



Framwellgate Moor Primary School

Phonics and Reading Policy 2022

School policy on the teaching of phonics and reading.

This policy outlines the organisation, management and teaching of phonics at Framwellgate Moor Primary School. We aim to deliver a high-quality, validated phonics programme for all children in our setting.

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto the Oxford Reading Scheme books once finished the RWI programme, once they can read with accuracy and speed.

Phonological Awareness

Before children are ready for formal phonics it is important for us to ensure children are prepared to learn how letters and sounds go together in words. This is done by developing their phonological awareness. This is the prime focus in EYFS until children are ready to progress onto discrete phonics. We do this by encouraging the children to tune into language and develop an awareness of all the sounds in the language. Skill development is broken down into word awareness, syllable awareness, onset-rhyme awareness and phoneme awareness. Daily learning opportunities are carefully planned to ensure children can recognise and distinguish sounds, take sounds apart and move them around as well as learning about rhyme and pattern. Once children have a sound level of phonological awareness they then move onto RWI Phonics.

Read Write Inc. Phonics

The programme is for:

Pupils in Nursery who have phonological awareness (aged 3+).

Pupils in Reception 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 Read Write Inc. Phonics pupils:

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 Reception, 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, 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 in Reception to Year 2.

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.

Reading in Key Stage Two

Most children in Year 2 will finish their RWI journey and be able to read with accuracy, fluency, expression and understanding. They will have fostered a love of reading and be able to read for both purpose and pleasure.

These children will move on to the Oxford Owl Reading and Spelling scheme which they will work through in sequential order, according to their needs. The structured progression, offered by these schemes, aims to develop confidence and proficiency in both reading and spelling which can then be applied across the wider English curriculum.

Children will access Oxford reading scheme books (levels 8-20) in weekly guided reading group sessions. Children will move through each level, as appropriate, to ensure skills are built upon and reinforced at each stage. Sessions will focus on accuracy, fluency and expression alongside developing vocabulary and comprehension skills. Follow up activities may be given to encourage the rereading of texts to reinforce, and enhance, learning.

By the time children reach Year 6, children will be able to read with the accuracy, fluency, and understanding needed to access the range of texts they will be required to access, across all curriculum areas, in Key Stage 3. They will have the reading skills to enjoy the wealth of reading opportunities on offer, beyond the school curriculum.

Each week, children will undertake spelling tasks focusing on a particular spelling rule or pattern. Short daily sessions, with carefully structured activities, over the course of a week, provide children with the opportunity to: be introduced to new rules and letter patterns; apply their phonic knowledge; practise strategies to help learn and recall spellings with increasing accuracy; complete tasks to ensure understanding of the meaning of words.

By the time children reach Year 6, they will have knowledge of a wide range of spelling patterns, and be able to apply a range of spelling rules, to identify and self-correct efficiently within their independent work.

Outcomes for children Assessing and tracking progress

We assess all pupils following Read Write Inc. Phonics using the assessments provided on rotation. This gives us a very good indication of how well they are making progress relative to their starting points. All pupils, whenever they join us, are assessed so we can track all of them effectively, including those eligible for the pupil premium and pupils with little English language.

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 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 then 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 skills throughout Key Stage Two.

Narrowing the gap – and the pupil premium

The programme as a whole has been very effective for our pupils in narrowing performance gaps between different groups, both within our school and nationally.

The programme has also been effective in terms of the standards of reading and writing at the end of Key Stages 1 and 2, as shown our performance data.

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.

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 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.

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 15 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 discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning

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 also take home familiar picture books so that they can re-tell the story out loud and recall details and vocabulary.

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.

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. Pupils 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,

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 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 Phonics training and the trainer has returned to support us on subsequent development days. We hold at least two Development Days every year to ensure we are aware of up-to-date practice.

Our aim is for the reading leader to step out of taking a group to lead practice sessions, to better uphold the teaching quality of phonics. In weekly masterclasses staff would analyse teaching and behaviour steps that set the agenda for the next week's observation and feedback schedule.

Reviewed by: Emily Storey

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