e: he, she, me, be, we	he, she, we, be, me
oa	Goat in a boat	coat, throat, boat, float
ew	Chew the stew	flew, blew, crew, new
er	A better letter	over, weather, never
ire	Fire, fire!	spire, conspire, hire, fire
ear	Hear with your ear	fear, dear, gear, spear
ure	Sure, it’s pure	picture, mixture, adventure

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Additional sounds

Sound	Phrase	Green words
ue	Come to the rescue!	rescue, blue, glue, clue
ie	Terrible tie!	ties, tried, pie, lie
au	Paul the astronaut	Paul, august, author, pause
e-e	Go Steve and Pete!	even, Steve, Pete, theme
kn	Knock knock, who’s there?	knight, knee, knock, knit, knot
ck	Tick tock clock	clock, pick, black, snack

Red Words

Children learn ‘red words’. These are words that require them to stop and think, they can’t use their sounds to blend them and so they have to work hard to remember them so they can read and spell them accurately. Children will also learn ‘red words’ alongside their learning of the sounds above. These are introduced in a progression that matches the order they are introduced in the different coloured Read Write Inc books.

Red Ditty Level								
put	the	I	no	of	my	for	he	
Green Level								
your	said	you	be	are				
Purple Level								
to	me	go	baby	put(s)	your			
Pink Level								
I’ve	like	all	we	want	her	call	she	I’m
something	into	so						
Orange Level								
what	do	today	they	old	I’ll	was		
Yellow Level								
some	saw	watch	school	small	their	who	tall	one
I’ve	baby	fall	any	where	were	wall	there	
Blue Level								
does	other	two	could	ball	would	water	wash	anyone
over	wasn’t	through	once	brother	whole	people		
Grey Level								
should	were	there	call	want	come	one	through	many
could	are	other	was	two	who	you	said	your
what	school	mother	to	they	father	watch	anyone	whole
water	great	brother	above	where	here	someone	another	walk
what	small	any	here	son	would			