

Phonics and Reading Policy 2022.

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The RWI sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Aims and Objectives

To teach children to:

- Apply the skills of blending phonemes to read words.
- Learn that blending and segmenting words is a reversible process.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can then be used to comprehend what they are reading.
- Spell effortlessly so that all their resources can then be directed towards composing their writing.

Teaching of Read Write Inc will:

- be pitched at the correct level for each child, ensuring every child is sufficiently challenged while able to make clear progress.
- excite and stimulate children through active learning in which they enjoy achieving and progressing
- uses phonics, reading and writing skills together to connect and support each of these aspects.
- encourages consistency of teaching and learning across the school in this area.
- accelerates children's literacy learning leading to improvements in attainment, both in relation to the Phonics Screening Check in Year 1 and throughout the school.

Outcomes

We expect that by the end of Key Stage 1, the vast majority of our pupils can read aloud age-appropriate texts accurately and with sufficient speed. This means that we can then focus on developing their comprehension skills, preparing them well for transition to Key Stage 2. Their competent decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject across the curriculum.

Teaching and Learning Style

Read Write Inc is based on 5 P's:

Praise: Children learn quickly in a positive climate.

Pace: Good pace is essential to the lesson.

Purpose: Every part of the lesson has a specific purpose.

Passion: This is a very prescriptive programme. It is the energy, enthusiasm and passion that the teachers put into the lesson that brings the teaching and learning to life.

Participation: A strong feature of Read Write Inc lessons is partner work and the partners 'teaching' others.

Planning

Planning for Read Write Inc is completed with support from handbooks, considering the individual needs of each group. This planning identifies the phonics, ditties or storybooks and activities for the sessions targeted at the current attainment of the children. Lessons follow set routines and timings, ensuring consistency across the groups. Support staff are responsible for planning and delivering the lessons for their Read Write Inc groups, with support from teachers and the Read Write Inc leader as required.

Assessment

Children are assessed throughout every lesson. This is done through teacher observations and the written work completed by the children.

The teacher will assess how children:

- recognise and say the sounds.
- Read the green and red words lists (green words can be segmented and then blended, red words cannot be sounded out)
- Decode the ditty or story
- Comprehend the story

Formal assessment is completed once per half term by the Read Write Inc Leader, the Phase Leader or teacher. This checks the individual children's ability to recognise and say each sound and blend and say real and nonsense (alien words). This is done on a 1:1 basis. This assessment is then used to place children in groups with other children at a similar stage to them. Read Write Inc promotes that children are placed in groups by their stage, not age. Although the assessments take place at the end of each half term, the child can be assessed earlier than that if higher attainment is being shown. Read Write Inc grouping at National changes regularly and is completely based on the needs of our children.

Our School's provision

Our pupils at Hucknall National C of E Primary School learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Accelerated Reader once they can read with accuracy and speed.

Read Write Inc. Phonics The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3, 4, 5 and 6 who need to catch up rapidly

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Outcomes for children

Assessing and tracking progress

We assess all pupils following Read Write Inc. Phonics using the Sound and Word Entry Assessment. We use this data to assign them and group them into Read Write Inc. Phonics groups. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium. For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2. Pupils who are making slower progress usually complete the programme by the end of Year 2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained TA's tutor them weekly, using the Read Write Inc. One-to-one tutoring programme. By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

Quality of teaching, learning and assessment

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects.

In Read Write Inc. Phonics, because the pupils are grouped in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. Lead staff moderate and then record the results from the Sound and Word Assessments, which take place every six weeks, on the Assessment Tracker. This data allow us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up. All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

The Read Write Inc. programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The

teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why. Additional support for lower-attaining pupils learning to read Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have weekly one-to-one tutoring for 10 to 20 minutes, in addition to their group sessions every morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when learning to spell.

Feedback and marking

We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful. We have clear systems for marking pupils' work. Pupils know their teacher's expectations for each activity. We mark short activities with the pupils in the lesson. Extended pieces are 'live marked' during the lesson and children use red pen to 'edit' and 'uplevel' their work. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

Homework

Children in EYFS-Reception and Year 1 take the Read Write Inc book they are reading at school home for additional reading practise. We may also allocate Read Write Inc books for pupils to read using the Oxford Owl website.

EYFS also select a story or non-fiction book from the class collection or school library for their parents to read to them to promote their love of books and reading. Pupils may also take home familiar picture books so that they can re-tell the story out loud, recall details and practise new vocabulary.

In Year 1 and above children are given 1 text per week that is closely matched to their reading ability and 3 x free choice books which are of interest to them. Pupils also take home stories and non-fiction that they cannot yet read for themselves but that have been read to them for example a chosen library book.

In class, teachers read stories and non-fiction linked to the current topic being taught. Each Teacher also reads for a minimum of 15 minutes to their class per day – a high quality 'longer text'. We encourage children to read widely and often.

Quality of teaching and pupils' progress

The Headteacher and reading leaders monitor pupils' progress together until every child can read. No child is left behind to struggle. We record lesson observations and any subsequent coaching alongside the 'teacher tracker' so that we can see if there is a correlation between the quality of the teaching and the progress pupils make.

Our lessons

1. The Read Write Inc. 'cycle of instruction' is embedded – MT/YT, TTYP. Pupils do not raise their hands to answer questions.
2. Close grouping in Phonics is maintained – pupils are moved on quickly.
3. The purpose of each activity is clear to both teachers and pupils.
4. Planning and marking is thorough.
5. In Phonics, pupils read books at home that closely match their word reading ability.
6. Pupils are encouraged to read widely and often at home.
7. All staff use the Management signals consistently in and out of lessons.
8. Partner work is modelled and practised until pupils work willingly and supportively with pupils who are not their friends.
9. Praise is fundamental in helping pupils make progress and behave courteously.
10. Staff are consistently kind, considerate to each other and to pupils.
11. Pupils attend every day, unless poorly.