



Phonics Policy - Read Write Inc

Our pupils learn to read and write effectively and quickly using the Read Write Inc Phonics programme.

Read Write Inc Phonics

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write and when appropriate, for children in our specialist provision
- Pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 may follow Read Write Inc Fresh Start or have an additional Read Write Inc session, in addition to Literacy.

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 be behind progress in reading, especially for those whose motor skills are less well developed.

In Reception Year, 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.

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.

- Learn to articulate their thoughts and ideas clearly to one another: they learn how to present and debate; to reason and justify their answers
- Learn to write confidently by following our highly supportive three step approach, building upon the story or non-fiction text they have studied
- Write every day

Once children complete the Read Write Inc Phonics programme, they move onto the The Read to Write Programme. This integrates reading, writing, thinking, and spoken language in all activities, to ensure the daily development of children's comprehension and wider literacy skills. At the heart

of Literacy and Language is the enjoyment of and engagement with a variety of texts. Pupils are encouraged to take their own meaning from each text, becoming independent and critical thinkers. Comprehension activities are designed to help children to infer, summarise, question, clarify, predict and argue a point of view. The children also make connections between texts and their own experiences.

Pupils are taught to articulate their thoughts and ideas out loud and to communicate what they know and understand. Pupils answer every question with a partner, comment on each other's ideas, clarify each other's thinking, and build upon each other's thoughts and ideas. The teacher asks questions to take their thinking further and clears up any misconceptions. Partner discussion helps teachers assess what and how pupils are learning throughout the lesson.

Outcomes for children

Assessing and tracking progress

We assess all pupils following Read Write Inc Phonics using the Entry Assessment. We use this data to assign them to their appropriate homogenous group. We track all children from their starting points. We do this for all pupils, whenever they join us, in order to track 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.

In addition, we use the Salford standardised reading test, so that we can ensure that the gains our pupils are making are age-appropriate.

We endeavour for all of our pupils complete the phonics programme by the end of Year 1.

Children, who do not complete in Year One, will continue on term of Year 2. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

We have high expectations of our pupils' progress. In October 2020 phonic screening check, 83% (following Lockdown) passed the Phonics Screening Check, due to home learning and targeted support on their return. We attribute this to the programme and to the expectations it builds in.

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 staff tutor them for 10 minutes every day, using the Read Write Inc One-to-one tutoring programme.

If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught Read Write Inc Phonics, in order for them catch up with their peers.

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.

Narrowing the gap – and the pupil premium

The programme as a whole has been very effective for our pupils in narrowing performance gaps between different groups, both within our school and nationally. We know from our tracking that our pupils who are eligible for the pupil premium have made progress in line with that of our other pupils or are catching up quickly.

Impact across the curriculum

Our teachers are enthusiastic about using the Read Write Inc Programme because they can see how quickly the children progress.

- Data is used effectively to ensure gaps are closing between all groups – in particular those eligible for the pupil premium (Read Write Inc assessment and tracking, standardised reading tests, phonics screening check).
- Approximately 80-90% of pupils complete Read Write Inc. Phonics by end of Year 2 Term 1.
- Slower progress pupils and those with specific SEN are taught in small homogeneous teaching groups and receive Read Write Inc. one-to-one tutoring.
- 80%+ of pupils meet the standard in the phonics screening check in Year 1

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. In Read Write Inc. Phonics, because the pupils are grouped across the school 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.

Staff teaching Read Write Inc Phonics record the results from the Assessments 1 and 2, which take place every half term. 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. The teacher selects pupils to answer any questions.

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 may have a variety of complex needs. In order to give all pupils the same carefully targeted teaching, as all the other groups, some of these pupils have daily one-to-one tutoring for 10 to 15 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs.

Pre-Arc & Arc Specialist Provision

Children in our specialist provision follow the Engagement Model and have a bespoke curriculum to meet their needs. Pre-Arc children benefit from a multi-sensory approach to learning phonics. Once the children can access Read Write Inc, they will work through the small steps tracker. Children in Arc access Read Write Inc, within groups matched to their reading ability.

