

## 'With Jesus we can achieve what we dream and believe'

### Our Vision

At St Michaels Catholic Primary School we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, (EYFS,) Key Stage One (KS1) and in Key Stage Two (KS) for children who still need this further support.

### Introduction

At St Michaels Catholic Primary School we follow the Read Write Inc. Phonics programme across the EYFS and KS1 – this is supported by teachers using elements from Jolly Phonics and Phonics Play to support the effective delivery of phonics lessons by catering for all children's needs. They progress onto Read Write Inc. Comprehension once they can read with accuracy and speed.

### Aims and Objectives

To teach children to:

- Apply the skill of blending phonemes to read words.
- Segment words into their phonemes 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.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.
- Spell effortlessly so that all their resources can be directed towards composing their writing.
- Read aloud with fluency and expression.

### Teaching and Learning Style

The Read Write Inc. programmes have detailed lesson plans which give the teachers practical day-to-day guidance. We work hard to build on these plans so that the lessons are matched carefully to the needs of the children. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the children understand, during the activity what they are learning and why.

The teaching and learning style is based on the 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 bring the teaching and learning to life!
- **Participation** – A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

**It is important to remember to never give up! Every child can learn to read if you persevere.**

### Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. eg bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

### Reception

R.W.I. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught. Once the sounds have been taught assessments will take place to determine groupings. Sessions take place daily between 9.10 – 9:45 am. Within this time a 10 minute speed sounds session occur with follow up handwriting sessions while children access continuous provision, in line with the EYFS.

### Year 1

R.W.I. groups will be set following assessments carried out by the R.W.I assessment team. The sessions will occur daily for 1 hour which includes a 10 minute Speed Sounds session followed by Reading and Writing. Once children 'come off' the programme they will then access RWI Comprehension and literacy sessions from the Literacy Framework.

### Year 2

Once children have completed the Read Write Inc. Phonics programme at the end of Year 1 and beginning of Year 2 they progress onto the Read Write Inc. Comprehension and then access literacy sessions from the Literacy Framework which occur daily for an hour. This integrates reading, writing, thinking and spoken language in all activities to ensure the daily development of children's comprehension and wider literacy skills. Children are encouraged to take their own meaning from each text becoming independent and critical thinkers. Comprehension activities are designed to help children to infer, summarise, question, clarify, predict and argue a point of view.

### Year 3 & 4

R.W.I. groups will take the form of an intervention during Guided Reading sessions for those children with the greatest need in Year 3 and 4 and some additional one-to-one phonics intervention.

### Year 5 & 6

Those children in Year 5 and 6 who still need phonics partake in Read Write Inc. Fresh Start programme during Guided Reading sessions and have some additional one-to-one phonics intervention.

### Year 1 Phonics Screening

All Year 1 children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in Year 2 to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics teaching in Year 3 – which will be further supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme.

### Assessing and tracking progress

We assess all children following Read Write Inc. Phonics Assessments. We use this data to assign them to either Read Write Inc. Phonics for Reception – Year 4 and Read Write Fresh Starts for Years 5-6. This gives us a good indication of how well they are making progress relative to their starting points.

The data is used effectively to ensure gaps are closing between all groups – in particular those eligible for the pupil premium. Children are assessed regularly at the end of every half term and are put in groups appropriate to their decoding and reading ability they are reading at. This data allow us to intervene in different ways for instance we quickly move children to another group if they are progressing faster than their peers and we identify those who continue to struggle have one-to-one tutoring so that they keep up.

### Additional support for lower-attaining children learning to read

We aim at St Michaels Catholic Primary school that every child's needs are catered for and every child is given the chance to succeed through Phonics to help them become competent readers. If children are not attaining as expected, due to other difficulties, then it is our duty to put extra intervention in place, to help close the gap and ensure progress is being made. Children in the 'lowest' attaining group have the widest variety of needs. In order to give these children the same carefully targeted teaching as all the other groups some of these children have daily one-to-one tutoring for 10 to 15 minutes in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these children have learnt to read they will receive additional support when learning to spell.

## Monitoring and Review

The R.W.I. leader:

- Trains the assessment team to carry out all assessments for EYFS,KS1 and KS2 pupils
- Designates pupils to the correct groups.
- Assigns leaders to groups.
- 'Drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups.
- Where necessary model's lessons.
- Attends up-date meetings when they occur and reports back to the R.W.I. group leaders.
- Speaks with the head teacher regarding groupings, teaching spaces and other matters.
- Is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.

## Homework

Homework is used to support phonics taught in class, through tasks such as:

- Practising phonic skills in spelling words.
- Reading and activities link to reading.
- Writing tasks.