



March 2022

Phonics and Early Reading Policy Asquith Primary School

Intent

At Asquith, our shared vision is that every child learns to read and continues to read – widely and often. We believe in providing a learning environment where imagination and creativity can be fuelled. Through our rigorous phonics curriculum, we ensure pupils develop the skills and knowledge they need to develop as confident readers who enjoy books. We ensure that children develop a love of books, stories and rhymes right from the start. We believe that being a fluent reader with a passion for stories and texts promotes a wide vocabulary and imagination that contributes to children's wellbeing and ability to make a positive contribution in society. To achieve this, we ensure that there is a sharp focus on ensuring that younger children gain the phonics knowledge and language comprehension necessary to read and spell. We ensure that reading is prioritised to allow pupils to access the full curriculum offer and that a rigorous, sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. At the early stages of learning to read, reading materials are closely matched to the learners' phonic ability and current learning.

Implementation

During their Early Years, our learners at Asquith experience a language rich environment which concentrates on exposing children to new and relevant vocabulary, speaking and listening skills and phonological awareness including key skills of oral blending and segmenting. Children are immersed in high quality texts and rhymes from an agreed core reading spine during shared and independent learning time. This phonetic, vocabulary and print rich environment paves the way for a strong start when children are introduced to our Read Write Inc. Phonics Programme, alongside our diverse cross curricular teaching of reading and writing.

Teaching

Teaching of Read Write Inc. is:

- Pitched at the correct level for each child, ensuring every child is sufficiently challenged while able to make clear progress. This is described as the 'Goldilocks Spot' – not too easy, not too hard. This will be closely linked to half termly and ongoing assessment.
- Exciting and stimulating for children through an active learning style. Children enjoy a sense of achievement by applying their phonics and reading skills across the curriculum.
- Based on the '5 Ps' –
 - Praise – Pupils learn quickly in a positive climate.
 - Pace – Good pace and engagement 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 RWI. 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). **Every child can learn to read if you persevere.**
- Taught by a coherent and well-run team of Read Write inc. teachers, which ensures rigor and consistency in the children's experience of learning to read, across groups, supporting progress.

Key Elements:

Foundation Stage:

Foundation 1 (nursery) children are introduced to 'Fred the Frog' character. They play sound blending games orally. They are shown the mnemonic (picture side) of the speed sound cards regularly. By the Summer term, they learn initial sounds in daily 5-10 minute sessions.

Foundation 2 (Reception) children Children begin to learn Set 1 sounds in daily teaching sessions from September. Set 1 sounds are to be taught first, followed by Set 2, then Set 3. (see Appendix for definition) 'Pure' pronunciation of sounds are taught, i.e. 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words. Children use 'assisted blending' to construct words using magnetic boards. They write letters (graphemes) linked to sounds (phonemes) daily. They write words using 'Fred Fingers' spelling. From Autumn 2, they may begin RWI sessions using ability matched texts where appropriate depending on assessment results. Foundation 2 follow longer planning cycles than KS1 to account for maturity of learners.

Year 1 and Year 2 are taught in daily 45 minute sessions. These sessions include a 10 minute Speed Sounds session followed by Reading session. Once pupils 'complete' the programme they then move onto the Year 2 "No-Nonsense Spelling" scheme and begin to use specific comprehension strategies through shared reading.

Key Stage 2

RWI teaching at Key Stage 2 is embedded within English lessons in the form of referencing core aspects of the scheme where relevant to children's needs, such as using 'Fred Fingers' for spelling.

Speed sound charts are displayed in classrooms to aid grapheme phoneme correspondence and spelling 'choices'.

Specific RWI groups in KS2 take the form of intervention based on half termly assessment by the reading leader/s for those children with greatest needs who did not complete the RWI programme by the end of KS1.

S.E.N and Intervention

Pupils in the 'lowest' attaining groups for their age have the widest variety of needs. This is therefore the least homogeneous group. In order to give 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. We also use intervention tutoring for children not making expected progress in other groups.

Feedback and marking

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. Pupils mark their own work with guidance from teachers, which encourages them to take ownership of their learning.

Planning and Resources

Although core planning is provided via RWI handbooks, we have adapted these to suit the needs of our school. All teachers follow this planning to ensure consistency across school. Teachers are provided with their own set of speed sound and green word resources required to teach their ability group. Book resources are stored centrally in colour banded packs. Staff are responsible for maintaining order and condition of resources as best they can and encouraging children to do the same.

