

Read Write Inc. Phonics Policy

This Policy has been drawn up and written by the Read Write Inc Co-ordinator. The policy and future amendments to the policy will be communicated clearly and consistently to pupils, parents and staff. This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body

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Aims and Objectives

By the end of Key Stage One, the vast majority of our pupils can read aloud age appropriate texts accurately and with sufficient fluency. Therefore, in Year 2, we focus on developing their comprehension in order to fully prepare them for their transition to Key Stage 2. Their 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.

The RWI scheme advocates that lessons should be delivered using the 5 Ps:

- Pace – good pace is essential to every lesson
- Praise– positive praise enables children to learn more effectively
- Purpose – every part of the lesson has a specific purpose and follows a particular pattern
- Participation - a strong feature of RWI lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner)
- Passion – It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!

The Read Write Inc programme will teach children to:

- Apply the skill of blending phonemes to read words
- Segment words in their constituent phonemes in order to spell words
- Learn that blending and segmenting words are reversible processes
- Read high frequency words that do not conform to regular phonics patterns
- Read texts and words that are within their phonic capabilities as early as possible.

Teaching of Read Write Inc will:

- Be pitched at the correct level for the child, ensuring every child is sufficiently challenged whilst able to make clear progress
- Excite and stimulate children through active learning in which they enjoy achieving and progressing
- Focus on phonics and reading and incorporate writing where appropriate
- Encourage consistency of teaching and learning across the school

- Be pacey and based around a positive learning climate
- Incorporate partner work as often as possible to ensure that this is a strong feature of the session.

Assessment

Children are assessed throughout every lesson through teacher observation. Teachers assess how children:

- Recognise and say the sounds
- Read the green and red words
- Decode the ditty/story
- Comprehend the story

Formal assessment will take place at the end of each half term and children are moved groups accordingly.

Provision

EYFS and Key Stage 1 Phonics sessions take place four days a week. Children are grouped according to attainment to make sure teaching and learning is at the correct level for their current achievement. Groups may contain a mixture of EYFS, Year 1 and Year 2 children. As soon as children have a thorough understanding of decoding words these children will then access the Inference approach to reading. Key Stage 2 Children identified as being below the expected level of attainment for phonics and reading will receive additional support through RWInc intervention sessions. These will take place when needed by the children.

SEND

SEND pupils are fully involved in the RWInc sessions as children work in groups with others at their level. Teaching is geared to the speed of progress of each group. Additional 1:1 tuition may take place at other times; this will be identified by teachers in discussions with the SENCo.

Additional support

There may be some children who are identified as needing a boost to their phonics knowledge. These children will be identified by the teacher and sessions will be delivered by support staff in class, the timings are at the teacher's discretion.

For some children the phonics approach to reading is not always the best approach and other strategies or programmes will need to be used in order to effectively support these children as a reader. Programmes will be used to support these children in becoming more fluent readers in order to narrow the gap between them and their peers and accelerate learning to become Age Related.

Books to take home

As a reading school our children take home books that are phonetically decodable but not from one particular scheme. The children use Read Write Inc books within the session but take home a range of different schemed books which include the trigraphs and digraphs they have been taught within their Read Write Inc sessions. We want to ignite a love of reading in our children and believe that

children need to have the opportunity to apply their early reading skills taught by using a variety of fiction and non-fiction texts from different decodable schemes eg Big Cat phonics, Bug club books and Oxford reading tree phonics. Staff use the Read write inc groupings/assessments to ensure the books the children take home match their phonics phase so children can decode these books easily. Children also take home a book banded book to enjoy reading together with their parents/carers, these are marked with a sticker inside the front cover.

Roles and Responsibilities

The Head Teacher and English Leader oversee target setting and tracking.

The Reading leader:

- oversees the assessment of all Reception & KS1 pupils
- oversees the assessment of any 'non-readers' in KS2
- tracks children's progress and analyses data.
- assigns leaders to groups
- observes teaching of RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- where necessary models lessons
- speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards

Planning

Teacher generated planning is minimized as the planning is integrated in the teacher's RWI Handbooks and follows set routines. The format for planning ditties or storybook lessons is available for all staff. Support staff are responsible for planning and delivering the lessons for their Read Write Inc groups, with support from class teachers and the Read Write Inc leader as required. Support staff are given preparation time for their planning.

Organisation of Teaching and Learning RWI

Reception

In Reception RWI is fully implemented and the classes are split into groups following an initial assessment after autumn half term. The Reception class teacher keeps the RWI manager informed of Reception children's assessments and progress.

Key Stage One

In Year 1, pupils work within ability groups that are defined by their performance on RWI phonic assessments. Pupils are re-assessed during the year and the groups are reorganised accordingly. This means children from Year R, 1 and 2 may be taught in one group. The lessons last for 30 minutes and take place four days a week.