

Read Write Inc. Phonics Policy

Introduction

This policy is set in the broader context of our school vision in the context of an enabling culture and ethos founded on our Christian values. It reflects our commitment to providing a broad and balanced curriculum that develops each individual in the broadest sense to be the best they can be. Our curriculum is built on the principles of inclusivity, excellence and ambition.

Our Christian Ethos

The foundation of our Christian ethos is rooted in Chad and epitomised through his example of Love, Truth and Humility. His example, and that of Jesus Christ, is what we have built our vision on.

Our Vision

Creating a community with open hearts and open minds

As an inclusive and welcoming church school, we work towards creating a community with open hearts and open minds. We strive to ensure that all members of our school community understand themselves to be valued for who they are. Our inspiring and ambitious learning environment enables pupils and adults to aspire to fulfil their hopes for the future. Through challenge and support, we help each other overcome barriers so that everyone can feel confident in pursuing excellence in all they do.

Our work is set in the context of the Church of England Vision for Education, 'Deeply Christian, Serving the Common Good,' Autumn 2016 and educating for:

- Wisdom, knowledge and skills
- community and living well together
- respect and dignity
- hope and aspiration

As a church school within the Diocese of Lincoln, we embrace the Diocesan vision for 'Church schools serving their communities through excellence, exploration and encouragement within the love of God.'

Our school vision, set in the context of a Christian ethos, is lived out through our aims and values, creating a community in which we can all grow.

We aim to provide a broad, balanced and creative curriculum that will support each one of us to become successful learners, confident individuals and responsible citizens.

This is lived out through building a community based on the shared values of:

- tolerance and understanding
- empathy and respect
- responsibility and co-operation
- trust, honesty and forgiveness

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Policy and Practice

This curriculum policy reflects our agreed principles and practice to ensure all learners have equal access to a broad and balanced curriculum.

This policy sets out the expectations of Read, Write, Inc. (RWI) at Dunholme St Chad's Church of England Primary School and its approach in ensuring that all pupils are able to read and write, learning in a positive learning environment.

The policy also enables the teaching team to comply with the National Curriculum 2014 section 6.0 - set out by the DFE which states that all staff have a responsibility to develop pupils' reading and writing in all subjects to support their acquisition of knowledge, and to maximise their life chances.

Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.

About Read, Write, Inc.:

'Read Write Inc.' produced by Ruth Miskin, is a method of learning centred around letter sounds and phonics, blending them together to read and write words and using these learnt sounds in their reading and writing. In Reception, Year 1 and Year 2 children will follow a daily phonics programme to create fluent, enthusiastic readers, confident speakers and willing writers. In KS2, some children, who are not yet fluent readers and accurate writers, will complete a 1:1 or a group intervention programme that equips them with the skills to read and understand texts confidently, write fluently, think critically and articulate thoughts and ideas clearly.

What is the INTENT of the Read, Write, Inc. programme at our school?

To enable everyone to flourish and achieve their ambition at our school, the English curriculum takes a multi-faceted approach that embraces local, national and global partnerships and will:

- Teach children the 44 common sounds in the English language and how to sound-blend words for reading (decoding) at the same time as developing handwriting skills and spelling (encoding).
- Inspire children to develop love of reading.
- Ensure all children learn to read fluently by the end of KS1.
- Ensure all staff in school are fully trained in the delivery of RWI Phonics.

How will we IMPLEMENT the teaching of writing within the English curriculum?

- To teach engaging daily phonics sessions and deliver a lively and vigorous teaching of synthetic phonics.
- Targeting children who are falling behind as early as possible so that intervention and one-to-one tutoring can be put in place alongside their daily phonics sessions.
- The children have the pleasure of reading exciting storybooks which is matched to their level – so that they have early success in reading.
- Children are given home reading books which match their RWI level, so they are successful when reading at home.
- The children follow a structured and consistent programme of reading and writing activities in small groups every day.
- All staff at Dunholme St Chad's Church of England Primary School have been trained in the delivery of this programme.

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- Monitoring and coaching of staff is conducted weekly and training is provided each week through Training Pathways, Group Sessions and Individual Sessions with the Phonics Lead.
- All classrooms display the speed sounds posters to ensure pupils apply their phonic knowledge whilst writing. This is in a prominent place in each classroom and is referred to during lessons.
- Read, Write, Inc. Phonics is not only taught in KS1, but is also continued through the implementation of Read, Write, Inc. Spelling in Years 2-6 to ensure continuity.
- Assigned 'Reading Leader' to lead Phonics and manage the Reading Teachers and assessment processes.

The Role of the RWI Reading Leader:

- Ensure that the School complies with this policy
- Ensure that this policy is implemented in a fair and effective way
- Ensure lessons are monitored
- Track the progress of each child and groups
- Identify children at risk and organise intervention to enable them to make progress
- Ensure that all staff receive appropriate support and CPD

The Role of the Reading Teacher Staff:

- Be consistent in the teaching and learning of RWI
- Be a positive role model for pupils
- Ensure they are fully prepared for each session
- Feedback to the RWI lead about the progress of their pupils

Read, Write Inc. has 5 underlying principles – the five Ps:

1. **PACE** – no time is wasted during teaching sessions! Children are active and involved in a fun and creative way. The aim is for the children to complete the programme and embed the skills as quickly as possible.
2. **PRAISE** – teachers praise the children constantly throughout the teaching sessions. Children learn more quickly when they are praised for what they do well, rather than approached for what they do wrong. The children are encouraged to praise each other and as a school we have adopted several 'Praise Phrases' and 'Praise Actions'. Ask your child to demonstrate!
3. **PURPOSE** – each activity has a very clear purpose. The teacher will set this purpose at the beginning of the lesson so that the children know exactly what they will be learning and why.
4. **PARTICIPATION** – all children take part in all parts of the lesson. Full participation is gained through partner work and choral response.
5. **PASSION** – as a staff we are passionate about our teaching and the benefits of the Read, Write Inc. programme!

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How will we measure the IMPACT of the English curriculum?

Assessment, Recording and Reporting:

The programme begins in the Early Years Foundation Stage and once a child is reading at the acquired age related expectations (ARE) and assessed at ARE, they will have completed the programme.

The children are assessed and grouped according to their ability each half term. This data is analysed so that 'Spotlight' children can receive additional support. The data is also communicated with the Reading Teachers to ensure they are aware of the next steps for progress.

In Year 1, children also complete the Statutory Phonics Screening Check to assess their Phonics and Reading attainment. Any child not to pass will be supported and given extra intervention in order to achieve and retake the Phonics Screening in Year 2.

Order of the Programme

The programme is ordered through a series of colour-coded books, each progressively introducing new letters and sounds. Children are assessed every six weeks to review whether they are ready to progress onto the next book colour. Here, you can find the progression of book colours and the typical age-range that children will be exposed to them. