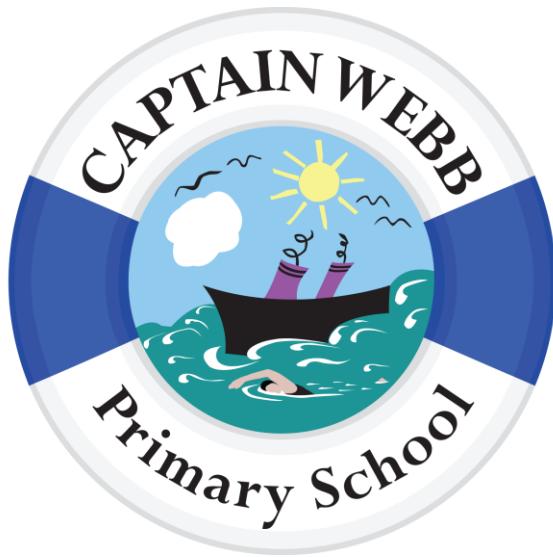


# CAPTAIN WEBB PRIMARY SCHOOL



## Phonics Policy

Updated: October 2019

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**'If children get the fundamental skills of reading using phonics early on, it will give them a flying start and allow them to move quickly to reading books for themselves and achieving more in the future.' (DFE 2012)**

### **Purpose of the Policy**

To offer guidance to staff, parents and governors on how phonics is taught in our school. To ensure Phonics is given a high priority in the school and that it is taught daily in Reception and Key Stage One until children are secure

### **Phonics at Captain Webb Primary School**

Our pupils learn to read effectively and quickly using the *Read Write Inc. Phonics* programme.

### **The Read Write Inc. Phonic programme**

The programme is for:

- pupils in Year R to Year 2 who are learning to read and write
- any pupils in Years 2, 3 and 4 who need to catch up rapidly.

We teach pupils to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' words on sight
- understand what they read
- read aloud with fluency and expression
- spell quickly and easily by segmenting the sounds in words
- acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading.

In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – 'common exception words also known as 'red words.'

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the ‘tricky words’. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Pupils write at the level of their spelling knowledge, that is, they use their knowledge of the alphabetic code and the common exception words ‘red words’ they have learnt. They can soon spell more complex words confidently and accurately.

Our aim is for pupils to complete the phonics programme by the end of Year 1. Progress expectations for each half term are outlined below.

#### **Progress expectations for RWI Book Level:**

##### **Reception**

End of Autumn 1 - Know at least 20 Set 1 Sounds

End of Autumn 2: Know all 26 single Set 1 Sounds and blending independently.

End of Spring 1: Ditties

End of Spring 2: Red Books

End of Summer 2: Green Books

##### **Year 1**

End of Autumn 1- Purple Books

End of Autumn 2: Pink Books

End of Spring 1: Orange Books.

End of Spring 2: Yellow Books

End of Summer 1: Blue Books

End of Summer 2: Blue / Grey Books

#### **Progress Expectations – Sound Knowledge**

##### **Reception**

End of Autumn 1:

Knows at least 20 Set 1 sounds

End of Autumn 2:

Know all single Set 1 Sounds including ff ll ss zz ck and blending independently. -30 in total

### **End of Spring 1:**

Knows all above Set 1 Sounds including digraphs. sh, ch, th - 33 in total

### **End of Spring 2:**

Knows all above Set 1 Sounds including digraphs. sh, ch, th, ng, nk, qu - 36 in total

### **End of Summer 1:**

Knows all set 1 digraphs - sh, ch, th, ng, nk, qu, kn, wh, ph - 39 in total.

### **End of Summer 2:**

Knows at least 5 Set 2 sounds.

## **Year 1**

### **September Baseline**

Knows all set 1 sounds and digraphs - 39 in total.

Knows at least 5 set 2 sounds.

### **End of Autumn 1**

Knows all set 2 sounds. ay, ee, igh, ow, oo, oo, ar, or, air, ir ou, oy. - 12 in total

### **End of Autumn 2:**

Knows all 12 set 2 sounds and at least 5 set 3 sounds.

### **End of Spring 1:**

Knows all 12 set 2 sounds and at least 10 set 3 sounds.

### **End of Spring 2:**

Knows all Set 3 sounds.

ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, 17 in total

### **End of Summer 1:**

Knows all set 3 sounds and alternative phonemes - ue, ie, au, e-e - 21 in total

## **Outcomes for children**

### **Assessing and tracking progress**

We assess all pupils from Year R to Year 2 on the *Read Write Inc.* Sound and Word Entry Assessment and we use these data to assign them to *Read Write Inc.* Phonics or *Read Write Inc.* Spelling group. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

For those on the *Read Write Inc.* Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

In addition, we use a standardised reading test Salford Reading Test so that we can ensure that the gains our pupils are making are age-appropriate.

We aim for all our pupils to complete the phonics programme by the end of Year 1. Pupils who are making slower progress will continue the programme into Year 2, with an aim of completing the programme by the end of autumn term of Year 2.

We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff tutor them for 15 minutes every day, using the *Read Write Inc.* One-to-one tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught *Read Write Inc.* Phonics until they too catch up with their peers.

By the end of Key Stage 1, our pupils are able to 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.

## **Quality of teaching in our school**

The programme's 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects.

