



# Read Write Inc. Phonics Policy

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## **Statement of intent**

At Heamoor, we want children to learn to read quickly and accurately and to then keep on reading for themselves. We want children to see reading not only as a task set by teachers in school but as an activity which provides pleasure and escape from the modern world.

### **School policy on the teaching of phonics, reading and writing**

Our pupils learn to read and write effectively and quickly using the **Read Write Inc.** Phonics programme.

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 needing interventions run by the class teacher.

Through Read Write Inc. children learn how 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
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

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 common misconceptions, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups 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 – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception 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 from class story chests which are chosen carefully as good quality texts for children's vocabulary at their specific age. Teachers regularly read poetry and non-fiction to pupils; they are soon able to read these texts for themselves

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.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

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

### **Read Write Inc. Catch up Plan**

Read Write Inc catch up has been introduced for children with phonics gaps in KS2. These children have been identified and regular phonics interventions take place with the classteacher. Children in Year 3 complete a speed sounds lesson daily.

### **Accelerated Reading**

Pupils in Year 2 who can read with accuracy and recognise the alternative graphemes for sounds move onto Accelerated Reader. The aim of this scheme is to motivate children to read for enjoyment, improve their literacy and comprehension skills and to give them access to quality texts which will increase their enjoyment of reading and emphasise the importance of reading. During these sessions the children are reading to themselves, taking online quizzes (based on the book that they have just read) or discussing their reading with the class teacher. All children will be reading AR books which are 'levelled' to ensure that they are reading within their own ability. The texts that they read allow them to:

- Develop a deep understanding of what they read: complete texts by leading authors are introduced using a three-step approach
- Learn to articulate their thoughts and ideas clearly to one another: they learn how to present and debate; to reason and justify their answers
- Learn to write confidently by following our highly supportive three step approach, building upon the story or non-fiction text they have studied
- Write every day.

### **Outcomes for children**

### **Assessing and tracking progress**

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to either Read Write Inc. Phonics or Read Write Inc. 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 on the tracker 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, Star Reading, for children in year 2 so that we can ensure that the gains our pupils are making are age-appropriate.

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. In key stage 1, highly trained staff tutor them for 10 minutes every day, using the Read Write Inc. One-to-one tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught Read Write Inc. Phonics until they too catch up with their peers.

By the end of Key Stage 1, we aim for most pupils to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. 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.

### **Narrowing the gap – and the pupil premium**

Children who are entitled to pupil premium are carefully monitored to ensure that they are making good progress. These children are part of our 'daily readers' which ensures they are prioritised for 1:1 reading as they arrive in the morning.

We know from our tracking that our pupils who are eligible for the pupil premium have made progress in line with that of our other pupils or are catching up quickly.

### **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. Slower progress pupils and those with specific SEN are taught in small homogeneous teaching groups and receive Read Write Inc. one-to-one tutoring.
3. 70%+ of pupils meet the standard in the phonics screening check in Year 1 and 100% in Year 2.

### **Quality of teaching, learning and assessment**

The programmes' '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.

In Read Write Inc. Phonics, because 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 in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly.

Staff teaching Read Write Inc. Phonics record the results from the Assessments 1 and 2, which take place every eight weeks. 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.

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. programmes have 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 is prepared thoroughly and has a clear purpose. Children know why they are learning phonics are enthusiastic and driven within the lessons.

### **Additional support for lower-attaining pupils learning to read**

Pupils in the 'lowest' attaining 20% group have the widest variety of needs and so therefore is led by the class teacher. 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. Once these pupils have learnt to read they will receive additional support when learning to spell.

### **Feedback and marking**

We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful.

We have clear systems for marking pupils' work. Pupils know their teacher's expectations for each activity. We mark short activities using the 'tick or fix' method, giving children the opportunity to self correct any misconceptions they have made. Adopting this early in the scheme ensures children have a positive mindset and are not discouraged by any mistakes.

### **See Guidance for marking writing in Read Write Inc. Phonics lessons**

<http://www.ruthmiskin.com/en/resources/guidance-for-marking-writing-in-read-write-inc-phonics-lessons/>

### **Homework**

We support pupils to select appropriate books to take home, depending on what support they might receive at home. Pupils who receive little help take home books that they have already read in the Read Write Inc. Phonics lesson. This means that they are confident to read at home, even if their parents cannot read with them. Pupils also take home stories and non-fiction that they cannot yet read for themselves but that have been read to them. Stories and new vocabulary are explained and discussed so all pupils have access to the books they read. Pupils in EYFS also take home familiar picture books so that they can re-tell the story out loud and recall details and vocabulary.

