Errington Primary School

Phonics Policy

READ WRITE INC

September 2021 – September 2022

Updated September 2021



 Introduction

Read Write Inc was introduced to Errington Primary School in 2015. With the introduction of Read Write Inc the children’s phonetical awareness has dramatically improved and phonics screening results are now better than the national average.

Read Write Inc focus on teaching the children reading by learning the English alphabetic code: first the children learn one way to read the 40+ sounds and blend these sounds into words, then they learn to read the same sounds with alternative graphemes. Lively phonic books are closely matched to their increasing knowledge of phonics and ‘tricky’ words and, as children re-read the stories, their fluency increases.

Writing is practiced daily in the phonics lesson, rehearsing out loud what they want to say, before spelling the words using the graphemes and ‘tricky’ words they know. They practise handwriting every day: learning different saying to support letter formation.

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Phonics Delivery

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

• Pace – good pace is essential to the lesson

• Praise/Positive Teaching – children learn more effectively in a positive climate

• Purpose – every part of the lesson has a specific purpose

• 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 – this is a very prescriptive programme. 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 curriculum 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 phonic patterns.
* Read texts and words that are within their phonic capabilities as early as possible.
* Spell effortlessly so that all their resources can 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 and throughout the school.

Planning

Planning for Read Write Inc is available within the phonics folders. All folders are prepared by the read lead and include all the resources that are required to successfully deliver the lessons. Phonics reading books can be found within the classrooms and are shared as required based upon the groups ability and stage. All phonics lessons are delivered at an appropriate level, informed by assessment. Lessons follow set routines, ensuring consistency across groups. Support staff are responsible for following the planning for their Read Write Inc groups, with support from teachers and the Reading Lead as required.

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Assessment

Children are assessed throughout every lesson through teacher observation.

Teachers assess how children:

* Recognise and say the sounds
* Read the green and red word lists
* Decode the words / blend the words
* Comprehend the story

Teacher assessment allows the adult to ensure children are secure in their knowledge before moving onto the next letter / sound. Additionally, it allows adults to quickly fill any gaps in learning through additional 1:1 or smaller group work.

Formal assessment is completed at once every half-term. This checks individual children’s ability to recognise and say each sound and blend and say real and nonsense words. It also ensures that children are building confidence and fluency in their reading. This assessment is then used to place children in the appropriate groups with other children at a similar stage to themselves.

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Provision

Provision varies between year groups and phases. All adults who deliver phonics are Read Write Inc trained. Regular phonics review days take place which allows staff to stay up to date with training and support.

Early Years Foundation Stages (EYFS)

Nursery

Throughout Nursery the children focus on a wide range of listening games, helping them distinguish between the different sounds they can hear. This is an integral skill that prepares them for more formal phonics. They also enjoy a wide range of activities where they can play with sounds and words, for example exploring rhyming. As the children prepare to transition into Reception the begin to take part in more formal phonics, where they learn to match sounds to letters. They explore initial sounds in words and how these letters can be formed.

Reception

In Reception phonics is taught four times a week. Once the children have settled into school they are assessed and grouped accordingly. Phonics in Reception is more formal and follows the full Read Write Inc process. As the children mature and their ability improves the duration of the lesson is extended to allow for successful delivery. This is done at the discretion of the teacher and support staff, as they assess the children’s needs and abilities. The groups are kept as small as possible to ensure all children are given adequate support and the lessons are accurately pitched for the children’s need. The children are assessed each half term and re grouped as required.

Key Stage 1

Phonics sessions are timetabled four times a week; This is at the teacher’s discretion based upon the children’s needs, timetabling and support staff. Children are assessed each half term and are streamed into attainment groups to make sure teaching and learning is correctly pitched for the children.

Key Stage 2

Children identified as being below national averages for phonics and reading receive additional support through targeted Read Write Inc sessions. These take place daily and include phonics teaching and reading using Read Write Inc books. These sessions are led by trained members of support staff.

SEN Pupils

SEN pupils are fully involved in Read Write Inc lessons where appropriate for the child and their needs. SEN children work in small groups with others who at their level, where teaching is geared to the speed of progress of each group. Additional 1:1 tuition may take place, but this will be identified by teachers in conjunction with the Read Lead.

Additional Support

The Read Lead helps support teachers in identifying children who are below expected attainment for their age. These children will receive additional one-to-one or small group phonics teaching from support staff in class, timings are at teacher discretion. Children significantly below expected attainment are regularly assessed to support progression.

 Read Leader

The Read Lead will:

* Support teachers in assessing all children on the programme and help designate pupils to the correct groups. Supporting Teachers on the expectations and coverage needed at that level.
* ‘Drops in’ on Read Write Inc groups to give advice and informally check that pupils are in the correct groups.
* Complete lesson observations as required, ensure staff are following the phonics programme accurately.
* Where necessary models lessons and support in team teaching.
* Liaises when necessary with a Read Write Inc representative – lead and take part in phonics reviews
* Regularly provide any Read Write Inc updates
* Organise new staff to take part on necessary training
* Complete phonics screening