

ESTCOTS PRIMARY SCHOOL



Policy for Phonics and Early Reading

ESTCOTS PRIMARY SCHOOL PHONICS AND EARLY READING POLICY

Intent

At Estcots Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through Read Write Inc. (RWI), which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the RWI progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, it is our intention that all children are able to tackle any unfamiliar words as they read. At Estcots Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

At Estcots Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Implementation

Phonics

At Estcots we will implement a consistent, systematic high quality, whole school approach to teaching phonics which begins almost immediately as children enter Reception and is carried through until at least the point where children can read almost all words fluently. Reading skills are embedded within daily RWI lessons where pupils are taught within homogenous groups, across year groups, which reflect their performance in RWI phonic assessments. Teachers teach RWI using a detailed, proven step-by-step teaching scheme; where children are first taught simple GPCs, then, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words. We ensure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so, they experience early reading success and gain confidence that they are readers.

The RWI scheme advocates that phonics lessons should be delivered using the 5 Ps:

1. Pace – good pace is essential to the lesson
2. Praise/Positive Teaching – children learn more effectively in a positive climate
3. Purpose – every part of the lesson has a specific purpose
4. Participation – a strong feature of RWI lessons is partner work
5. Passion – this is a very prescriptive programme. It is the energy, enthusiasm and passion that reading teachers put into the lesson that bring the teaching and learning to life.

Teaching and Learning – Structure

Reception

RWI lessons start within the first week of children starting school. Children are taught to recognise single phonemes (Set 1 sounds) and start to orally blend the taught phonemes and read simple CVC words. Daily RWI lessons are taught every week. Initially these lessons will be broken up into a short, whole-class session where the new sound will be taught and previously taught sounds will be recapped. Then, children will work in small groups to write sounds and build words using magnetic boards and letters. Once all Set 1 sounds have been taught the children are assessed and then organised into RWI groups based on their phonic knowledge, ability to orally blend taught phonemes and read simple CVC words. Lessons will increase to 35 minutes.

Key Stage 1

Daily RWI lessons commence at the start of the academic year; children are grouped by their phonic knowledge as well as their reading accuracy, fluency and comprehension. Daily RWI lessons are taught every week and each lesson lasts for 40-minutes. Both the Reception and KS1 RWI lessons start with a 10-minute speed sound session, where new sounds are taught, or previously taught sounds are reviewed. Pupils learn how to apply their grapheme/phoneme knowledge to read real simple words – initially sounding out these words and then progressing onto speedy reading of words – and also alien (pseudo) words. They also learn how to read irregular words and multisyllabic words. Following on from this, during the main part of the lesson, pupils are taught to read the regular and irregular words that are found in the RWI storybook that they are reading and then they apply this knowledge to read RWI storybooks at their level.

Key Stage 2

For children needing support in Early Reading in Year 3 and 4 the RWI Phonics programme will continue to be used with children being taught, assessed and grouped across their phase in the same way as Reception and KS1. For children that reach the summer term of Year 4, and are still needing support, a Fresh Start assessment will be administered and children will continue their reading journey using this scheme. Fresh Start is also used for children in Year 5 and 6.

Planning and Resources

At Estcots, we use the RWI Handbooks and plans which ensures consistency across the programme. Planning details the focus of each part of the RWI lesson and explains the purpose of the activity to both the teacher and the pupil. Planning also explains the resources needed for each day in a 5-day and 3-day teaching cycle.

Every RWI teacher has a set of RWI resources relevant to the colour group that they are teaching. These will include:

1. Simple and/or complex speed sound charts,
2. Small and large phonics flash cards,
3. Magnetic boards and letters (for children learning in Groups B and C),
4. Green and red word flash cards,
5. Alien (pseudo) words,
6. Multisyllabic words,
7. Fred (frog soft toy),
8. Lolly sticks,
9. RWI storybooks (with introduction, Story Green words and Speedy Green words linked to the text),
10. A spelling book for each child to record spellings from the daily speed sound session.

Assessment

Assessment is a critical element of the RWI programme. The teachers assess, pupils' phonic knowledge, the speed at which pupils are able to read the text and their understanding of the stories they read. We group pupils homogeneously, according to their progress in reading. Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their reading level. Those pupils making slower progress are usually taught in smaller groups and generally receive additional small group or one-to-one intervention through Fast Track tutoring.

The programme's 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach their partner. 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 address any misconceptions. 'Partner teaching' is a key assessment tool. 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.

Daily formative assessment opportunities are built into every RWI lesson. Choral response group work and partner work allows teachers to evaluate pupils' phonic knowledge and hence modify the pace and focus on their lessons. Formative assessment opportunities provide teachers with knowledge of which children are making slow, steady or speedy progress and hence they can liaise with the RWI Reading Leader to provide additional support (for children making slower progress) or an immediate assessment (for pupils making speedy progress) to allow such pupils to change group.