Assessment is a critical element of our programme. The teachers assess:

- pupils' phonic knowledge
- the speed at which pupils are able to read the text
- their understanding of the stories they read.

We record the results from the Sound and Word Assessments, which take place every six weeks, on the Assessment Tracker. These data allow 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 continue to struggle have one-to-one tutoring so that they keep up. Any pupils who are making slower progress are re-assessed every 4 weeks to allow for rapid catch up.

The homogeneous groupings allow the teachers to focus on all pupils for the whole lesson. This means that all the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

The *Read Write Inc.* programme has detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. The coaching reading leader provides focused targeted plans for each group, outlining the ‘sounds’ and ‘words’ that need to be taught to accelerate progress for all individuals.

Every activity in every lesson is prepared thoroughly and has a very clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Simple teaching strategies and a lively pace ensure that all the pupils participate fully— there is no chance for them to lose concentration and miss key elements. In addition, because all 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 help us to focus the teaching and ensure pupils make very good progress.

All reading teachers monitor the pupil’s attention and focus throughout the session, assessing the progress each individual pupil makes. If the reading teacher identifies a child making slow progress during a session, a ‘pinny’ time sticker will be placed on the pupil indicating an additional quick catch up intervention session needs to be given during that same day.

### **Additional support for lower-attaining pupils**

Pupils in the ‘lowest’ attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils 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.

### **Multi-sensory approach**

Pupils making the slowest progress and receiving one to one tutoring will be further assessed by our SENco team to provide advice and support to deliver a multi – sensory approach to Phonics to meet their individual needs.

### **Homework**

Children will bring home a phonic decodable *Read Write Inc* book they are currently reading at school, this will be changed every four days. We encourage all pupils to re-read the text several times throughout the week to improve fluency and speed.

Pupils are also encouraged to take home familiar picture books from our class reading corners to support parents to share story time sessions at home with their child. It is essential that children hear stories read aloud to them to extend their vocabulary range, inspire creative imagination and support their personal, social and emotional development.

## **Quality of teaching and pupils' progress**

The headteacher and reading leader monitor pupils' progress together until every child can read. No child is left behind to struggle. We record lesson observations and any subsequent coaching alongside the 'teacher tracker' so that we can see if there is a correlation between the quality of the teaching and the progress pupils make.

1. The *Read Write Inc.* 'cycle of instruction' is embedded across the curriculum – MT/YT, TTYP. Pupils do not raise their hands to answer questions.
2. Close grouping for reading is maintained – pupils are moved on quickly.
3. The purpose of each activity is clear to both teachers and pupils.
4. Planning and marking is thorough.
5. Pupils read books at home that closely match their word reading, as well as familiar stories and texts beyond their word reading.
6. Teaching is monitored thoroughly (see Leadership and Management).

## **Behaviour and safety in our school**

Pupils have very positive attitudes to the programme. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining their attention, for setting up partner routines, and for managing the way pupils move around the classroom. Everyone uses the same signals. The teachers are encouraged to use these strategies in other lessons, too, so that the approach to behaviour is consistent throughout the day.

Pupils are taught the manners and behaviour that are necessary to work with adults and other pupils. Adults are expected to demonstrate positive attitudes and good manners, and to act as role models for pupils.

Praise for hard work and good behaviour is fundamental to pupils' progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, is at the core of the school's work – for staff and pupils.

## **Attendance**

The programme is intensive and cumulative, so poor attendance severely disrupts the progress of any pupils who are absent, for however short a time. Our attendance manager – Mrs Jacqui Darlington meets with the head teacher daily and arranges meetings the parents of the pupils who have poor attendance and low reading ability.

## **Leadership and management in our school**

### **Shared vision**

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The headteacher works with all the staff to ensure that this happens. In particular, she works closely with the reading leader to monitor the quality of teaching and to provide coaching for staff who need it (teachers and teaching assistants).

The role of the reading leader is critical. Alongside the headteacher, the reading leader drives the teaching of *Read Write Inc.* Phonics, ensuring it is taught with fidelity so that all the pupils complete the programme as quickly as possible.

The reading leader's roles include:

- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- keeping the groups homogeneous, i.e. at the same reading level
- providing further training (through demonstration, coaching, monitoring)
- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.

The reading team is made up of a team of good teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level. Our TAs generally teach small groups of six to ten.

### **Professional development**

A key element of *Read Write Inc.* is consistent whole-school practice, underpinned by appropriate professional development. The headteacher, all the teachers and teaching assistants are trained to teach reading. All staff have attended two-day training and the trainer has returned to support us on subsequent development days and refresher training sessions. We generally hold at least two development days every year to ensure we are aware of up-to-date practice.

### **Parents and carers**

We invite parents/carers to an initial meeting and we hold workshops regularly to show how they can help their children read at home. We would like them to help their children, but we also recognise that some are not well-placed to do this. If they don't, their children won't suffer; it is our job to teach their children to read.

We organise repeat meetings for those who do not or cannot attend. We ensure that pupils whose parents do not attend keep up with their peers. We check that they make good progress in lessons, we give them extra one-to-one lessons, and we encourage them to read to themselves and to siblings at home.

See the **parent page** on the Ruth Miskin Training website:

<http://www.ruthmiskintraining.com/teacher-support/tag-36/index.html>