



Read, Write, Inc Phonics Policy 2022-2023



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Teagues Bridge Primary School

Read, Write, Inc Phonics Policy

Written on:	15 th July 2021
Reviewed on:	5 th July 2022
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Aims and Objectives

At Teagues Bridge Primary School we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with an approach to reading that promotes a 'Reading for Pleasure' culture.

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support.

Our aims:

- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is effective, interactive and consistent.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'
- To provide consistent, high quality phonics teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of phonics is systematic and progressive throughout the foundation stage, key stage one and into key stage two for those children who require it.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Teaching and Learning

At Teagues Bridge Primary School our children learn to read and write quickly using the Read Write Inc Phonics programme. The programme is used for children from reception to year 2 and for children in years 3 and 4 who continue to require phonics teaching. Once children have successfully progressed and completed the phonics programme, they move onto Read, Write, Inc. Spelling.

Read Write Inc is based on 5 Ps.

- 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 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' each other.

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

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.

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. 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.

Read Write Inc Phonics takes place daily and is the first lesson of the day. Children are grouped into small ability groups across EYFS and key stage 1, meaning that children work at a pace and pitch appropriate to their personal needs. The lessons last one hour and consist of:

- A speedy sounds session where children learn new and review previously taught sounds and apply these to reading and spelling words.
- A reading session where children work in partners to read a story that consists of the sounds they know. They will also take part in group reads of the story and be taught how to answer questions on the story to aid their understanding.
- A writing session where children initially learn how to write sounds, then move on to writing words and finally onto sentences and extended writing. During this session, children are also taught about the grammar and vocabulary elements of writing.

In addition to daily phonics lessons, 'Pinny Time' is used throughout the day across all classes. All adult where a pinny at all times containing the speedy sounds and words that children are learning. Throughout the day, adults will use these cards to practice and reinforce the sounds with the children. This leads to them being able to read on sight and therefore improves their reading fluency and understanding.

One to One Tuition

We strive to ensure that every child leaves key stage 1 being able to read and understand age appropriate texts as we believe that the ability to read is the key to unlocking future learning success. Therefore, our philosophy is that children should be supported to 'keep up' and not have to 'catch up'. To ensure this, one to one phonics tuition is used. Children who are identified as struggling, at risk of falling behind or in need of additional reinforcement are quickly identified and receive daily one to one support.

A one to one session lasts no more than 10 minutes a day and is tailored to the specific needs of the individual. This may be focussed on a sound or sounds they are struggling with,

learning to blend or learning to read fluently. During each session, the skill will be modelled, taught and the child given time to rehearse.

One to one tuition is delivered by a trained teaching assistant who is able to dedicate the needed time for the children to ensure a personal programme is delivered.

Assessment

At Teagues Bridge Primary, children are assessed for phonics as soon as they start their education journey with us. Following this, children in EYFS and key stage 1 (and those in key stage 2 who have been identified as needing to remain on the programme) are assessed half termly using the read, write, inc phonics assessment.

The half termly assessment assesses children's knowledge of the sounds and their ability to apply these sounds to reading. It also assesses their reading fluency. The assessment for read, write, inc phonics is based on children's reading ability rather than writing as children need to acquire secure knowledge of the sounds and develop their reading skills before they can write.

Following the half termly assessment, children are grouped according to ability and children are identified for one to one tuition.

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. Extended pieces are marked afterwards. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

Monitoring and Management

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The role of the reading leader is critical. Alongside the headteacher, the reading leader drives the teaching of Read Write Inc. Phonics, monitoring the quality of teaching and providing 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)

The reading leader can give this support every day because she does not teach a group themselves. 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 and who have all been trained in delivering the programme and receive ongoing CPD through termly read write inc development days.