

Langtoft Primary School policy on the teaching of phonics

Early reading is prioritised and our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. We have invested in this programme because it is a rigorous, systematic approach to phonics and the teaching of reading.

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in lower KS2 who need to catch up rapidly

In Read Write Inc. Phonics pupils will:

- 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 difficulties, 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. Children in Reception and in KS1 (until they have completed the Read Write Inc. Phonics

programme) take home a perfectly matched Read Write Inc. Book Bag book and a paper copy of the book they have been reading in their group. Children also choose an additional book to read or share for pleasure with an adult at home. Alongside this, the teachers read a wide range of high-quality stories, poetry and non-fiction daily to pupils.

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. Spelling and writing in Reception takes place in books so that we can carefully monitor the children's progress.

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.

Once children complete the Read Write Inc. Phonics programme they are taught in their year group using the same consistent approach as KS2 pupils. Teachers also read a wide range of high-quality stories, poetry and non-fiction to pupils daily. Pupils off the Read Write Inc. Phonics programme take home a levelled Oxford Reading Tree book and are encouraged to choose an additional book to read for pleasure at their own interest and comprehension level.

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 the correct Read Write Inc. Phonics group. 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.

The Reader Leader, Sarah Bytheway, assesses the children's progress every termlet and identifies any children who need one-to-one intervention to help them 'keep up not catch up'. Daily additional afternoon phonics sessions in Year 1 (and other Years if needed) help fill any gaps identified in the assessments.

In addition, from Year 1 we use PIRA, which is a standardised reading test so that we can ensure that the gains our pupils are making are age-appropriate.

We have high expectations of our pupils' progress. In the 2021 phonic screening check, 93% of our pupils reached the threshold, in 2020 96% and in June 2019 100%.

We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

We support pupils who have identified special educational needs and disabilities 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. Highly trained staff tutor

them for 15 minutes at least three times a week, 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.

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.

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).

Slower progress pupils and those with specific SEND are taught in small homogeneous teaching groups or one-one and receive additional Read Write Inc. one-to-one tutoring.

By the end of Key Stage 1, our pupils are able 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.

Training and Monitoring

Having highly trained staff ensures quality teaching of phonics and early reading to reduce the number of children needing extra support. The Reader Leader and Headteacher regularly monitor the teaching of Phonics and coaching/ practise sessions are planned from this. The Read Write Inc. consultant also monitors during Development Days and is able to coach staff to help improve practice.

- All adults who teach Read Write Inc. have had the official two-day training
- Regular Read Write Inc. Development Days take place throughout the year
- Regular practise sessions are led by Sarah Bytheway, the Reader leader
- Coaching sessions are provided by the Reader Leader as required
- Access to training videos via the Read Write Inc portal are available to all staff.

Parents/ carers as partners

Parents and carers are encouraged to attend Reading Workshops in Reception where they learn how to support their child as they are learning to read. They are given information about what their child will learn and when, as well as learning how to pronounce each sound correctly.

Updates for Reception parents are sent out in the Weekly Bulletin so parents know which sounds are being taught and children receive sounds sheets to practise at home before they are given a reading book.

Expectations of progress

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

Please note: these are the minimum expectations. Most children will be ahead of these expectations.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes