



1. Intent

At Priory CE Academy we value reading as a key life skill, which enables all children to access all areas of the curriculum. We are dedicated to enabling our pupils to become lifelong readers, who are equipped to use reading skills within all aspects of life. Through exposure to enjoyable, varied and enriching phonically plausible texts, alongside books chosen for enjoyment, children will demonstrate a pleasure for reading. We aim to develop confident early readers that have a thirst for reading a wide range of genres and a passion to share this with others. At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

2. Rationale

The aim of phonics is to enable children to see the relationship between reading and spelling from an early stage, such that the teaching of one reinforces the understanding of the other. Decoding (reading) and encoding (spelling) are treated as reversible processes. We have a strong fidelity to Read Write Inc programme and it enables children to express themselves confidently, creatively and imaginatively, as they become enthusiastic and critical readers and writers of stories, poetry, and drama and non-fiction texts. We recognise and appreciate that quality first teaching of phonics reduces the need for later interventions.

3. Aims and Objectives

- to help children enjoy reading and writing in all their forms and recognise their value
- to enable children to read and write with accuracy and meaning in a range of different formats
- to increase the children's ability to link decoding and encoding and use this as a reversible process
- to encourage children to have the confidence to attempt reading and writing in all aspects of their daily life

4. Teaching and Learning

Read Write Inc.' produced by Ruth Miskin, is a method of learning centred around letter sounds and phonics, blending them together to read and write words and using these learnt sounds in their reading and writing. In Reception, Year 1 and Year 2 children will follow a daily phonic programme to create fluent, enthusiastic readers, confident speakers and willing writers.

At the core of the programme, we deliver a lively and vigorous teaching of synthetic phonics. Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) at the same time as developing handwriting skills and spelling (encoding). The children have the pleasure of reading exciting storybooks which is matched to their level – so that they have early success in reading. Children are given home reading books which match their RWI level and a 'book bag book'

In KS2, some children who are not yet fluent readers and accurate writers will complete a 1:1 or a group Read Write Inc intervention that equips them with the skills to read and understand texts confidently, write fluently, think critically and articulate thoughts and ideas clearly.

All classrooms display the speed sounds posters to ensure pupils apply their phonic knowledge whilst writing and reading. This is in a prominent place in each classroom and is referred to during lessons, across all curriculum subjects.

Assessment

Children's progress, including their graphemic knowledge and their ability to blend and segment are assessed individually. Children are assessed using the Read Write Inc assessment portal, every 10 weeks. This allows their progress to be tracked and gaps in sound knowledge to be identified early. The sounds that children need to work on are sent home to provide more opportunity for practise. The Early Reading Leader, consults with phonics group leaders to enable children who may be ready before that time to be assessed at any point. The SENCO can be consulted at any time to support and advise Class Teachers. Teacher judgement, session evaluations, Read Write Inc Assessment documents, NFER and Reading Records are used to help staff to plan appropriate next steps for the children.

The progress of groups and individuals is monitored by the Early Reading Leader, English Leader and SLT. Support is put into place for individuals, groups of pupils or teachers who may require additional support.

Year Group Expectations:

These expectations are what are considered "on track" but our aim is for accelerated progress, so these guidelines are a minimum.

End of Nursery	Set 1 ready
End of Autumn 1 Reception	Read single letter set 1 sounds
End of Autumn 2 Reception	Read all set 1 single letter sounds Blend sounds into words orally
End of Spring 1 Reception	Blend sounds to read words Read short ditty stories
End of Spring 2 Reception	Read red level story books
End of Summer 1 Reception	Read green story books
End of Summer 2 Reception	Read purple story books

End of Autumn 1 Year 1	Read pink story books
End of Autumn 2 Year 1	Read orange story books
End of Spring 1 Year 1	Read yellow story books
End of Spring 2 Year 1	Read yellow story books
End of Summer 1 Year 1	Read blue story books
End of Summer 2 Year 1	Read blue story books

End of Autumn 1 Year 2	Read grey story books
End of Autumn 2 Year 2	Read grey story books
End of Spring 1 Year 2	Comprehension story book work/ EGPS
End of Spring 2 Year 2	Comprehension story book work/ EGPS
End of Summer 1 Year 2	Accelerated reader
End of Summer 2 Year 2	Accelerated reader

Where pupils do not meet the expectations for the end of EYFS (Expected ELG for Reading) they will continue to follow the Read Write Inc programme of study to develop their word, reading and phonics skills. If children are unable to confidently decode and spell they will be taught through additional, intense phonics interventions. This could be through 1:1 intervention, group intervention and pinny time.

In the Summer Term of Year 1, the statutory Phonics Screening Check will take place and be administered as per the guidance provided by the DfE. Parents will be informed of the child's performance following this screening. Where children in Year 1 fail to meet the expected levels, they will be receiving small group, focused phonics sessions which specifically focus on the gaps in their learning. Pupils will retake the Screening test at the end of Year 2. If these children still fail to meet the

expectation of the screening, they will receive additional support through Read Write Inc Groups in Year 3 alongside targeted intervention.

