

# The Hill Primary Academy

Phonics RWI Policy

September 2022



Phonics lead: Kirsten Middleton

At The Hill Primary Academy, we are committed to the delivery of excellence in the teaching of Phonics. We are passionate about ensuring all children become confident readers and writers. Phonics is a key skill that supports the development of early reading skills and our mission is to teach every child to read and write and to keep them reading. Using the Read Write Inc. (RWI) programme, we aim to:

- Develop each child so that they are able to read with fluency and good understanding
- Develop a love of reading that will stay with children all their lives

The Read Write Inc. Phonics 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 follow Read Write Inc. Fresh Start.
- In nursery children who attend 4-5 terms and will begin RWI in Spring 2.

Throughout the programme 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 nursery children will begin RWI during Spring 2 if they have attended for more than 4 terms. These sessions are completed in small groups and progress is monitored weekly and assessed every 6 weeks. For children who have attended 3 terms of nursery, they will begin RWI in Summer 1, in line with RWI guidance. For any children who attend nursery for 3 terms are identified as needing additional support, this is provided as an intervention but will stall access small group RWI sessions. 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 in-

## **What RWI looks like at The Hill Primary Academy**

Each RWI session across school will look similar in structure. Every RWI session begins with a pacey Speed Sound session before moving onto a Story Time Session and ending with Get writing part of the programme; however, Set 1 Speed Sound sessions differ very slightly to Set 2 and Set 3 Speed Sound sessions. The difference is that in a Set 1 Speed Sound session children are taught how to write the letters and will subsequently practise writing the letter.

### **Set 1 Speed Sound Session**

- Introduce the focus sound - s
- Say the sound - sssss - 'slither down the snake'
- Picture association - ssssnake, ssssnail etc.
- Read the sound - teacher models writing S
- Review sounds - review previously taught sounds and spot the new sound
- Write the letter - s - chn practise 'slither down the snake'
- Speed write - children say and write 3 previously taught sounds

**Fred Talk** - oral 3/4 words with S - sit/sat/Sam

### **Learning to blend**

- Blending orally with speed sound cards - s-a-t- sat
- Blend with speed sound cards - s-a-t sat

### **Blending Independently**

- Read phonic green words
- Read alien words

### **Spelling**

Spell green words using Fred Talk

### **Set 2 & Set 3 Speed Sound Session**

- Say the sound - ay - Special Friend
- Read the sound & picture/phrase association - ay - may I play?
- Review 4/5 previously taught sounds - Can the children spot today's sound in the pack?
- Read phonics green words using Fred Talk moving to Fred in your head - 6 words containing the new sound
- Read alien words using Fred Talk - 3/4 words containing new sound (*assessment for learning*)
- Spelling using Fred Fingers - 2 words with new sound and 2 words with previously taught sounds

### **Story Time**

Teacher led:

- Speed sounds in story book
- Story Green Words
- Speedy Green Words
- Red Words

*Partner practice all of above*

## **Get Writing:**

Each child has their own Get Writing books with a range of activities for each of the storybooks, these include hold a sentence, proof read a sentence and write a sentence. There are also a range of interactive scaffolds which can be used via the Ruth Miskin portal which teachers use during sessions. Each Get Writing activity has clearly modelled writing by the adult to ensure high expectations are set.

All the Read Write Inc. programmes have partner work at their heart allowing children work in pairs and talk together at every stage of the lesson to enhance their spoken language and embed their understanding. When the children are working in pairs they work as Partner 1 and Partner 2. During this time the children take it in turns to read. Partner 1 may be given the role of pointer, in which Partner 1 points under each word with a lollypop stick and Partner 2 reads. Once Partner 2 has read to the end of a page the children will swap roles. This is repeated until the children reach the end of the book.

## **Inclusion**

SEN and vulnerable pupils are fully involved in RWI lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition is available for these children as well as considerations for assessments such as non-verbal assessments are implemented. Progression maps are recorded and these are used to ensure children are not moved onto new sounds before they are ready. Considerations are also taken for children's preferences to learning and additional resources are available and children have opportunities to access learning both auditory and visually. We actively encourage parents to be part of this and send home resources which support children's learning to aid development and independent learning. All of our RWI sessions respond to the individual needs of children ensuring all children access each session and are supporting with their learning, contribute and participate, regardless of their individual need or circumstance.

## **Outcomes for children Assessing and tracking progress**

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. 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. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2. We have high expectations of our pupils' progress.

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. Highly trained staff tutor every day, using the Read Write Inc. One-to-one tutoring programme, Fast track tutoring as well as unofficially assessing children fortnightly during phonic sessions and 1:1 tutoring to ensure children are re-grouped to make effective progress. 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, 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.

## **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, 2 and 3 which take place every half term. 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. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

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

Pupils in the 'lowest' attaining group have the widest variety of needs. 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 with the pupils in the lesson. .

## **Homework**

Nursery children take home books every Thursday to share with their families as well as weekly nursery rhymes. Once children have begun RWI in Nursery, they also take home sound of the week cards to practice with their families. When children begin Reception, every child takes home a reading at home booklet with information for parents about their child's reading journey at school and how they can support them at home. In September, every child is FS2 is given their own key ring and set 1 sounds are added to this as they learn them. Once children have learnt all of their set 1 sounds, red and green words are then added to the key ring. After children are baselined during the first weeks of September, they are then grouped homogenously and homework sheets are sent home with the sounds learnt that week. Photo copy ditties are shared with parents for children to practice reading and as children progress, RWI story books matched to their phonic ability are sent home, in line with the RWI scheme. As pupils continue on their phonic journey, they take home books that they have already read in the RWI Phonics lesson following the RWI timetable of teaching. 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 also take home familiar picture books so that they can re-tell the story out loud and recall details and vocabulary. For children requiring additional support they also take home RWI practise activities to work on at home with parent/carers or independently.

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

The reading leader monitor pupils' progress until every child can read. No child is left behind to struggle. We record lesson observations and any subsequent coaching alongside the 'practice time tracker'. Non-negotiables are embedded into every RWI lesson.

1. The Read Write Inc. 'cycle of instruction' is embedded across the curriculum – MTYT, 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. Pupils read books at home that closely match their word reading ability.
6. Teaching is monitored thoroughly with support through coaching and practice time.

## **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 the schools policy 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, first and second language learners, assertive and reticent pupils, and pupils of different ages learn to get on together. Potential bullying is explored and discussed so pupils know how this can develop and how to deal with it if it does. Pupils are taught the manners and behaviour that are necessary to work with adults and 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.

## **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 leader to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants). The role of the reading leader is critical and includes:

- 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.
- organising extra support for slower progress children.

## **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 Phonics training and the trainer has returned to support us on subsequent development days. We hold at least one Development Day every year to ensure we are aware of up-to-date practice. The reading leader in school, completes weekly practice time sessions, within these sessions coaching and monitoring of phonics teaching is assessed and areas for development are identified to ensure all phonics teaching is to the highest standard.

## **Parents and carers**

We invite parents/carers to an initial meeting and we hold workshops regularly to show how they can help their children read at home. 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 for those who do not or cannot attend. 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.