Abbey Hey Primary Academy
The best in everyone™
Part of United Learning

Reading and Phonics

Intent, Implementation, and Impact

Intent:

At Abbey Hey, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading; we intend that pupils will:

- Become fluent, confident and expressive readers who have both the skill and the will to read effectively
- Read with enjoyment across a range of genres
- Read for pleasure as well as for information
- Read and respond to a wide range of different types of literature
- Understand the layout and how to use different genres and text types
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy
- Build their bank of sight words to enable fluent reading
- Have an interest in words and their meanings, developing a rich and varied vocabulary
- Understand and respond to literature drawn from a range of cultures and literary heritage.

By the time children leave Abbey Hey we will ensure that they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. Research shows that children who become engaged in reading from an early age have improved life chances.

Implementation

At Abbey Hey, children will learn to read using a recognised synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words.

In Nursery we immerse children in activities providing opportunities to tune into sounds.

- 1. Environmental Sounds
- 2. Instrumental Sounds
- 3. Body Percussion
- 4. Rhythm and Rhyme
- 5. Alliteration

- 6. Voice Sounds

We aim to provide a totally immersive nursery experience with lots of rhymes, singing time, rhyming stories, clapping rhythms, musical instruments taught through play at every opportunity. This helps pupils tune into and discriminate between sounds they hear. It also allows them to hear the rhythm of spoken language. We also use short discrete group times to model a variety of activities such as selecting books, turning pages and other important book habits. During the Spring Term pupils in Nursery will access more formal teaching of phonics through the delivery of the RWI Nursery programme.

In Reception and Year 1, pupils will receive more formal lessons taught using the Read, Write, Inc Synthetic Phonic Programme. All our staff are highly trained to deliver this. It is taught daily, systematically both to whole class at the correct phonological stage and to discrete groups. It is important that the teaching of reading is matched to the teaching of phonics. As such, all children must have a banded reading book that matches the sounds they have learnt or are learning in their phonics lessons. Teachers will identify children who may need additional support through observations and continuous assessment. We use Fast Track tutoring, Fred games and Pinny Time to ensure children keep up not catch up.

Children in year 2 will work their way to the end of the phonics programme before moving on to Read Write Comprehension. Children in Year 3 to Year 6 will take part in daily Guided Reading lessons. They will be exposed to a range of different texts. During these sessions children will look specifically at different text types, vocabulary and the reading skills needed to understand a new text. We have a wide range of reading books in our school, including texts that reflect the diversity within our school community.

All children from Nursery to Year 2 will choose three reading books to take home each week; a fiction text which will match their phonics level, and a non-fiction text, plus a reading for pleasure text chosen from our school library.

All children from Year 3 will choose at least two reading books to take home each week. The first is an Accelerated Reading (AR) book. The children will take a Star Reading test to initially identify their reading level, they will then pick a book from a range at that AR level. Children take the book home to read and when they have completed it, they will sit a comprehension quiz on a computer/iPad. When the children successfully pass three quizzes, they will move on to the next reading level.

The second book they will take is a reading for pleasure text, this is a book the child has chosen with the aim that it will be shared with an adult at home and will help to develop a love of reading. These reading books are changed regularly.

Each classroom will have a wide selection of books which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the wider curriculum. Children will be read

to each day by their class teacher or teaching assistant. This could be a book that the teacher recommends to the class or a recommendation from a child. Each classroom has a reading area that is filled with books suitable for their reading age. We aim to provide a comfortable, inviting place in each classroom for children to read throughout the day. We will promote a love of reading through a display in every classroom. All children throughout their time at Abbey Hey will have a chance to meet a range of different authors.

We aim for every child to have a weekly visit to our Willow Library. In the library there are a wide selection of books, including pieces of writing that have been published by children from our school.
We expect families to share books with their child every day and make comments using our reading platform Learning with Parents.

All teachers will assess reading by:

- Using Read Write Inc assessments to identify children's phonics level every half term.
- Using termly PIRA assessments
- Completing phonics screening checks at the end of Year 1 and then, where needed, in Year 2 and beyond.
- Listening to children read and getting to know children as a reader.
- Completing teacher's formative assessments daily within class.
- Setting Star Reading tests every half term to ensure children's reading books match their reading ability. Once children have completed reading an AR book, they must take an online quiz. When children have completed 3 quizzes and scored 80% or higher, they then move onto the next level.
- Reading leaders analysing pupil conferencing and questionnaires.
- Teachers in EYFS will regularly assess children against the Development Matters statements.

All teachers will continue to develop their understanding of reading by:

- Attending continuous CPD for all teaching staff.
- Be a part of Read Write Inc Development Days each term.
- Access Read Write Inc training videos on the Ruth Milken portal.
- Having a secure understanding of year group expectations and good understanding of year group progression in reading and phonics.
- Being provided with three planning days per year, in addition to their PPA, to plan their reading and phonics curriculum.
- Develop their understanding around support SEND children with reading.

All teachers will improve children's progress by:

- Delivering Read Write Inc sessions daily in Nursery (from Spring term), Reception, Year 1, Year 2 and where needed beyond.
- Delivering a cycle of Guided Reading lessons, using a wide range of different and quality texts; reading domain activities and games to explore reading skills; prosody activities to develop fluency; and vocabulary building activities using Word Wizard and Bedrock.
- Using question stems which are used to inform questions based on the class text.
- Using a mixed set of questions, practising reading skills, based on the reading text from that week.
- Providing and teaching the meaning of a list of unknown vocabulary which appears in the class text. This vocabulary will be dual coded and displayed on working walls.
- Celebrating a love of reading through sharing high quality texts in a range of situations across the curriculum, in school and external reading competitions, trips to the library, giving children the opportunity to independently reading for pleasure books, visits from authors.
- Using myON to promote reading at home and engage parents with online home learning, alongside the use of Reading Records for parents to improve communication about reading.
- Use Learning with Parents as an online platform to share reading that is happening at home and in school.
- Providing children with high-quality supplementary texts which support reading throughout the wider curriculum.
- Providing children with access to high quality reading areas within classrooms and around the shared areas of school, which include a range of texts to support independent reading.
- Providing parental workshops which will support parent's understanding of the importance of reading, improve parent's knowledge and skills, along with improving and maintaining home school links and relationships.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. It is also measured frequently using Read Write Inc phonics assessments; these are carried out every half term.

Attainment in reading is measured using the statutory assessment at the end of Key Stage Two. Teachers continually use formative assessments to inform the planning of Reading. PIRA tests are use termly across KS1 and KS2 to identify gaps in learning. These results are measured against the reading attainment of children nationally. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

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We give all children the opportunity to enter the magical worlds that books provide. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles. Our reading curriculum underpins all other subjects within our school and texts are carefully chosen to develop children's substantive knowledge across our curriculum. The impact of this is shown within pupil conferencing and questionnaires.

Reviewed: September 2026