



# SHANKLEA PRIMARY SCHOOL

Read Write Inc Phonics Policy

SPS

## Policy Control Details

Date policy approved:	September 2020		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
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Responsibility for review:	Performance Improvement Committee		

# Shanklea Primary School Read Write Inc Phonics Policy

## 1. INTRODUCTION

Prior to the 2015/2016 academic year, the school followed a policy of phonics and guided reading teaching through a national scheme entitled 'Letters and Sounds'. In 2012 the Government also introduced the Phonics Screening Check as a statutory assessment at Year 1. However, in 2015, the school's performance was just below national averages. Shanklea Primary School is focused on improving attainment across reading and writing, with improved phonics and reading teaching integral to this.

## 2. RATIONALE

Effective Phonics teaching and learning is essential for high attainment in reading and writing. Additionally, confidence with phonics is integral across the curriculum and used in all subjects. Achievement in this area benefits every area of pupils' development and the school as a whole. In order to move Shanklea's phonics teaching forwards it has been necessary to implement a clear and consistent inclusive teaching scheme.

Our school's catchment area is increasingly multicultural and potentially vulnerable with a proportion of EAL learners. There is some mobility with some Pupil Premium and SEND pupils joining or leaving the school midway through the school year. Within this context it is essential that our approach to teaching phonics and reading is adaptable to a range of experiences and abilities. It must be easily accessible to those learners with low level English skills, enabling them to make accelerated progress.

Read Write Inc is a literacy programme that helps children learn synthetic phonics. The scheme includes both a phonics and reading focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children's reading development.

## 3. TEACHING AND LEARNING STYLE

Read Write Inc is based on 5 Ps.

- **Praise** – Children learn quickly in a positive climate.
- **Pace** – Good pace is essential to the lesson.
- **Purpose** – Every part of the lesson has a specific purpose.
- **Passion** – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that brings the teaching and learning to life.
- **Participation** – A strong feature of Read Write Inc lessons is partner work and the partners 'teaching' each other.

## 4. AIMS

The Read Write Inc curriculum will teach children to:

- Apply the skill of blending phonemes to read words.
- Segment words in their constituent phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Spell effortlessly so that all their resources can be directed towards composing their writing.

Shanklea Primary School's Teaching of Read Write Inc will:

- Be pitched at the correct level for each child, ensuring every child is sufficiently challenged while able to make clear progress;
- Excite and stimulate children through active learning in which they enjoy achieving and progressing;
- Use phonics, reading and writing skills together to connect and support each of these aspects;
- Encourage consistency of teaching and learning across the school in this area;
- Accelerate children's literacy learning, leading to improvements in attainment, both in relation to the Phonics Screening Check and throughout the school.

## **5. PLANNING**

Planning for Read Write Inc is completed with support from handbooks taking into account the individual needs of each group. This planning identifies the phonics, ditties or storybooks and activities for the sessions targeted at the current attainment of children.

Lessons follow set routines, ensuring consistency across groups. Teachers and trained teaching assistants are responsible for planning for their Read Write Inc groups, with support from teachers and the Read Write Inc Phonics Co-ordinator as required. Support staff are given preparation time for their planning.

## **6. ASSESSMENT**

Children are assessed throughout every lesson through teacher observation.

Teachers assess how children:

- Recognise and say the sounds
- Read the green and red word lists
- Decode the ditty/story
- Comprehend the story

Formal assessment is completed at least once per half-term by the Read Write Inc Phonics Co-ordinator. This checks individual children's ability to recognise and say each sound and blend and say real and nonsense words. This assessment is then used to place children in groups with other children at a similar stage to them.

## **7. PROVISION**

Provision varies between year groups and phases:

### **Early Years Foundation Stages (EYFS)**

In the EYFS children receive a daily 30 minutes Read Write Inc session.

In Nursery, timings of sessions are at the teacher's discretion given the age of the children.

In Reception sessions take place from 10.30 – 11.00am. They are led either by a class teacher or by a trained member of support staff. Groups will normally be smaller and can range between 2-15 children. Reception children are assessed at least once per half term.

### **Key Stage 1**

Year 1 Phonics sessions take place from 9.10 – 10.00am.

Year 2 Phonics sessions take place from 1.00-1.45p.m

Children are streamed into attainment groups to make sure teaching and learning is at the correct level for their current achievement. Some groups will contain a mix of Year 1 and 2 children. Groups are led by class teachers and trained members of our support staff. KS1 children are assessed at least once per half term. Teachers use Read Write Inc reading books during guided reading sessions (30mins per day, timing at teacher discretion).

### **Key Stage 2**

Children identified as being below national averages for phonics and reading receive additional support through targeted Read Write Inc sessions. These take place daily at varied times of the day and include phonics teaching and reading using Read Write Inc books. These sessions are led by trained members of support staff.

### **SEN Pupils**

SEN pupils are fully involved in Read Write Inc lessons as children work in groups with others who are at their level.

Teaching is geared to the speed of progress of each group. Additional 1:1 tuition may take place, but this will be identified by teachers in conjunction with the Read Write Inc Phonics Co-ordinator.

### **Additional Support**

The Read Write Inc Phonics Co-ordinator identifies children who are below expected attainment for their age. These children will receive additional one-to-one or small group phonics teaching from support staff in class, timings at teacher discretion. Children significantly below expected attainment are regularly assessed to support progression.

## 8. MONITORING AND REVIEW

The Read Write Inc Phonics Coordinator:

- Assesses all children on the programme and designates pupils to the correct groups.
- 'Drops in' on Read Write Inc groups to give advice and informally check that pupils are in the correct groups.
- Where necessary models lessons.
- Speaks with the Senior Leadership Team and English Team regarding groupings, teaching spaces and other pertinent matters.
- Regularly updates Read Write Inc yearly planner.

