

Read Write Inc Phonics Policy

School Intent

At The John Harrox Primary School, our curriculum is designed to ensure children have a love for learning and a thirst for knowledge. It recognises children's prior learning, providing first hand learning experiences, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children's learning is viewed as a sequence, building blocks of knowledge overtime to achieve a bigger picture; cumulative knowledge is developed. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a keen desire for new experiences and knowledge.

We promote 4 key outlooks on our world which are:

A Global Outlook

An Enterprising Outlook

A Creative Outlook

A Healthy Outlook

Each topic that is taught takes one outlook as a focus, ensuring a balanced coverage.

Intent	Implementation	Impact
<p>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. The scheme includes both a reading and a writing focus, however within our school we only deliver the reading element.</p> <p>Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. A daily phonic session is expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.</p> <p>Our aims are to:</p> <ul style="list-style-type: none"> • Apply the skills of blending phonemes to read words. • Learn that blending and segmenting words is 	<p><u>Time allocation</u> Phonics is taught in RWInc sessions three times per week for 1 hour at a time. Children receive a shorter (20 minute) phonic session twice a week.</p> <p><u>Planning and Resourcing</u> Planning for Read Write Inc is completed with support from handbooks, considering the individual needs of each child. This planning identifies the phonics, ditties or storybooks and activities for the sessions targeted at the current attainment of the children. Lessons follow set routines and timings, ensuring consistency across the groups. Support staff assist in planning and delivering the lessons for Read Write Inc groups, with support from teachers and the Phonic leader as required.</p>	<p><u>Expected Outcomes</u> By THE END OF Key Stage 1, the vast majority of our pupils can read aloud age-appropriate texts accurately and with sufficient speed. This means that we can then 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 across the curriculum.</p> <p><u>Assessment and Record Keeping</u> Children are assessed throughout every lesson. This is done through teacher observations and the written work completed by the children.</p> <p>Formal assessment is completed once per half term by the class teacher or teaching assistant. This checks the individual children's ability to recognise</p>

a reversible process.

- Instantly 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 then be used to comprehend what they are reading.
- Spell effortlessly so that all their resources can then be directed towards composing their writing.

Teaching and Learning

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
- use 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 in Year 1 and throughout the school.

Read Write Inc is based on 5 P's

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 the teachers put into the lesson that brings the teaching and learning to life.

Participation: A strong feature of Read Write Inc lessons is partner work and the partners 'teaching'

and say each sound and blend and say real and nonsense (alien words). This is done on a 1:1 basis. This assessment is then used to place children in groups with other children at a similar stage to them. Read Write Inc promotes that children are placed in groups by their stage, not age. However, children are exposed to age related phonic teaching within their class bases.

Although the assessments take place at the end of each half term, the child can be assessed earlier than that if higher attainment is being shown. Read Write Inc grouping at John Harrox changes regularly and is completely based on the needs of our children.

Children who are making less than expected progress receive additional support and may be targeted for one of our intervention programmes.

We report on pupil progress and attainment in phonics to parents.

Year 1 children will take the Phonic Screening Check in the summer term each year.

Children who do not meet the required standard will receive intervention and be re assessed in year 2.

Monitoring, Evaluation and Review

This policy should be reviewed by all staff and governors on a regular basis. To ensure that this policy is in practice, and to help teachers keep track of their own work and needs for support or training, The English co-ordinators keep an updated record of developments and monitors progress within this

others.

EYFS

We emphasise the alphabetic code (the relationship between sounds in speech and letters which are code for the sound). The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky' 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.

Key stage 1

Children are streamed into attainment groups to make sure teaching and learning is at the correct level for their current achievement. Some groups will contain a mix of Year 1 and 2 children, and later in the academic year, can be joined by Foundation children too. Groups are led by class teachers and trained member of our support staff. Teachers use Read Write Inc reading books during these sessions which vary in colour, dependant on their attainment group.

Intervention

Class teacher's identify children who are below expected attainment for the age (see RWInc progression of expectations). These children will receive additional 1:1 or small group phonics teaching from support staff in class, timings at the teacher's discretion. Children significantly below expected attainment are regularly assessed to

curriculum area.

This policy will be reviewed in 2021. Evaluation of the policy and practice will take place annually

Phonic lead: S Amess & A Curtis

support progression.
Children may access:
Superheroes intervention - Year 1
Tier 3 Phonic intervention - Year 2
Letters & Sounds/ IDL - Year 3
Fresh Start Intervention - Year 5

Equal Opportunities & Inclusion

SEND pupils are fully involved in Read Write Inc lessons as children work in groups with others who are at their level. Teaching is geared to the speed of progress in each individual

The John Harrox Primary School

Expectations of Progress in Read Write Inc

Expected Progress	Reading Stage and Focus Sounds	RWI Score Range	Expected Levels
Reception			
End of Autumn Term			
Focus group	Set 1 sounds & Word Time 1, 2,3	0-40	Emerging or Below expected
Steady	Set 1 sounds & Word Time 1,2,3,4, 5,,6,7 Differentiated through sessions	40-80	Expected Levels
Speedy		80+	Exceeding or above expected Levels
End of Spring Term			
Focus group	Set 1 Word Time 1,2,3,4,5	40+	Emerging or Below expected
Steady	(Intervention) Set 1 Word Time 6 & 7 and Set 2 read some, ditties	80+	Expected or Exceeding Levels
Speedy	Set 2 read, ditties/green books	100+	Exceeding or above expected Levels
End of Summer Term			
Focus group	Set 1 and Set 2 read some, ditties	80+	Emerging or Below expected
Steady	(Intervention) Set 2, Green/purple books	100+	Expected Levels
Speedy	Set 2, purple/pink books	130+	Exceeding or above expected Levels
Year One			
End of Autumn Term			
Focus group	Set 1 and 2, green books	110+	Emerging or Below expected
Steady	Set 2 read and spell some, pink books	160+	Expected Levels
Speedy	Set 2 read and spell most, orange books	200+	Exceeding or above expected Levels
End of Spring Term			

Focus group	Set 2, purple books	140+	Emerging or Below expected
Steady	Set 2 and Set 3 read , Orange	260+	Expected Levels
Speedy	Set 2 and Set 3 read all and spell most, blue books	290+	Exceeding or above expected Levels
End of Summer Term			
Focus group	Set 2 and some set 3 pink/orange books	170+	Emerging or Below expected
Steady	Set 2 and Set 3 read all and spell most, Yellow/blue books	290+	Expected Levels
Speedy	Set 2 and Set 3 read and spell, grey books competed programme	290+	Exceeding or above expected Levels
Year Two			
End of Autumn Term			
Focus group	Set 2, read Set 3 and spell some, orange books	200+	Emerging or Below expected
Steady	Set 2 and Set 3 read and spell, grey books competed programme	290+	Expected Levels
Speedy	Get Spelling, Read Write Inc Comprehension	290+	Exceeding or above expected Levels
End of Spring Term			
Focus group	Set 2, read Set 3 and spell most, Yellow books.	230+	Emerging or Below expected
Steady	Get Spelling, Read Write Inc Comprehension	290+	Expected Levels
Speedy	Get Spelling, Read Write Inc Comprehension	290+	Exceeding or above expected Levels
End of Summer Term			
Focus group	Set 2, read and spell Set 3, blue books	260+	Emerging or Below expected
Steady	Get Spelling, Read Write Inc Comprehension	290+	Expected Levels
Speedy	Get Spelling, Read Write Inc Comprehension	290+	Exceeding or above expected Levels

