EASTCROFT PARK

Phonics Policy

Member of staff responsible: J Woods

School policy on the teaching of phonics and early reading.

Our pupils learn to read effectively and quickly using the Read Write Inc. Phonics programme.

Read Write Inc. Phonics

The programme is for:

- *Pupils in Year R to Year 2 who are learning to read and write*
- *Any pupils in Years 3 and 4 who need to catch up rapidly*
- *Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start.(Due to covid this will start September 2021-2022)*

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*
- *Spell quickly and easily by segmenting the sounds in words*
- *Learn the basics to help them acquire good handwriting.*

We group pupils 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.

Early in school life 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 thisquickly. 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 and common exception words.

In years 1 and 2 pupils rehearse the appropriate common exception words each day in class alongside rehearsing their letter formation and handwriting skills.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics. 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.

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.

Teachers also read a wide range of stories, poetry and non-fiction to pupils. Pupils are encouraged to choose books to read at their own interest and comprehension level through class ERIC time.

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 group for Read Write Inc phonics. 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.

In addition, we use a standardised reading test (Salford Reading Test) so that we can ensurethat the gains our pupils are making are age-appropriate.

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

Quality of teaching, learning and assessment

Staff teaching Read Write Inc. Phonics assess the pupils every half term. These results are analysed and acted upon for instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have extra support so that they keep up.

All the pupils are engaged in phonics lessons and children enjoy learning to read and write. Pupils enjoy challenges and strive to read and spell words using application skills from their phonics sessions.

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 most diverse group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily extra phonics teaching with a class teacher or teaching assistant.

Homework

We support pupils to develop a love of learning in school and we greatly encourage this to be transferred to home life. Pupils take home an appropriate home reading text based on the colour group they are working in for Read Write inc Phonics sessions. Pupils will also take home the group reading text on a Friday that they have covered in class through their guided reading sessions that week. Additionally pupils will take home a 'reading for pleasure/library book' which is aimed to be read and enjoyed with an adult at home. This text is not to only help develop reading skills but to help children listen to a story with an additional adult at home. For those children where home support is lacking children receive plenty of opportunities to listen to stories, non-fiction texts and poems in class and they will also be able to access texts which interest themselves through highly engaging reading areas and continuous provision.

Children may also receive copies of flashcards and red /green words to learn at home. This is also to help parents and carers gain confidence in supporting their pupils at home.

Children are given weekly spelling to learn that correlate with the words and graphemes they have covered in class.

Effectiveness of leadership and managementShared

The head teacher, phonics leader and reading leader monitor pupils' progress together until every child can read. No child is left behind to struggle.

The school's shared vision is that every pupil learns to read quickly and continues to read –widely and often. The head-teacher works with all the staff to ensure that this happens. In particular, she/he works closely with the phonics leader, reading leader/ English leader to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants).

The role of the reading leader and phonics leader is critical. Alongside the head-teacher, the phonics leader drives the teaching of Read Write Inc. Phonics across reception and Key Stage 1. This is then shared with the English/reading leader to help create success in all areas across the year groups.

The reading leader's and 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 advising staff on extra teaching that is required for lower attaining pupils.*
- *Providing further training (through master classes, coaching/ observation and face-to-face feedback)*

Teachers alert the reading leader/phonics leader toany pupil whose progress is faster or slower than the rest of their group.

TAs generally teach small groups of children and are also capable of delivering high quality support and intervention for the lowest attaining/highest attaining children.

Professional development

A key element of Read Write Inc. is consistent whole-school practice, underpinned by appropriate professional development. The head-teacher, all the teachers and teaching assistants are trained to teach reading. We hold at least two development staff meetings every year to ensure we are aware of up-to-date practice. CPD and expertise is shared regularly between staff through observation and discussion.

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 twice annually meeting with parents so we can discuss individual pupil's progress with their parents/carers. Parents are also contacted regularly through phone calls, letters, emails and through our online learning platform seesaw.

We use the resources on the ***parent page*** *on the Ruth Miskin Training website:*

http://www.ruthmiskin.com/en/parents/ to help support parents support their pupils reading journey at home.