

The Teaching of Phonics and Reading in EYFS and KS1

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

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write.
- Those pupils in Year 2 who need to catch up rapidly
- Nursery pupils as an introduction



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
- Acquire good handwriting.

We group pupils homogeneously, according to their progress in reading. 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.

In 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 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; in time they are 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.

Homework

Pupils take home three books:

- The one they have been reading in their phonics lessons for the last three days
- A second phonics story book that is at the same level with sounds and words they should know or be able to decode
- A third free choice book from the library shelf that parents share with their child and may need to read to them. This may be one of 'The Favourite Five' books. These are five books that are shared and read by the teacher over and over, pupils may have continuous provision activities related to them and projects based around them; as a result pupils will be very familiar with the characters, events, language, etc.



Encouraging a love of reading

We strongly believe it is vital that our pupils have opportunities to become immersed in books and stories. If they develop a 'love of reading' at an early age they are more likely to go on to have success in other subjects as reading is the key that unlocks a world of knowledge. As a school we try to enrich and enlighten; to introduce pupils to new authors, characters, genres; and to introduce new vocabulary. We also want children to experience a range of texts. Teachers are encouraged to develop warm, welcoming and interesting reading corners and to allow pupils time to share books with friends. Teachers aim to read to pupils on a daily basis and to model enthusiasm and the pleasure that can be gained from books. A careful plan of stories has been introduced (see Appendix 1) to ensure our children are exposed to a range of texts which they may not necessarily choose. These include books which represent five areas of

particular challenge: archaic texts; non-linear texts; resistant texts; and texts with complexity of narrator; as well as those with complexity of plot and symbols.



Quality of teaching and pupils' progress

- The Read Write Inc programme is built on five key principles
 - ✓ Purpose- to share with the pupils what they are learning that lesson and why
 - ✓ Passionate- for teachers to motivate and engage pupils emotionally
 - ✓ Pace- silent signals MTTT, TTYP.no raising of hands to answer, team stop, 1,2, 3 to move to and from carpet and tables.
 - ✓ Participants- we want pupils to be motivated to work together, teach each other, practice together, talk together and give feedback to each other – team work is vital.
 - ✓ Praise- teachers use a variety of praise phrases and actions to acknowledge hard work and effort.
- The *Read Write Inc.* 'cycle of instruction' is embedded across the curriculum –The Read Write Inc. programme has detailed lesson plans. These give the teachers practical day-to-day guidance. Every activity is prepared thoroughly and has a clear purpose. Each lesson includes daily speed sound practice, reading of speedy green words and story words using taught methods e.g. Fred in your head, special friends etc. Then reading red words which are the common exception words, having a story introduction, time for reading the new book(partner work), sentence building and writing, again using taught methods e.g. Fred fingers and saying a sentence aloud.
- 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.



- 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. We also use this approach very effectively in other subjects.
- 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 (tick and fix). 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.

- The Reading leaders monitor pupils' progress together until every child can read. No child is left behind to struggle.
- Reading leaders make formal and informal observations of teaching. They set up master classes for teachers to practice areas they lack confidence in, are struggling with, etc, and they provide any subsequent coaching alongside the 'teacher.

Personal development, behaviour and welfare

Pupils have very positive attitudes to the programme. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining their attention, for setting up partner routines, and for managing the way pupils move around the classroom. Everyone uses the same signals. The teachers are encouraged to use these strategies in other lessons, too, so that the approach to behaviour is consistent throughout the day.

We believe that the partner work and the homogeneous groupings organised to teach *Read Write Inc* phonics, help the pupils learn to work together. Effective partner work has the benefit of helping pupils to work closely with others – especially those who are not their best friends. Quick bonding activities help new partners to get to know one another. Boys and girls, first and second language learners, assertive and reticent pupils, and pupils of different ages, where necessary, learn to get on together.

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 right phonics group depending on how many sounds they know. 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. After four weeks we assess again to decide on the right level of 'story book' group. This gives us a very good indication of how well they are making progress relative to their starting points. We assess again every 7-8 weeks. This data allow us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

In addition, we use a standardised reading test from NFER so that we can ensure that the gains our pupils are making are age-appropriate. Also at the end of Yr1 pupils are given the national phonics screening test.

