Ladygrove Primary School and Nursery

Read Write Inc Phonics Policy

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How we teach children to read and write?

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. At Ladygrove, we believe that 'Reading is the Golden Thread to Learning.' This is why we put reading at the heart of what we do.

We use a programme called *Read Write Inc*. Phonics to teach our children to read and write. We make sure *every* child can read the last set of phonic stories before they progress to our higher-level program, Comprehension. Some children complete the programme in Year 1 and others in Year 2. Year 3 children who need extra support follow this programme too for the first term of Year 3.

During phonics lessons, we group children by their reading ability for one hour a day in Year 1, 20 to 45 minutes in Reception, 45 minutes in Year 2 and for 30 minutes in Year 3. We reassess children every half term so we can place them in the group where they'll make the most progress. We provide extra daily one-to-one sessions for children who need a bit of extra support to keep up with their peers.

How do we get children to remember what we teach them?

It's much easier teaching one child – we can get them to repeat what they have understood in their own words, step by step. Then, if they haven't understood, we can try different words and explanations. So, to replicate this back-and-forth dialogue with a group or class, we use partner work. Children answer questions with a partner, the teacher checks what they know and only moves on when they understand. It means that all children stay focused throughout the lesson. Partner talk is fundamental to the success of our school. We use, partner talk in every lesson throughout the day.

How do we make phonics easy for children to learn?

Read Write Inc. Phonics teaches children to read and write sounds effortlessly, so we make it simple and fun. Phonic knowledge is split into two parts.

First, we teach one way to read and write the 40+ sounds in English. We use pictures to help, for example we make 'a' into the shape of an apple, 'f' into the shape of a flower. These pictures help *all* children, especially slower starters, to read the sounds easily. Children learn to read words by sound-blending using a frog called Fred. Fred says the sounds and children help him blend the sounds to read each word.

Then we teach children the different spellings of the same sounds, for example, they learn that the sound 'ay' is written ay, a-e and ai; the sound 'ee' is written ee, e and ea. We use phrases to help them remember each sound for example, ay - may I play, a-e – make a cake?

How do we ensure children can read every book?

The first thing we do is to give children books we *know* they can read – without any guessing. (We read lots of other stories *to* them, but do not expect them to read these for themselves until they start to read the Grey Storybooks.)
Before they read the story, they sound out the names of characters and new words, practise reading any of the 'tricky Red' words, and we tell them a thought-provoking introduction to get them excited about the story.
Then, over the next few sessions, children read the story three times: first to focus on reading the words carefully; the second to help them read the story fluently; and on the third, we talk about the story together for example, how characters might be feeling and why.

How do we teach children to spell confidently?

We use just two simple activities: Fred Fingers to spell regular words and Red Rhythms for tricky words.
Fred Fingers
We teach children to spell using 'Fred Fingers': we say a word and then children pinch the sounds onto their fingers and write the word, sound by sound.
Red Rhythms
We teach tricky words with Red Rhythms. We say the tricky letters in a puzzled voice and build the letter names up into a rhythm, for example, s-**ai**-d.
Children learn to spell new words and review past words every week; they practise spelling them with a partner and – when they're ready – we give them a spelling test to celebrate their spelling success.

How do we make writing simple for children to learn?

We teach handwriting, spelling and composition separately, gradually bringing each skill together step-by-step. We teach children to form letters with the correct pencil grip and in the correct sitting position from the very beginning. They practise handwriting every day, so they learn to write quickly and easily.

Once children can write simple words, we teach them to 'hold' a sentence in their heads and then write it with correct spelling and punctuation. Very soon children can write down their own ideas. We try out different sentences together, drawing on new vocabulary and phrases from the storybook they've just read. They practise saying their sentences out loud first, so they don't forget their ideas while they're writing. They also learn to proofread their own writing using ready-made sentences containing common grammar, punctuation and spelling errors.

How do we assess and track children's progress?

For children to make the best possible progress, they will read Storybooks closely matched to their reading level, every day. This means we group children by their word reading and fluency – not by their progress in comprehension or writing, or by their age. Every half-term, we assess all children in YR to Y3 who have not yet met end of Key Stage 1 National Curriculum expectations for reading. The Reading Leader carries out all the online assessments to ensure children are placed in the correct group. We track each child's individual progress on the online assessment tracker. We use this to identify children who need more support through daily one-to-one tutoring. This information is shared with all adults that teach phonics and 'spotlight,' children (those who need extra support) are identified.

How are slower progress readers supported?

