



Policy status

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Head teacher (signature if required):		Date:	
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Our pupils learn to read and write effectively and quickly using the *Read Write Inc. Phonics* programme in the Infants.

### **The *Read Write Inc.* Phonic programme**

The programme is for pupils in Year R to Year 2.

Struggling readers in Years 3 to 6 follow *Read Write Inc. Fresh Start*.

We teach pupils to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' 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

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 phonic knowledge.

From the reception class on we emphasise the phonetic code. The pupils rapidly learn sounds and the letter or pairs 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 – 'tricky words'.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky 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 to enable them to access high level vocabulary that they can decode independently.

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.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will become free readers and can choose more books to read at their own interest and comprehension level.

## **Achievement in our school**

### **Assessing and tracking progress**

We assess all pupils from Year R to Year 2 on the *Read Write Inc.* Sound and Word Entry Assessment and we use this data to assign them to levelled 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 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 a standardised reading test [NFER ] so that we can ensure that the gains our pupils are making are age-appropriate.

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed. 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.

Our figures show that at least 90% of our pupils complete the phonics programme by the end of Year 1. The rest of the pupils, around 10%, complete the programme by the end of the autumn term of Year 2. 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. The children receive tuition several times a week in small groups working at the same ability level.

## Phonic screening check

We have high expectations of our pupils' progress. In the June 2012 phonic screening check 80% our pupils reached the threshold, and in June 2013, following the introduction of this scheme the figure rose to 90%. We attribute this to the programme and to the expectations it builds in.

## Impact across the curriculum

Our teachers are enthusiastic about using the *Read Write Inc.* programme because they can see how well pupils learn from it and the progress they make, not just in English but across the curriculum.

1. 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).
2. 80-90% of pupils complete *Read Write Inc.* Phonics by end of Year 2 Term 1.
3. Slower progress pupils and those with specific SEN are taught in small homogeneous teaching groups and receive *Read Write Inc.* tutoring.

## Quality of teaching in our school

The programme's '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.

Assessment is a critical element of our programme. The teachers assess:

- pupils' phonic knowledge
- the speed at which pupils are able to read the text
- their understanding of the stories they read.

We record the results from the Sound and Word Assessments, which take place every eight 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.

The homogeneous groupings allow the teachers to focus on all pupils for the whole lesson. This means that 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.* programme has 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 in every lesson is prepared thoroughly and has a very clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Simple teaching strategies and a lively pace ensure that all the pupils participate fully—there is no chance for them to lose concentration and miss key elements. In addition, because all 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 help us to focus the teaching and ensure pupils make very good progress.

### **Additional support for lower-attaining pupils**

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 daily one-to-one tutoring for 10 to 20 minutes in addition to their group session in the morning. This tutoring helps us to meet their individual needs.

### **Feedback**

We emphasise constructive feedback. For example, we praise pupils for what they do well; such as displaying the behaviour they all need for their learning to be successful. Teaching partners are praised for their effective teaching.

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. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

### **Homework**

All children following this programme take home a copy of the book they are reading in class. In addition, all children take home a levelled reading book from the book boxes. This is to develop other cues for reading- prediction, context etc.

### **Quality of teaching and pupils' progress**

The Head teacher and reading leader 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.

### **Attendance**

The programme is intensive and cumulative, so poor attendance severely disrupts the progress of any pupils who are absent, for however short a time.

#### Leading phonics teaching

Mrs Merritt is the ReadwriteInc. Manager who monitors its implementation and the pupils' progress. The reading team is made up of a team of good teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level

All staff have attended two-day training and the trainer has returned to support us on subsequent development days.

#### How can you help?

Please ensure your child attends school regularly and arrives on time so that he/she does not miss phonics teaching. We also find that children whose parents read to them and also hear them practising their reading make better progress. For other ideas please see the **parent page** on the Ruth Miskin Training website:

<http://www.ruthmiskintraining.com/teacher-support/tag-36/index.html>

You will also be able to find out how to pronounce the sounds on this website .