When children move onto our Accelerated Reader scheme, they are encouraged to read a range of books within their ZPD range.

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

The headteacher 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.

1. The Read Write Inc. 'cycle of instruction' is embedded across the curriculum – MYYT, TTYP. Pupils do not raise their hands to answer questions.
2. Close grouping in Phonics is maintained – pupils are moved on quickly.
3. The purpose of each activity is clear to both teachers and pupils.
4. Planning and marking is thorough.
5. In Phonics, pupils read books at home that closely match their word reading ability.
6. In Accelerated Reader, pupils read widely and often at home.
7. Teaching is monitored thoroughly (see Leadership and Management).

### **Personal development, behaviour and welfare**

Pupils have very positive attitudes to the programme. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining their attention, for setting up partner routines, and for managing the way pupils move around the classroom. Everyone uses the same signals. The teachers are encouraged to use these strategies in other lessons, too, so that the approach to behaviour is consistent throughout the day.

We believe that the partner work and the homogeneous groupings organised to teach Read Write Inc. Phonics, help the pupils learn to work together. Effective partner work has the benefit of helping pupils to work closely with others – especially those who are not their best friends. Quick bonding activities help new partners to get to know one another. Boys and girls, assertive and reticent pupils, and pupils of different ages learn to get on together.

Pupils are taught to respect others reading and behave positively and encourage other pupils. Adults are expected to demonstrate positive attitudes and good manners, and to act as role models for pupils.

Praise for hard work and good behaviour is fundamental to pupils' progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, is at the core of the school's work – for staff and pupils.

## **Attendance**

The programmes are intensive and cumulative, so poor attendance severely disrupts the progress of any pupils who are absent, for however short a time. Teachers are responsible for monitoring children who are missing regular phonics sessions. (particularly those children who arrive late in the mornings.) They arrange a meeting with the parents of the pupils who have poor attendance and low reading ability. If necessary, additional resources are sent home to support children's progress.

1. All staff use the Management signals consistently in and out of lessons.
2. Partner work is modelled and practised until pupils work willingly and supportively with pupils who are not their friends.
3. Praise is fundamental in helping pupils make progress and behave courteously.
4. Staff are consistently kind, considerate to each other and to pupils – no shouting, shushing and nagging.
5. Pupils attend every day, unless poorly.

## **Effectiveness of leadership and management**

### **Shared vision**

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The headteacher works with all the staff to ensure that this happens. In particular, she works closely with the reading lead to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants).

The role of the reading leader is critical. Alongside the headteacher, the reading leader drives the teaching of Read Write Inc. Phonics, ensuring that all pupils follow the Accelerated Reader programme, where possible, by the end of Year 2.

The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.
- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- keeping the groups homogeneous, i.e. at the same reading level
- providing further training (through masterclasses, coaching/ observation and face-to face feedback)

Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.



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.

### **Professional development**

A key element of Read Write Inc. is consistent whole-school practice, underpinned by appropriate professional development. The headteacher, all the teachers and teaching assistants are trained to teach reading. All staff have attended two-day Phonics training and the trainer has returned to support us on subsequent development days. Regular refresher sessions are run each Friday afternoon to support the ongoing development of our teaching and give teachers and TA's the opportunity to share good practice.

We invite parents/carers to an initial Zoom meeting and regular 'Zoom into Reading' workshops are run regularly to show how they can help their children read at home. In addition to the live session, these are recorded and shared via the school website and Class Dojo. We would like them to help their children, but we also recognise that some are not well-placed to do this. If they don't, their children won't suffer; it is our job to teach their children to read.

We organise repeat meetings 1:1 for those who do not or cannot attend or need extra support for their children. We ensure that pupils whose parents do not attend keep up with their peers. We check that they make good progress in lessons, we give them extra one-to-one lessons, and we encourage them to read to themselves and to siblings at home.

We use the resources on the **parent page** on the Ruth Miskin Training website:

<http://www.ruthmiskin.com/en/parents/>

1. All staff are trained and the school books regular development days.
2. The reading leader spends every Read Write Inc. lesson coaching and observing reading teachers - and keeps records.
3. The headteacher observes lessons with the reading and they discuss pupil progress and the teacher tracker every week.
4. The reading leader meets with the reading team every half term for a 30-minute masterclass – focusing on one activity.
5. The reading leader organises regular workshops with parents.

