

At Windmill Hill Academy, we are 'Inspiring Passionate Lifelong Learners' by providing them with a broad and balanced to inspire and motivate pupils to have high aspirations; provide them with the tools to become assessment-capable learners and be socially responsible within the school and wider community.

Subject	Phonics and Early Reading
Overall curriculum	<p>English has a pre-eminent place in education and in society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p> <p>Windmill Hill Academy's intent is that every child will learn to read, regardless of background, needs or abilities. We want our children to be fluent, confident readers. They will be exposed to a wealth of stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and develop a genuine love of reading and a keen interest in a range of texts.</p>
Pedagogy	<p>We teach early reading through the validated systematic, synthetic phonics programme 'Little Wandle Letters and Sounds Revised'.</p> <p>Right from the start of Reception, children will have a daily phonics lesson which follows the progression for Little Wandle Letters and Sounds and this continues in Year One to ensure children become fluent readers.</p> <ul style="list-style-type: none"> - 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. <p>Any child who needs additional practice has daily 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.</p> <p>Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any 'reasonable adjustments' needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.</p> <p>In EYFS, all areas of learning and development are important and inter-connected. These are stipulated in the 'Statutory framework for</p>

	<p>the early years foundation stage'. The most relevant statements for phonics are taken from the following areas of learning:</p> <ul style="list-style-type: none"> • Communication and Language • Physical Development • Literacy
Assessment	<p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is used to monitor progress and to identify any child needing additional support as soon as they need it.</p> <ul style="list-style-type: none"> • Assessment for learning is used: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 Keep up support that they need. - by SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place. • The Little Wandle Letters and Sounds Revised placement assessment is used: <ul style="list-style-type: none"> - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching. <p>Statutory assessment</p> <ul style="list-style-type: none"> • Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2. <p>Ongoing assessment for catch-up</p> <ul style="list-style-type: none"> • Children in Year 2 to 6 are assessed through: <ul style="list-style-type: none"> - their teacher's ongoing formative assessment of the Little Wandle Letters and Sounds placement assessment of the appropriate half-termly assessments. <p>End of year assessment is reported on Itrack and features on the annual report to parents.</p> <p>In EYFS, the level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). These are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Instead, the ELGs support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.</p> <p>When assessing pupils with SEND, there will be carefully planned opportunities in order for them to demonstrate what they know and are able to do, using alternative means where necessary. Where a pupil is unable to use particular types of equipment, assessment of attainment</p>

	<p>will be based on understanding of the processes used as demonstrated through oral and written responses or, where possible, through the use of alternative equipment. The attainment of pupils who require adapted equipment, such as particular switches or voice-activated software, will be assessed using these specialist items.</p>
Culture	<p>Reading is at the heart of our whole curriculum underpinning every subject area. We want every child to read widely, and to gain a rich knowledge across the curriculum. By offering a wide range of texts, we aim to broaden their minds and experiences to allow them to empathise with the world in which they live and support the development of their cultural capital.</p> <p>It is our intention that the children at our school will become passionate life-long readers. As part of this commitment, we expect our children to read regularly with an adult home using both a decodable reading practice book as well as a sharing book to read for pleasure.</p> <p>Reading is such an important life skill that it is imperative we enable them to become independent readers who can easily process information, fully engage in all learning and be well prepared for their next stage of their education.</p> <p>Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any 'reasonable adjustments' needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.</p> <p>For some activities, there may need to be a 'parallel' activity for pupils with SEND, so that they can work towards the same learning intentions as their peers, but in a different way. The use of technology to assist learning can remove barrier e.g. Widgeo, switches, text readers and speech and communicator devices. Using keyboard shortcuts instead of a mouse, enables all pupils to be involved. Generic software, such as Microsoft Office, contains accessibility facilities for SEND pupils. Screen filters may help with glare or using coloured backgrounds e.g. yellow background with blue script for dyslexic learners.</p> <p>Because the range of hardware and software is wide and continually expanding, teachers will always seek to collaborate with the SENDCo or colleagues e.g. previous teacher, on removing barriers to learning and participation for particular pupils with SEND. Pupils will also be able to advise on the technologies that suit them best.</p>
Systems	<p>In EYFS, the most relevant statements for phonics are taken from the following areas of learning:</p>

- Communication and Language
- Physical Development
- Literacy

Reception

Communication and Language

- Learn new vocabulary
- Use new vocabulary through the day
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

ELG

Communication and Language

Listening, Attention and Understanding

	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>Speaking</p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Physical Development</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. <p>The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> read easily, fluently and with good understanding develop the habit of reading widely and often, for both pleasure and information acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
Policies/key documents	<ul style="list-style-type: none"> EYFS Curriculum Map Phonics and Early Reading Policy Reading Progression Map

	<ul style="list-style-type: none"> ▪ EYFS Long Term Overview ▪ EYFS Policy ▪ EYFS into Year 1 Transition Policy ▪ Little Wandle Progression Document ▪ SEND Policy <p><i>All of these can be found on our website under the curriculum/policies tab.</i></p>
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