The majority of our pupils complete the phonics programme by the end of Year 1. The rest of the pupils complete the programme by the end of the autumn term of Year 2, or longer if necessary e.g. some pupils with SEN may take longer. We support pupils who have identified special educational needs for however long



it takes until they can read.

By the end of Key Stage 1, our pupils are 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. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

Narrowing the gap - 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 least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when learning to spell. We also take particular notice of the progress our pupil premium children make.



Starting early

Our Nursery pupils are introduced to 'Early phonics' as soon as they are able to listen and participate in group circle activities. Early phonics initially involves lots of 'Listening activities' unrelated to letters, but in time e.g. by the Summer time, pupils will be introduced to prescribed letters and their associated mnemonic from the programme. They will practice forming each letter with rhymes to help them and will associate each letter with objects that start with that letter. This provides an excellent foundation for learning to continue and progress in Reception. The Nursery teacher will provide a baseline assessment for Reception teachers of which sounds all pupils have been taught and which sounds individual pupils know. This enables Reception teachers to 'hit the ground running' from a pupil's starting points in September, before they reassess and allocate to groups 4 weeks later.

Effectiveness of leadership and management

Shared vision

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The Headteacher works with all the staff to ensure that this happens. In particular, at present, the Deputy Headteacher works closely with the Reception reading leader to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants).

The role of the reading leader is critical. Alongside the Deputy Head teacher, the reading leader drives the teaching of *Read Write Inc.* Phonics.

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)

Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.

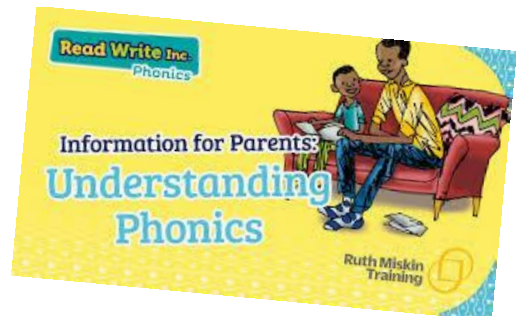
The reading team is made up of a team of good teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level.

Professional development

A key element of *Read Write Inc.* is consistent whole-school practice, underpinned by appropriate professional development. The Headteacher, all the teachers and teaching assistants are trained to teach reading. All staff have attended two-day Phonics training and the trainer has returned to support us on subsequent development days.

Parents and carers

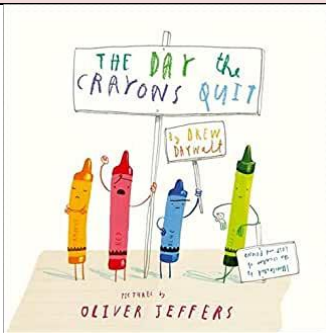
We invite parents/carers to an initial meeting and we hold workshops regularly to show how they can help their children read at home. We would like them to help their children, but we also recognise that some are not well-placed to do this. If they don't, their children won't suffer; it is our job to teach their children to read. We check that they make good progress in lessons, we give them extra one-to-one lessons, and we encourage them to read to themselves and to siblings at home.



Some aspects of this policy may be tricky to understand if you were not taught to read using phonics. We are always happy to support parents and run regular Phonic Workshops as well as Stay and Play to help you help your child. Also useful is the **parent page** on the Ruth Miskin Training website:

<http://www.ruthmiskin.com/en/parents/>

APPENDIX A

	ARCHAIC TEXTS	NON-LINEAR	COMPLEXITY OF NARRATOR	COMPLEXITY OF PLOT/SYMBOLS	RESISTANT
YEAR 1					
	Goodnight Moon	Granpa	The Day the Crayons Quit	Grandad's Island	The Tiger Who Came to Tea
YEAR 2					
	The Magic Far Away Tree	Voice in the Park	Fantastic Mr Fox	Where the Wild Things Are	Ning Nang Nong poem