

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>
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

	<p>between different groups of children and so that any additional support for teachers can be put into place.</p> <ul style="list-style-type: none"> • 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.
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>
Systems	<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 ▪ EYFS Policy ▪ EYFS into Year 1 Transition Policy

	<ul style="list-style-type: none"> ▪ Little Wandle Progression Document <p><i>All of these can be found on our website under the curriculum/policies tab.</i></p>
<p>Perceptions from viewpoints (e.g. pupils/parents/Governors)</p>	<p><i>Add in stakeholder voice.</i></p> <p>Pupil:</p> <ul style="list-style-type: none"> ▪ <p>Parent:</p> <ul style="list-style-type: none"> ▪ <p>Staff:</p> <ul style="list-style-type: none"> ▪ <p>Governors:</p>