

# Early Reading & Phonics

**POLICY**

<b>Date Adopted:</b>	January 2024
<b>Prepared by:</b>	Phonics Leader
<b>Approved by:</b>	Principal
<b>Next Review:</b>	January 2025

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Literacy and Read Write Inc. Spelling once they can read with accuracy and speed.

## 1. Aims and Objectives

**To teach children to:**

- 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
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

**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!

## 2. Roles and Responsibilities of the phonics lead:

- 2.1 Oversees the assessment of all Reception & KS1 pupils and supports teachers in designating pupils to the correct groups.
- 2.2 Tracks children's progress and analyses data.
- 2.3 Assigns teachers and teaching assistants to groups and ensures they follow the 'What to Teach and When' document for their group.
- 2.4 Uses 'drop ins' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work and where necessary coaches RWI teachers to best support the children.
- 2.5 Attends up-date meetings when they occur and reports back to the RWI group leaders.
  - Speaks with the Principal regarding groupings, teaching spaces and other pertinent matters
- 2.6 Is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards.
- 2.7 Organise 1- 1 tutoring groups for children not making progress.

## 3. Organisation of Teaching and Learning

- 3.1 Children in nursery follow Letters and Sounds Phase 1- listening for and distinguishing sounds in the environment, rhyming and initial letter sounds are introduced. The staff use 'Fred Talk' daily with the children, with the expectation that the children will begin to orally blend the words. Nursery staff have phonic flashcards to introduce the letter picture, a phonic frieze and a Fred the Frog toy.

3.2 RWI is fully implemented in Reception and the classes are split into homogenous groups following an initial assessment after autumn half term.

3.3 RWI in Key Stage 1 In these year groups, 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 both year groups may be taught in one group. The lessons last for 1 hour and take place 5 days a week.

#### 4. **Assessment and Recording**

4.1 Children are assessed throughout every lesson using teacher observation. Spotlight children are seated nearest to the teacher so that they can be assessed rigorously.

4.2 The teacher assesses how children:

- read the graphemes (both new and review)
- read the green and red words
- decode the ditty/story
- comprehend the story

4.3 The RWI manager will inform staff when to carry out assessments in order to regroup the children but this usually takes place every 6 weeks. Assessments are carried out online using the online assessments and each child has a individual progress record generated.

4.4. Where teachers feel that a child has made rapid progress they will be assessed mid half term and moved groups accordingly. This assessment follows the assessment laid out in the Phonics handbook.

#### 5. **Additional support (1-1 tutoring )**

5.1. When the assessments and regrouping have taken place the RWI manager will also identify the children who need 1-1 tutoring 'Keep up not catch up'.

5.2. Support staff deliver these sessions according to the 1-1 tutoring handbook and individually track the children's progress session by session.

5.3. We aim to ensure children who need 1-1 coaching have this at least 3-5 times a week for short bursts. Where possible, children may be coached in small groups.

5.4. Teachers and support staff target parents of individual children to provide specific resources and areas for development. The use of virtual classroom is often used and videos sent home to parents via Tapestry or Seesaw.

5.5. Teachers use 'Pinny Time' in Reception and Year 1 to review and teach sounds at every opportunity.

#### 6. **Resources**

6.1 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 non-fiction 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.

6.2. All spare resources are kept in the cupboards near KS1 hall and should be returned here once finished with. RWI books are stored in baskets in the units on the KS1 corridors.

- 6.3 Staff should inform the RWI manager if they require any additional resources not available in this area or their own personal resources.
- 6.4. All RWI teachers have their own set of resources which they need on a daily basis. It is up to each individual staff member to organise their sounds, word cards and other resources every day for their RWI lesson.
- 6.5. All staff have been provided with a pinny and pocket chart to help their organisation of resources in order to enable them to have a quick paced and engaging phonics lesson every day.

## **7. Magic of Story**

- 7.1 Children will take part in a daily story session with texts carefully selected by the teacher.
- 7.2 Teachers follow a similar structure to RWI's 'Talk through Stories' where children have opportunity to hear the same story read each day for a week so that they can become familiar with the text and join in with core phrases and words.
- 7.3 Teachers read the story using character voices; pauses; actions and they colour the meaning of words to ensure all children are spellbound by the story they are listening to.
- 7.4 Pupils will have the opportunity to answer comprehension questions, explore vocabulary meaning and dive into character feelings and actions through activities planned for in the week.

## **8. Parents and reading at home**

- 7.1. The children use Read Write Inc books within the session and take this book home after the session to reread for accuracy and fluency. They also take home a book bag book which they will have not seen before but is also accurately matched to their phonetic ability.
- 7.2 We also want to ignite a love of reading in our children therefore, children from Nursery to Year 2 choose a library book to take home to enjoy reading together with their parents/carers.
- 7.3 Parents are informed about reading through engaging sessions such as 'Book and Bun' and 'Mystery Reader'. These sessions are designed to involve parents in reading and to give teachers the opportunity to put across key messages to parents about the programme we use in school and how to support their child.
- 7.4. All children have a reading diary in which their reading is recorded by teachers in the RWI session and parents when reading at home.