

This policy outlines the teaching, organisation and management of phonics taught and learnt at Braunstone Community Primary School. The school's policy for phonics follows The National Curriculum 2014 Guidelines and the Early Years Foundation Stage Framework and aims to ensure that our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Read Write Inc. Spelling programme once they can read with accuracy and speed and apply their phonetical knowledge to spelling.

Read Write Inc. Phonics

The programme is for:

- Pupils in Foundation Stage to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly

In Read Write Inc. Phonics pupils:

- Have an hour Phonics lesson which includes 30 minutes of Phonics followed by 30 minutes of Reading.
- Decode letter-sound correspondences quickly and effortlessly, using phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words
- Practice spelling common exception words accurately
- 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 according to their progress in reading rather than their writing. This is because it is known that pupils' progress in reading will often precede their progress in writing, especially for those whose motor skills are less well developed.

In Foundation Stage, 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. 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 to ensure they are applying the phonics knowledge they have acquired.

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. Spelling

Once children complete the Read Write Inc. Phonics programme they are taught in their groups using the Read Write Inc. Spelling programme.

Read Write Inc. Spelling is for:

- Pupils in Year 2 to Year 6 who can read with accuracy (they recognise the alternative graphemes for sounds).

In Read Write Inc. Spellings pupils:

- Have spelling lessons of up to 30 minutes
- Learn new and alternative spelling rules that are not in RWI Phonics Set 1-3
- Spell new words correctly and have plenty of practice in spelling them including exception words and homophones
- Are supported in understanding and applying the concepts of word structure
- Spell words that they have not yet been taught by using what they have learnt about how spelling works in English

Outcomes for children

Assessing and tracking progress for RWI Phonics

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. Spelling. 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 (recording their start date and entry point), so we can track progress effectively, including those eligible for the pupil premium. We also continue to carry out ongoing phonics assessments and checks to ensure pupils are accurately grouped and are making progress. For instance, we quickly move pupils to another group if they are progressing faster than their peers.

Pupils who are making slower progress usually complete the programme by the end of Year 2. We ensure they have quality first teaching from highly experienced staff and phonics/reading interventions to enable them to secure and apply their phonics knowledge. We support pupils who have identified special educational needs for however long it takes until they can read. 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 pupils to be 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.

Assessing and tracking progress for RWI Spellings

For those on the Read Write Inc. Spelling programme, pupil progress is assessed through six practice tests and an end of year test. These tests inform planning and any additional support needed.

Narrowing the gap – and the pupil premium

The programme as a whole is very effective for pupils in narrowing performance gaps between different groups, both within our school and nationally. The Read Write Inc. programme is effective at Braunstone Community Primary school with regards to making progress towards the standards of reading and writing at the end of

Foundation Stage, Key Stage 1 and 2. Pupils who are eligible for the pupil premium will aim to make progress in line with that of our other pupils or catch up quickly.

Quality of Education

The programme's '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.

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.

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.

Reading is the key to success. The learning pupils achieve in their phonics lessons develops their ability to read proficiently and enables them access the wider curriculum more independently as they progress through the school. Pupils are also able to record their learning in the wider curriculum more accurately and effectively as they develop their writing skills through the Read Write Inc. phonics and spelling programs.

Feedback

We emphasise constructive feedback. For example, we praise pupils for what they do well; such as displaying the behaviour they all need for their learning to be successful. Teaching partners are praised for their effective teaching.

Feedback may be given verbally or as written marking. For spelling, we mark short activities with the pupils in the lesson. We discuss the outcomes with the group and individuals so that the feedback is genuinely used to take forward pupils' learning. Misconceptions (e.g the mispronunciation of grapheme phoneme correspondences) are picked up and corrected within lessons.

Home Learning

Pupils are given books to take home that are closely matched with their phonetic knowledge and depending on what support they might receive at home. Pupils also take home stories and non-fiction that they cannot yet read for themselves but that have been read to them. Pupils also take home spellings to practice on a weekly basis. These spellings are differentiated according to the sounds they have been learning in their phonics groups.

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 leadership team works with all the staff to ensure that this happens. In particular, the senior leadership team work

closely with the Phonics/ Reading leaders to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants).

The role of the Phonics leader is critical. Alongside the senior leadership team, the phonics leader drives the teaching of Read Write Inc. Phonics.

The phonics 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 intervention for the pupils who need extra support.
- ensuring regular teacher assessment is carried out to inform teaching/grouping.
- keeping grouping in Phonics maintained and fluid – pupils are moved on quickly.
- providing further training (through masterclasses, coaching/ observation and face-to face feedback)

Teachers alert the phonics leader to any pupil whose progress is faster or slower than the rest of their group. The phonics 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. All staff have attended two-day Phonics training and the trainer has returned to support us on subsequent development days. We continue to ensure we are aware of up-to-date practice.