Assessment

Group teachers use formative assessment of children's needs throughout every lesson to ensure good progress and discuss any concerns or needs with the Reading Leader/s.

Reading leaders complete half termly RWI assessments using materials from the Reading Leader Handbooks. This data allows 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 have not made expected progress have focused tutoring so that they do not fall behind.

In *Read Write Inc. Phonics*, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly.

Tracking Progress

In nursery, children are assessed at the end of the Summer term on their early phonic knowledge and oral blending. Children can orally blend words by the time they leave F1. They also recognise some set 1 graphemes. In Reception, KS1 and KS2 pupils are assessed at least termly on the phonics progress they are making using the RWI Assessment materials. Children become familiar with these materials in preparation for the government Phonics Screening Check. These termly assessments are carefully tracked using OTrack and the Ruth Miskin Portal. Results are analysed by the Reading Leader and communicated to our assigned Read Write Inc. consultant trainer who feeds back advice and helps form twice yearly teaching and learning Action Plans. Half termly pupil progress meetings are carried out between Reading Leader and phonics teachers to identify next steps in learning. Children are assessed and moved between groups at any stage in between half termly assessments based on need and rapid identification by teachers.

We aim for all children to have completed the programme by the end of the Autumn Term in Year 2. All Y1 pupils sit a national phonics screening check which is carried out in June each year. Pupils who do not attain the national standard will repeat the screening in Year 2. This is to ensure that pupils have secured a secure foundation on which to build their reading skills.

Monitoring, CPD and Review

Monitoring and Review

The reading leader, working alongside SLT and senior TAs

- ensures all pupils are assessed and designates pupils to the correct groups
- assigns teachers to groups
- 'drops in' on RWI. groups to support teaching and to informally check that pupils are in the correct groups
- where necessary models lessons
- attends 'Development Days' with school's named RWI consultant and puts together an 'action plan' based on current data and children's needs
- Delivers RWI CPD through fortnightly briefings with RWI teachers and using online resources provided via subscription to the Ruth Miskin Schools Portal and Oxford Owl sites.
- reports back to the Leadership Team
- speaks with the Head teacher and Key Stage Leaders regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.

Parents and Carers

We invite parents/carers to an initial meeting at the beginning of their child's Reception year and annually thereafter to show how they can help their children read at home. We offer ongoing support to parents on an individual basis, as needed, to help their children and we offer an open door policy to provide advice and resources in order to facilitate this. We signpost parents to the resources on the **parent page** on the Ruth Miskin Training website:

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

Reading Books

It is crucially important that children read phonetically decodable books linked to the phonics scheme they are taught in school. Ofsted recognise and prioritise this in their inspection framework. We send home RWI "Book Bag Books" linked to their precise colour grouping on the RWI programme. We expect that children read at 5 times per week. We change reading books in time with the planning cycle children are following in their groups. Children are rewarded for their reading with stickers and certificates. Parents are encouraged to sign their child's reading diary to indicate each time they have read their reading book at home.

Impact

By the end of Foundation 1, children can orally blend words and recognise some set 1 graphemes, so that they are ready to begin reading simple CVC words in reception.

By the end of Foundation 2, children can read and write simple sentences, including four and five sound words, some digraphs and common irregular or 'red' words, so that they can build their fluency and comprehension skills in Key Stage 1.

By the end of Key Stage 1, our pupils can 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, even into secondary school.

Children become accurate and confident decoders with a love of reading.

Equality of Opportunity

We adjust and adapt the delivery of our reading programme to meet the needs of all learners and to ensure that every child gains the building blocks they need to become a successful reader. Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND

- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can achieve and celebrate success. Staff are fully aware of the differing groups of learners and vulnerable children in their class and teachers plan and teach personalised lessons which focus on the particular needs of each child.

Appendix:

Set 1 sounds in the order they are taught:

Single letter sounds: m, a s, d, t, l, n, p, g, o, c, k, u, b, f, e, i, h, r, j, v, y, w, z, x

'Special Friends' (digraphs) sh, th, ch, qu, ng, nk

Set 2 sounds in the order they are taught:

ay, ee, igh, ow (as in snow), oo (as in boot), oo (as in book), or, ar, air, ir, ou, oy

Set 3 sounds in the order they are taught:

ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow (as in cow), ai, oa, ew, ire, ear, ure