



NEW PENSHAW ACADEMY

EARLY READING POLICY -

PHONICS

At New Penshaw Academy, we strive to develop the full potential of all our pupils so they become confident, literate readers. If children are to develop as competent, fluent readers it is essential that they have secure understanding of letters and sounds. In order to do so, we follow Read, Write, Inc as our synthetic phonics programme.

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. At New Penshaw, it is taught from Reception class through to Y2 and it teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme heavily focuses on the development of early reading.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions occur each day with no exceptions, as we firmly believe that the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Aims and Objectives

To teach children to:

- Apply the skill of blending phonemes in order to read words.
- Segment words into 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.
- 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.

Teaching and Learning Style

The teaching of Read, Write, INC. is consistent and the same progressive format is delivered in all classrooms and groups. Silent signals are used as a key

tool to build rules and routines into the sessions. Read, Write INC. has some key principles that are also adhered to closely within our classrooms:

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).

Planning

Currently, due to COVID-19 restrictions, children work within their year group and they then placed into a sub-group based on their current abilities, defined by their results on a RWI assessment. Class teachers and Teaching Assistants will then deliver the session to the subsequent groupings. Pupils are assessed every half term and the groups are reorganised accordingly. Planning for the sessions is completed and provided to staff in the form of a phonics handbook. All staff have access to a phonics box which includes all of the key resources needed for each session through to the end of the scheme.

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. E.g. 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.

When children know all of the Set 1 sounds they are introduced to the ditty books as an addition to the Speed Sounds phonics session. These sessions support the blending and decoding of words at a text level. When the children

can blend independently, they move onto the Storybooks. These books increase in difficulty and are correlated to the whole school reading scheme. The aim of these books is to build fluency; develop key skills that allow children to comprehend the texts; and to develop a love of reading through the varied titles and themes we have access to.

R.W.I across the school

Foundation Stage: In Nursery, Letters and Sounds Phase 1 will be followed to provide children with speaking and listening skills that will lay the foundations for phonic work that will commence when accessing the RWI scheme. Fred Talk will be used throughout so that children are being exposed to key terminology used in the R.W.I session.

R.W.I is fully implemented in Reception where the class will be split into groups after a baseline assessment is completed. Lessons will take place daily between 11.00am-11.50am. Within this time a 10-minute speed sounds session will occur with follow up handwriting and sentence writing in line with the rest of the EYFS curriculum.

Key Stage One: All children are currently grouped by ability within their current year groups - both teachers and TAs are responsible for leading a group. The sessions will occur daily for 40 minutes daily. These sessions include a 20-minute speed sounds and word time session before a 20-minute story book session.

Key Stage Two: R.W.I groups will take the form of an intervention during literacy sessions for those children with the greatest need in Year 3/4.

SEN Pupils

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. Where appropriate, 1:1 or smaller group tuition is adopted to support the needs of all children.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of her children. The teacher assesses how children:

- Read the grapheme chart

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

Formal assessment is carried out every half term by the class teacher/group leader using the R.W.I. assessments. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants. Children in Year 1 will undertake the statutory Y1 Phonics Assessment and will therefore be exposed to past tests across the year to monitor progress.

Monitoring and Review

The English Lead will:

- Oversee the assessment of all KS.1 pupils and allocate groups accordingly
- Coaches R.W.I teachers and check that pupils are in the correct groups
- Speaks with the Head teacher regarding groups and focus children - particularly the bottom 20%
- Conduct regular learning walks to monitor consistency and standard of phonics teaching in all groups
- Create a phonics 'clinic' to provide refreshers and opportunities for staff and teachers to brush up on or refresh their memory on key features of the R.W.I session.
- Is responsible for reporting to the Head Teacher and governors about the quality of the implementation of R.W.I and the impact on standards.

This consistent and rigorous approach will provide our children with the foundations to become enthused readers with a passion for storytelling, literature and vocabulary.

Policy dated: October 2020