Feedback and marking

We emphasise constructive feedback, 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.

Home Readers – Online Links to support videos

All children on the Read Write Inc Programme take home the book they have been sharing in their group in class, plus an unseen text at the same reading level. The children also have access to books at their reading ability online through Oxford Owl. At home, all children can access Read Write Inc videos, via their Seesaw Learning Journal, to reinforce the letter sounds/words they have been learning in class.

Quality of teaching and pupils' progress

The head teacher and reading leader monitor pupils' progress together, to ensure that all children have the best possible support to enable them to learn to read.

1. The Read Write Inc. 'cycle of instruction' is embedded across the curriculum – MTTT, 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. Pupils read books at home that closely match their word reading ability.
6. In Literacy and Language, pupils read widely and often at home.
7. Teaching is monitored thoroughly (see Leadership and Management).

Personal development, behaviour and welfare

Pupils have very positive attitudes to the programme. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining attention, for setting up partner routines, and for managing the movement of pupils around the classroom. All staff use the same signals. Teachers are encouraged to use these strategies in other lessons

We believe that the partner work and the homogeneous groupings organised to teach Read Write Inc Phonics, help the pupils learn to work together. Effective partner work has the benefit of helping pupils to work closely with others, to help too from positive relationships. Pupils are

taught the manners and behaviour that are necessary to work with adults and other pupils. Adults are expected to demonstrate positive attitudes and good manners, and to act as role models for pupils.

Praise for hard work and good behaviour is fundamental to pupils' progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, is at the core of the school's work – for staff and pupils.

Attendance

The programmes are intensive and cumulative, therefore poor attendance severely disrupts the progress of any pupils who are absent, for however short a time. For persistent absenteeism, a meeting with the reading leader/ head teacher and parents, is arranged to discuss the impact on their child's learning.

Effectiveness of leadership and management

Shared vision

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The head teacher works with all the staff to ensure that this happens. In particular, she/he works closely with the reading leader/ English leader to monitor the quality of teaching and to provide coaching for staff.

The role of the reading leader is critical. Alongside the head teacher, the reading leader drives the teaching of Read Write Inc.

The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.
- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring/extra speed sounds lesson for the pupils who need extra support
- keeping the groups homogeneous to drive progress
- providing further training (through master classes, coaching/ observation and face-to-face feedback)

Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.

The reading team is made up of a team of teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level. Reading Leaders do not usually have a group, but as Reception class teacher in a one form entry school, it is a necessity.

Personal Development

A key element of Read Write Inc is consistent whole-school practice, underpinned by appropriate professional development. The head teacher/teachers / teaching assistants are trained to teach reading.

All staff have attended two-day Phonics training and the trainer has returned to support us on subsequent development days. We hold at least two development days every year to ensure we are aware of up-to-date practice. In weekly master classes staff analyse teaching and behaviour steps that set the agenda for the next week's observation and feedback schedule.

Parents and carers

We invite parents/carers to an initial meeting and we hold workshops regularly to show how they can help their children read at home. We understand that not all parents, can help their child to read at home, but we endeavour to reduce the number of barriers that prevents them. We provide workshops for both the children and parents, to learn and practise together.

We organise repeat meetings for those who do not or cannot attend. We ensure that pupils whose parents do not attend keep up with their peers. We check that they make good progress in lessons, we give them extra one-to-one lessons, and we encourage them to read to themselves and to siblings at home.

We use the resources on the parent page on the Ruth Miskin Training website:

Both Reception class and Year 2 hold after school phonics club, to enable children to keep up with their peers.

Training for Staff

1. All staff are trained and school books regular development days with our Read Write Inc trainer
2. Staff have access to training videos on the Ruth Miskin website
3. The reading leader delivers a weekly training session
4. The reading leader coaches staff once a week during their lesson and keeps a record
5. The head teacher observes lessons with the reading leader/English leader
6. The reading leader organises regular workshops with parents.

Y Blair

Reading Leader September 2021