

Palace Wood Primary School

Read Write Inc Phonics and Spelling Policy



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Ratified by Governors	Spring 2021
Date for Review	Spring 2024

This policy has been impact assessed by Mark Chatley in order to ensure that it does not have an adverse effect on race, gender or disability equality.

At Palace Wood Primary, our pupils in EYFS and Key Stage 1, learn phonics effectively and quickly using the Read Write Inc. Phonics programme. .

Read Write Inc. Phonics

The programme is for:

- Pupils in Year Reception and Year 1 who are learning to read
- Any pupils in Year 2

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
- learn to 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 EYFS, children remain in their class groups until the end of term 1. In term 2, children are assessed and then grouped across the year group by their phonics stage.

In Year Reception, 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 have been able, when safe, to group children across EYFS-Year 2 to allow for more groupings.

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..

Outcomes for children

Assessing and tracking progress

Children in EYFS are assessed formally at the end of term 1 using the Sound and Word Entry Assessment to assign them a Read Write Inc. Phonics group from term 2. We assess children every 6-8 weeks to track progress and ensure groups are homogenous. Years Reception and 1 are grouped in their respective year groups. Pupils who are making slower progress are identified and given intervention with a trained teaching assistant. We support pupils who have identified special educational needs for however long it takes until they can read. If a child arrives in Year 2 or Key Stage 2 reading below their chronological age or with English as an additional, we may encourage them to access part or the whole of the Read Write Inc. Phonics programme until they have reached an appropriate standard.

By the end of Key Stage 1, our aim is 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. 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

The programmes' '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.

In *Read Write Inc. Phonics*, because the pupils are grouped across the year group in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonics lessons help us to focus the teaching and ensure pupils learn to read quickly.

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.

Feedback and marking

We emphasise constructive feedback and where possible, live in the lesson.

We praise pupils for how hard they work together to ensure that their learning is successful. We assess short activities with the pupils in the lesson and outcomes are discussed with the group and individuals so that the feedback is genuinely used to take forward pupils' learning.

Phonics Books

We support pupils to select appropriate books to take home. Children take home the storybook they have already read in the *Read Write Inc*, Phonics lessons. This means that they are confident to read at home, even if their parents cannot read with them. Pupils also take home a picture book at the start of each week so that they can be read to by their parents.

The role of the reading leader is critical. Alongside the headteacher, the reading leader drives the teaching of *Read Write Inc*. Phonics, ensuring that all pupils follow the programme correctly.

The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that pupils make progress.
 - ensuring pupils in the 'lower progress' group are making good progress and organising 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)
- Teachers are encouraged to 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.

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Policy Updated: January 2021

Date for Review: January 2024