



Ringway Primary School Curriculum Statement Reading: Phonics – Read Write Inc



“Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds!
More importantly, reading will give your child the tools to become independent life-long learners.”

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school's leadership team will:</p> <ul style="list-style-type: none"> Assess pupils on entry and regularly throughout the year enabling all children to access phonics teaching at the appropriate level. Ensure daily phonic sessions are at the forefront of every child's early learning experiences in reading as they enter Reception and move through Key Stage one. Promote the highest standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature. Work with Head Teacher to ensure sufficient funding is available and in place so that implementation of the Read, Write Inc scheme is high quality. Ensure all pupils feel safe and supported in their reading and will leave year 6 as confident, resilient and happy readers. Ensure all teaching staff are adequately trained to deliver high quality sessions of 	<p>Our teaching sequence will be: Read Write Inc: The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1.</p> <p>Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.</p> <p>Phonics is delivered in ability-group format, because it enables staff to ensure application across subjects, embedding the process in a rich literacy environment for early readers. Following the format:</p> <ul style="list-style-type: none"> Speed sounds (say/read/review) Word Time (read/review/assess/Fred fingers/spelling review) Reading activities at a phonically decodable 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> Pupils can read easily, fluently and with good understanding by using their phonic knowledge to decode and blend successfully. They are confident to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Competence in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. A progression of understanding, with appropriate programme vocabulary which enables learning.

<p>Read, Write, Inc across the Early Years Foundation Stage and Key Stage one.</p>	<p>level</p> <ul style="list-style-type: none"> • Writing activities (as appropriate – including handwriting, letter formation, holding sentences, grammatical instruction and correction). 	
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Monitor the teaching sequences of Read, Write Inc and complete termly assessments which may result in ability groupings being altered so competent readers are appropriately challenged and those who are struggling supported. • Stay current with Read, Write Inc programme developments and attend any relevant training sessions or CPD days which will in turn be fed back to staff through meetings and inset training days. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Have their own class reading areas with topic themed books, that are available for children to read for pleasure. • Contain displays and working walls outlining speed sounds charts and red/green words for children to refer to during RWI sessions and to aid written work. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • They are confident to take risks in their reading and writing, and love to discuss and share their ideas. • Pupils have acquired a range of early reading and writing skills which they are able to deploy in their learning across the curriculum enabling them to be competent readers and writers. • Clear differentiation with specific needs for certain pupils targeted and addressed enabling all children to make progress.

The class teacher will, with support from the curriculum leader:

- Break down the skills of Reading and focus on the acquisition of vocabulary first, and then the comprehension skills.
- Understand how to identify pupils who may need targeted support to enable them to access the curriculum content.
- Seek support and advice where needed and keep up to date with relevant Read, Write, Inc training to strive to deliver the best phonics teaching they are capable of.

Our children will be:

- Encouraged to appreciate our rich and varied literary heritage.
- Able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Engaged and acquire a wide vocabulary, and an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Able to critique their own work as a reader because they know how to be successful.

The curriculum leader will:

- Acknowledge the successes of pupils with school display walls, certificates and pupils given the opportunity to share work with other members of staff and their subject area.
- Schedule termly phonic assessments using RWI assessment materials to monitor pupil progress and attainment and to ensure pupils continue to be challenged and supported where needed.
- Provide ongoing support and opportunities for staff CPD to ensure pupils are receiving fun, safe and uplifting lessons in Read, Write, Inc and beyond.