All pupils are assessed every 5-6 weeks, or more frequently for those making speedier progress, using RWI Assessment materials. The assessment is conducted by class teachers or the RWI Reading Leader and the materials assess a pupil's sound to grapheme correspondence, ability to apply phonic knowledge to decode regular words and to read common exception words. Pupils' reading fluency is also evaluated. Pupils' progress is tracked, to record their phonic knowledge and decoding skills, and this information is used to reorganise groups so that all children are reading the correct storybook level and being taught the relevant phonemes and graphemes. Summative assessment is used to update RWI tracking sheets, which monitors pupils progress over time, and also to update assessment grids on the RWI School Portal. Assessment information, from both the formative and summative assessment processes, is used to provide updates to parents via Parents Evening consultations and end of year reports.

Meeting the needs of all our learners

Children requiring extra support for phonics and reading are identified swiftly through rigorous assessment. We have two RWI tutors who run the Fast Track tutoring programme and they work with the lowest 20% of children in KS1. In Reception and Year 3, classroom Teaching Assistants also work with specific pupils who need further support.

Parent Partnerships

Parent meetings are held in the Autumn Term for children in Reception, Year 1 and Year 2. These meetings inform parents of how we teach early reading and phonics and explain what their role is in supporting their child in becoming a reader. Additional meetings and workshops may be held over the year with further information, for example, in Year 1 parents will attend a meeting about the Phonic Screening Check.

We encourage reading at home on a daily basis. Children each have a home/school reading diary, whereby comments are made by teachers, parents and carers about books they are reading. When pupils start in Reception they will start their reading journey by taking home a book with no words and speed sound cards with taught phonemes. Once children are able to blend words with taught phonemes they will start to read RWI Sound Blending Books and these will be sent home as well. As the children progress through the RWI programme they will take home an unfamiliar, decodable phonics book (RWI Book Bag Book) and the current RWI book that they would have read in their RWI group. All children, right from the start of their journey at Estcots, will take home a high-quality text of their choice from the school or classroom library.

Additionally, we use the Phonics Virtual Classroom on the RWI School Portal which allows us to send home videos for children to access at home which contain focus sounds and words from the learning taking place in school. Video links are sent home on fortnightly newsletters.

Ensuring Reading for Pleasure

At Estcots, we believe it is important for children to foster a love of reading from a young age. It is the expectation of the school that every class will have an established reading area. This needs to be a stimulating area that includes a wide selection of books. These books will include fiction and non-fiction texts, poetry and topic books. The reading area should include comfortable places to sit and questions to encourage the children's thinking.

As a school, we promote reading for pleasure by:

- Reading aloud in daily story time sessions. This is for the children's enjoyment with texts being chosen that are ambitious for each year group with rich language to develop the children's vocabulary.
- Carefully selecting texts for each year group.
- Inviting parents, grandparents and other family members into school for reading events.
- Celebrating National reading days such as World Book Day and National Poetry Day.
- Weekly visits to the school library with each child having the opportunity to take out a book to share at home.
- Working with our local library and School Library Service in order to get the best books to our pupils.

Impact

At Estcots Primary School, the impact will be seen through:

- Internal moderation including learning walks, lesson observations, pupil conferencing, whole school moderation, book and planning scrutiny. This will ensure teaching, learning and assessment is of high quality and consistent across the school.
The tracking and assessment systems we use to monitor progress of individual children across the year. Data will be analysed to review the attainment and progress of individual and key groups of children. Any children who are not on track to make expected progress are tracked during pupil progress meetings that are held each term.
- Rapid, effective support for children in danger of falling behind or those experiencing significant difficulty, to enable them to keep up.
- Phonic Screening Check results.

Role of the RWI Reading Leader

The RWI Reading Leader:

- Ensures that our teaching of reading is of the highest quality and that all our pupils make progress
- 'Drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups
- Ensures pupils in the slower progress groups are making small steps of progress and organises small group or one-to-one tutoring for the pupils who need extra support.
- Model, team-teach, coach and provide further training to reading teachers. Use the RWI School Portal to link specific training videos for reading teachers.
- Oversees the assessment of all Reception and Key Stage 1 and 2 pupils and reviews assessment data to organise pupils in the correct RWI groups.
- Oversees Fresh Start assessments for children working in Year 4, 5 and 6.
- Ensures that parents are well informed with RWI literature, parent workshops and parent meetings.
- Works collaboratively with the English team including the Fast Track tutors, English Curriculum Lead, Headteacher and Deputy Headteacher
- Audits resources

Appendix 1 – RWI Expectations of Progress



Expected number of sounds

	YR	Y1
End of Autumn 1	16 sounds (first 16 Set 1 single-letter sounds)	47 sounds (all Set 1 and Set 2 sounds)
End of Autumn term	25 sounds (all Set 1 single-letter sounds)	56 sounds (first 9 Set 3 sounds)
End of Spring 1	31 sounds (Set 1 Special Friends)	64 sounds (17 Set 3 sounds)
End of Spring term	35 sounds (4 double consonants)	74 sounds (20 Set 3 sounds plus e-e, ie, ue, au, kn, wh, ph)
End of Summer 1	35 sounds	74 sounds
End of Summer term	41 sounds (first 6 Set 2 sounds)	74 sounds

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 9 Set 3 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends	Read Orange Storybooks Read 17 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks Read 4 double consonants	Read Yellow Storybooks Read all Set 3 sounds and additional graphemes (e-e, ie, ue, au, kn, wh, ph)	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks Read first 6 Set 2 sounds	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes