

Phonics and Early Reading Policy

Date: September 2022
Review Due: September 2023

Reviewed Annually



Phonics and Early Reading policy

At Cayley Primary we aim for all of our children to become confident and fluent readers. We strive to teach children accurately and efficiently which builds on their growing knowledge, mastering phonics skills to read and spell as they move up through the school. We believe teaching every child to read is so important as we value reading as a vital life skill. We encourage children to see themselves as readers for both purpose and pleasure.

Intent

At Cayley Primary we are proud to offer the pupils a text rich learning environment where we foster the habit of reading so that children develop a life-long love of reading.

We aim for all pupils to develop a positive relationship with reading and use Read, Write Inc, a systematic and synthetic phonics programme to support the teaching of phonics, reading, spelling and writing. We want all pupils to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing.

We aim to ensure that **all** 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
- Learn letter formation and handwriting skills.

Implementation

The Read, Write Inc programme is designed to create fluent readers and at Cayley Primary we aim to create fluent readers, confident speakers and willing writers.

The RWI programme is delivered to:

- Pupils in EYFS 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

We group pupils homogeneously, according to their progress in reading. We make sure that pupils read words/ books that are closely matched to their rising 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.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. Pupils write at the level of their spelling knowledge using 'fred fingers'. Daily, we encourage them to compose each sentence aloud until they are confident to write independently.

The RWI approach is taught considering the 5 Ps:

Praise – Children learn quickly in a positive climate.

Pace – A good pace is the key to each session to ensure all children are engaged and on task.

Purpose - Every part of the lesson has a specific purpose

Passion –It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation – A strong feature of RWI lessons is partner work and the partners 'teaching' each other.

Daily Phonics in Reception, Year 1 and 2

Reception

Children in reception are taught daily phonics lessons. In the first four weeks, children are taught the initial sounds (Set 1 Speed Sounds) in class groups. After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan.

Children also have 1:1 intervention (therapy) times within free flow to support the children who need further practice with speed sound recognition and blending.

It is our aim that all children in Reception are at green/purple RWI band at the end of the year to be on track to achieve the expected standard for the Year 1 phonics screening check.

Key Stage 1

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have a daily RWI lessons lasting an hour. This lesson starts with a 10minute speed sounds lesson which teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding 'alien' words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day/5-day plan (depending on the stage). The learning in the remaining part of the session includes spelling, grammar, and other writing activities.

Children are assessed at least half termly and those who are at risk of falling behind the programme's pace and expectations are identified early and additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Reading Leader.

Children in Year 1 complete the phonics screening check at the end of the year.

It is our aim that children in Year 2 complete the RWI programme by end of the Autumn term in Year 2.

All classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling.

Key Stage 2

By the time children complete reach KS2 we aim for all to have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the schools guided reading programme.

Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention (therapy) to ensure they catch up with their peers.

A small number of children may reach upper KS2 and continue to require support for reading. These children will be assessed and complete a more age-appropriate phonics and reading programme called 'Fresh Start' which, like RWI, will teach the children the reading and comprehension skills required at this development stage in a more age-appropriate way using anthology texts rather than story books. Similarly, to the RWI programme, Fresh start pupils are frequently assessed, and progress is reviewed on a half termly basis.

Home reading-

- Pupils take home RWI and Oxford Reading Tree decodable books matched to their reading level.
- Children from Reception onwards have home reading records. The parent/carer records comments to share with adults in school and the adults will write this on a weekly basis to ensure communication between home and school.
- All children take home a high-quality picture book of their choice to share at home with their parents/carers.
- Teacher's send home personalised RWI virtual classroom links to children for parents to support their phonics reading stage at home.

Ensuring reading for pleasure-

- We read to children every day at whole school class story time. We choose these books carefully from our reading spine of high quality texts
- We ensure that classrooms have an inviting and inspiring reading corner and encourage children especially in Nursery and Reception to access it every day during free flow time
- We use Giglets to encourage reading for pleasure in school time allowing children to access at story time
- We have reading for pleasure time timetabled during the week for children
- Reading for pleasure books also go home for parents to share and read with their children
- teachers regularly read a wide range of stories, poetry and non-fiction to pupils

Impact

Monitoring and Assessment-

- We assess all pupils following Read Write Inc. *Phonics* using the Entry and Assessment 1, at least half termly and the Reading Leader rearranges groups accordingly.
- Regular assessments ensure that children receive targeted teaching quickly according to their needs.
- Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support.
- Teachers are trained to teach Read Write Inc. Phonics and through CPD it ensures all teachers use the same language, routines and resources to teach children to read.
- Teachers have access to additional supportive teaching materials via the Ruth Miskin portal and Oxford Owl. This is to ensure consistency throughout the whole school.