Parents and carers

We engage parents with their children's phonics learning through regular homework linking to their learning in school. Due to COVID we cannot invite parents into school to hold regular workshops to show how they can help their children read at home and the outline of the Phonics programme. However, these documents are saved on the school website. We use the resources on the parent page on the Ruth Miskin Training website:

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

Appendix

Set 1

| Sound | Phrase | Word time |
|-------|---|--|
| m | Maisie mountain, mountain. | 1.1 At Dad Mad Mat Sad Sat |
| a | Around the apple and down the leaf. | |
| s | Slither down the snake. | |
| d | Around the dinosaurs bottom, up his tall neck & down to his toes. | |
| t | Down the tower, across the tower. | |
| i | Down the body and dot for the head. | 1.2 An, And, Dog, Dig, Gap, Got, In, It, On , Pan, Pin, Sit, Tip, top |
| n | Down Nobby and over his net. | |
| p | Down the pirates plait and around his face. | |
| o | All around the orange. | |

| | | |
|----|--|--|
| c | Curl around the caterpillar. | |
| k | Down the kangaroo's body, tail and leg. | 1.3 Bad, bin, can, cat, cot, cup, kit, mud, up, back, kick, lock |
| u | Down and under, up to the top and draw the puddle. | |
| b | Down the laces to the heel and around the toe. | |
| f | Down the stem and draw the leaves. | |
| e | Lift off the top and scoop out the egg. | |
| l | Down the long leg. | 1.4 Fan, fat, fish, fun, had, hen, hit, let, lip, log, me, sack, set, ship, shop |
| h | Down the head, to his hooves and over his back. | |
| sh | Slither down the snake. Down the head, to his hooves and over his back. | |
| r | Down the robots aback and curl over his arm. | |
| j | Down his body, curl, dot for his head. | |
| v | Down a wing, up a wing. | 1.5 Jam, jet, jog, rat, red, run, sock, vet, web, wet, win, wish, yap, yes, yum |
| y | Down a horn, up a horn and under his head. | |
| w | Down, up, down, up. | |
| th | Down the tower, across the tower. Down the head, to his hooves and over his back. | |
| z | Zig-zag-zig. | |
| ch | Curl around the caterpillar. Down the head, to his hooves and over his back. | 1.6 Bang, box, chat, chin, chop, fox, fix, quit, quiz, sing, six, thick, thin, this, wing, zap, zip |
| qu | Round her head, up past her earring, down her hair and flick. | |
| x | Down the arm and leg, repeat the other side. | 1.7 Bell, best, blob, blip, brat, clip, dress, drop, drop, flag, flop, frog, from, gran, grin, mess, pram, prop, skip, slid, slip, test, thing, thing, trip, well, wink. |
| ng | | |
| nk | | |
| | | |

Set 2

| Sound | Phrase | Example words |
|--------|-------------------|---------------------------------|
| ay | May I play? | Play, day, way, may |
| ee | What can you see? | See, been, sleep, meet |
| igh | Fly high | High, night, might, fright |
| ow | Blow the snow | Blow, show, snow, low |
| oo | Poo at the zoo | Zoo, too, moon, spoon, food |
| oo (u) | Look at a book | Look, book, shook, cook, foot |
| ar | Start the car | Car, start, part, hard, sharp |
| or | Shut the door | Sort, short, horse, sport, fork |
| air | That's not fair | Fair, stair, hair, air, chair |

| | | |
|----|-----------------|--------------------------------|
| ir | Whirl and twirl | Girl, bird, third, whirl, dirt |
| ou | Shout it out | Out, shout, mouth, round |
| oy | Toy for a boy | Toy, boy, enjoy |

Set 3

| Sound | Phrase | Example words |
|-------|--------------------|-------------------------------|
| ea | Cup of tea | Clean, dream, seat, scream |
| oi | Spoil the boy | Join, voice, coin |
| a-e | Make a cake | Name, same, late, date |
| i-e | Nice smile | White, nice, like, time, hide |
| o-e | Phone home | Hope, spoke, note, broke |
| u-e | Huge brute | Tune, rude, June, use |
| aw | Yawn at dawn | Saw, law, crawl, paw, yawn |
| are | Share and care | Dare, scare, square, bare |
| ur | Nurse with a purse | Burn, turn, spurt, hurt |
| er | Better letter | Never, corner, after, proper |
| ow | Brown cow | How, down, town, now |
| ai | Snail in the rain | Paid, tail, train, paint |
| oa | Goat in a boat | Road, throat, toast, coat |
| ew | Chew the stew | New, blew, flew, grew |
| ire | Fire fire | Hire, wire, bonfire, inspire |
| ear | Hear with your ear | Dear, fear, near, year |
| ure | Sure it's pure | Sure, pure, manure |