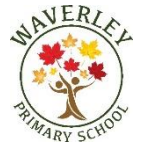




Early Reading and Phonics Policy



Read, Write, Inc. Phonics

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.

At Waverley Primary School, we firmly believe that reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur 3 days a week in Nursery from Summer term, 3 days a week in Reception from September and each day in KS1, as the continuity and pace of the programme is key to accelerating the progress of children's reading development. In KS2, those children who are still accessing phonics will receive sessions of phonics each week in small groups.

Aims and Objectives

To teach children to:

- apply the skill of blending phonemes in order to read words.
- segment words into 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.
- decode texts effortlessly so all their resources can be used to comprehend what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing.

Our phonic curriculum ensures that children are able to make sense of the world around them and understand their place in the world.

Through engaging phonics lessons and high expectations, we encourage children to aspire to achieve. The progressive and fast paced curriculum allow children to broaden their horizons through their ability to understand the world around them and develop new vocabulary.

Teaching and Learning Style

This is based on the 5 Ps.

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 teachers put into the lesson that bring the teaching and learning to life!

Participation – A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach). It is important to remember to never give up! Every child can learn to read if you persevere.

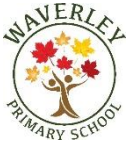
Planning

Pupils work within ability groups. Staff assess pupils each half-term and group accordingly. All group teachers follow the relevant handbooks in order to teach the session.

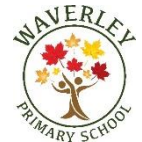
Delivery of Phonics

Initial sounds are to be taught in a specific order.

Sounds taught should be 'pure' i.e., 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.



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Blends are to be declustered. e.g., bl is two specific sounds.
Set 2 sounds are to be taught after Set 1 (initial sounds)
Letter names are to be introduced with Set 3.

R.W.I. across the school

Foundation Stage

R.W.I. begins in nursery and is fully implemented in Reception. Sessions take place 3 times a week following RWI planning.

Key Stage One

R.W.I. groups will be set following assessments carried out by the teachers. The sessions will occur for 30 minutes each over 4 days, including a spelling element.

Key Stage Two

R.W.I. groups will take the form of either a dedicated phonic lesson or a Fast-Track intervention. These sessions are for those children with the greatest need in KS2.

SEN/Able Pupils

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the teacher if required. SEN pupils also receive extra 1:1 reading with their class teacher each week.

Supporting children who may experience challenges

Not all children will progress naturally with their phonic development and may experience challenges. Difficulties may be linked to Speech & Language, site or hearing impairments or other Special Educational Needs. Where specialist advice is given, Waverley Primary School ensure that the individualised targets are evident on individual support plans. Additional interventions are given to children who are struggling with aspects of their phonic development where alternative methods are visited.

Support and challenge

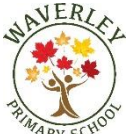
Waverley Primary School strive to ensure all children reach their full potential across all areas of the curriculum. Varied opportunities are given to access phonics. We recognise children of all abilities, including those who have challenges and those who are exceeding age-related expectations. Planning will ensure that the level of challenge is appropriate to the individual child and will allow children to gain a progressively deeper understanding of the English language so that children are equipped with the key skills needed to become a fluent reader. Learning experiences will be provided for auditory, visual and kinaesthetic learners.

Resources

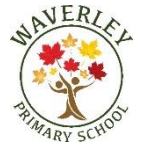
Resources are listed in the RWI handbook and include simple and complex speed sounds charts, small and large phonic flash cards, magnetic letters, fiction and nonfiction graded reading books, green and red word flash cards, phonics wall friezes, Fred the Frog toys, the one-to-one tutoring kit, Phonics handbook, writing handbook, speed sounds lesson plans book, ditty book, computer software. All resources are kept in classrooms or in the other learning spaces. Staff should inform the RWI lead if they require any additional resources.

Book Bag Books

All pupils accessing phonics have a RWI decodable 'Book Bag Book' or a decodable book from another scheme matched to the child's level as their home reading book.



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Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of their children.

The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Group leaders are requested to identify pupils who are in need of extra reinforcement of a particular element that has been covered. Formal assessment is carried out regularly to ensure pupils are grouped accurately.

Phonic Screening Check

All children in Year 1 will take part in a statutory phonics screening check. This is a test to confirm whether pupils have made the expected progress in phonics by the end of Year 1. The children will sit with a familiar teacher and will be asked to read 40 words aloud. 20 words will be real words and 20 words are alien (not real). After the check, parents and carers will be informed of their child's result. Children who have not met the standard in Year 1 will be required to take the test again in Year 2. All children are individuals and develop at different rates. The screening check ensures that teachers and practitioners understand the needs of the children and can plan to diminish any differences. All staff administering the phonics screening check will have received training from the local authority.

Monitoring and Review

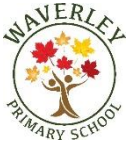
It is the responsibility of the Phonics Lead to develop and maintain outstanding phonic teaching practice in school and to provide various levels of support for individual staff. They will monitor the impact of this policy; the scheme used and evaluate how it works and provide points for future action.

Monitoring may be achieved through:

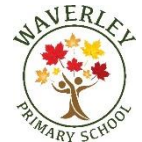
- Providing CPD in school for all. This may take the form of a whole staff meeting
- for updates or more specific phase meetings to target individual needs.
- Pupil voice – speaking to children to gather their views and opinions on their phonic teaching and feeding these responses back to Class Teachers.
- Professional discussions with staff about the teaching and learning of their class and groups in phonics.
- Lesson observations or learning walks termly to monitor good practice.
- Book or work scrutiny – to see the application of phonic targets across the curriculum.

The R.W.I. Lead:

- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models' lessons
- attends up-date meetings when they occur and reports back to the R.W.I. group leaders
- speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters



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- is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.
- Helps to organise 1- 1 tutoring groups for children not making progress

Application across curriculum

Content taught in discrete phonic sessions is expected to be applied across the curriculum. Waverley Primary School have high expectations of all learners, in all areas. Children's reading and writing application across the curriculum will be marked and feedback given for both knowledge objectives and personal phonic expectations. In Key Stage Two (and for children who no longer need the phonic programme) the same expectation will be in place for spelling. Opportunities will be given in all areas of the curriculum for children to apply their new skills.

Inclusion and equality

Waverley Primary School ensure all children are given opportunities to succeed and develop, both academically and personally. All children will feel part of the school community rooted in mutual respect. All children are entitled to a broad and balanced curriculum.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002) 'The will influences the skill and vice versa.' (OECD 2010) We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Waverley Primary School and our local community as well as books that open windows into other worlds and cultures.

Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.

Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read. Each class visits the local library every half term.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:



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- every half term to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the RWI assessments, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

Children in Year 2 to 6 are assessed through:

- their teacher's ongoing formative assessment
- RWI assessment
- the appropriate half-termly assessments.

Last Review: May 2023 – K. Leadbeater

Next Review: September 2024