We identify those children who are at risk of falling behind their peers immediately.
We make sure children 'keep up not catch up' from Reception. The slowest progress readers in EYFS, KS1 and KS2 receive tutoring, in addition to their group session in the morning. Children practise reading sounds speedily, learn to blend sounds into words and read a storybook or extract from a storybook that is matched to the sounds they know and the quantity they can read.

What are the expectations of children's progress on the *Read Write Inc.* Phonics programme?

- Reception children will be able to read Green Storybooks by the end of the Summer term.
- Year 1 children will be able to read Blue Storybooks by the end of the Summer term.
- Year 2 children will have completed the Phonics programme by the end of the Autumn Term and will move on to Read Write Inc Comprehension.

We have high expectations for our children to meet the expected standard in the Phonic Screening Check and help *all* children to be accurate and fluent readers by the time they enter Key Stage 2.

How is the programme led to ensure these expectations are achieved?

The Reading Leader's role is vital to ensure that the teaching of reading is of the highest quality, and all children make rapid progress. They organise one-to-one tutoring for children who need extra support.

All staff have been thoroughly trained to teach reading. They attend a Phonics training course and receive yearly coaching from one of Ruth Miskin's training consultants to ensure that children are making the best possible progress. They also have access to all the training on the Ruth Miskin Training School portal.

The Reading Leader organises further training where needed and spends time in lessons, team teaching and coaching staff.

Story and poetry time
Storytime is the highlight of every day. We have a list of stories that children get to know well, and others we read just for fun. Children learn to retell the story and they learn poems too.

How can parents help at home?

Children in Reception will bring home a lilac reading book (a book with no words) with the focus on telling their own story using pictures and developing their language skills. They will also bring home sounds and simple words to practise at home when they are ready. They will also bring home a book from the reading corner to share with parents.
Once children can confidently blend, they will move onto the blending books and then, will move onto the RWI book bag books. The children take home a book each week. We also send home interactive, animated lessons from our Virtual Classroom so you and your child can join in with lessons at home. Online teachers help children to practice the sounds and words they have learnt in school. The book bag books match the story books that children read in school and contain words that children can decode.

Reading Corner books
We show parents how to read the picture book with their child; to read it expressively and, once they know the story, encourage their child to join in. We show parents how to talk about the pictures – to think about how the characters might be feeling and thinking. We explain that it's a great way for their child to learn new vocabulary – that even very early storybooks contain vocabulary that we don't often use in conversations- scurry, delight, scamper.
The picture book is likely to be beyond their child's decoding ability, so we don't ask children to read the story *to* parents until they are able to read the later phonics storybooks.

Inclusion:

We aim to promote opportunity and equality for every child, and ALL children have equal access to a phonics and early reading curriculum. We want to protect our children and families from any form of discrimination linked with the Protected characteristics. We have a 'keep up, not catch up' ethos and quickly identify those children with sound gaps, ensuring that they additional time outside of the phonics session to practise their sounds/work on any misconceptions.

https://www.gov.uk/discrimination-your-rights

Teaching:
Nursery: Children follow Letters and Sounds Phase 1- listening for and distinguishing sounds in the environment. Initial letter sounds are taught when children are ready. The staff use 'Fred Talk' daily and play games from the Read Write INC nursery handbook. Nursery staff have phonic flashcards to introduce the letter picture, a phonic frieze and a Fred the Frog toy.

Reception: RWI is fully implemented in Reception, and the classes are split into homogenous groups following an initial assessment after autumn half term. The RWI leader works closely with the Early Years Lead to discuss Reception children's assessments and progress.

RWI in Key Stage 1: In these year groups, pupils work within ability groups that are defined by their performance on RWI phonic assessments. Pupils are re-assessed during the year (half termly) and the

groups are reorganised accordingly. The lessons are daily and last for at least 1 hour for Year 1 children and for 45 minutes for Year 2, followed by an English lesson in Year 2.

Resources
Resources are listed in the RWI handbook and include simple and complex speed sounds charts, small and large phonic flash cards, , fiction and non-fiction graded reading books, green and red word flash cards, phonics wall friezes, Fred the Frog toys, display charts, phonics handbook and computer software. All staff have access to the Oxford Owl online resource and the Ruth Miskin portal. Parents also have access to the parent section of Oxford Owl.

Progress Expectations:

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

Here at Ladygrove, we recognise the importance of promoting mental health and wellbeing throughout our school community, school vision and within our curriculum. We understand that reading can cause anxiety, especially if a pupil feels they are not as good as their peers. Through our reading curriculum, we celebrate mistakes as a way of learning and moving forward. As part of the modelling process, we show that making mistakes are a part of the reading journey. We also use Fred the Frog who can only speak in sounds so that children are empowered by helping him to read. We also link to our learning animals with a focus on 'resilience'.

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