At any point during their time in EYFS/KS1 a child may be identified as having a specific Special Educational Need concerning their phonics. If this is the case then the SENCO would be consulted and relevant action would be taken, see SEND Policy.

5. Early Years

The Early Years Curriculum focusses on building skills, knowledge and understanding. We have adopted a creative approach to the curriculum, and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children’s level of learning. We use the revised Early Years Foundation Stage curriculum (Development Matters) as appropriate, to guide our teaching. Children within the Early Years have 30-minute Read Write Inc phonic sessions daily to allow them to be confident speakers, fluent readers and willing writers. Should children progress beyond the colour bands taught in EYFS, they join KS1 phonics groups to enable the best individual progress.

The Revised EYFS (2021) is broken down into areas of development. There are two main sections of the curriculum, the “Prime” areas and the “Specific” areas. The Prime areas are fundamental and work together to support development in all other areas. The Specific Areas of development include essential skills and knowledge for children to participate successfully in society. Phonics and Early Reading is taught through all Prime and Specific areas to ensure that children are exposed to a range of learning opportunities. Within 30-minute phonics sessions, children are taught using Read Write Inc programme of study.

Assessment plays an important part in helping practitioners to recognise children’s progress, understand their needs, and to plan activities and support their development. Assessment in the Early Years is Ongoing and is largely based on Facilitated child-led experiences, allowing children to reflect their own knowledge, and high-quality adult led activities. Children are assessed throughout the Foundation Stage using the new Development Matters (2021) which sets out a pathway of children’s development in broad ages and stages. Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The Early Years Lead provides a baseline of attainment; monitors progress and provides end of year assessment. This assessment is subsequently reported to the Local Authority. It tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads, regarding achievement in the relevant strands.

The curriculum of EY underpins all future learning by supporting, fostering, promoting and developing children`s:

PRIME AREAS	SPECIFIC AREAS
<p>Personal, social and emotional development</p> <ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships <p>Physical Development</p> <ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills <p>Communication and language</p> <ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking 	<p>Literacy</p> <ul style="list-style-type: none"> • Comprehension • Word Reading • Writing <p>Mathematics</p> <ul style="list-style-type: none"> • Number • Numerical pattern <p>Understanding the world</p> <ul style="list-style-type: none"> • People, Culture and Communities • The Natural World • Past and Present

Expressive arts and design

- Creating with Materials.
- Being Imaginative & Expressive

6. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Where necessary adapted equipment and resources can be provided. Advice to support individual pupils is always available from the Inclusion Hub and where appropriate specialist services. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work during phonics sessions considers the targets set for individual children in their individual Pupil Passports. Teachers provide help with communication and English skills through:

- using texts that children can read and understand
- using visual and written materials in different formats
- using speaking and listening activities for pupil with speech difficulties
- using multi-sensory approaches to match children's learning styles
- using ICT, other technological aids and taped materials
- using alternative communication such as signs and symbols
- using translators and scribes
- Children who have phonics targets included in their Passports will receive targeted activities in English and other lessons to help to meet their individual needs.

The Hive

The Hive is Priory CE Academy's specialist resource provision for pupils with communication and interaction (C&I) needs, including those on the autism pathway. It provides a calm, structured learning environment with adapted teaching, sensory regulation and small-group opportunities whilst following the curriculum of the main school. The Hive follows the full National Curriculum, planned and sequenced in step with whole-school long-term plans and adapted to meet individual EHCP targets and next steps.

Every subject leader is responsible for ensuring that their curriculum intent, implementation and impact extend fully to The Hive. They quality-assure planning, teaching and assessment, meet termly with The Hive team and SENCO, and contribute to monitoring and pupil-progress reviews. Subject leaders also teach or model lessons in The Hive when appropriate, ensuring that high expectations and consistent pedagogy are maintained. This partnership supports smooth inclusion, builds staff expertise and secures equality of ambition for all pupils.

The Hive delivers Read Write Inc. and wider early reading in parallel with mainstream expectations, with extra sensory phonics, narrative play and communication-rich story times. The Early Reading lead reviews assessment data, hears readers and models lessons to secure fidelity to the programme and ensure accelerated progress in phonics and comprehension.

7. Equality

Priory is a caring school that aims to provide a high-quality education to all our pupils within a secure environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school:

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

8. Monitoring and Review

The subject leader is responsible for monitoring the standards in Phonics and Early Reading. They will monitor the quality of planning, lessons and pupils' work throughout the year. They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

This policy will be reviewed every two years or earlier if necessary.

9. Other related policies:

- Equality
- Teaching and Learning
- SEND
- EYFS
- Assessment
- Marking and Feedback
- Presentation and Handwriting
- English
- Creative Curriculum

Policy Author: Amy Bloor

Date of Review: February 2028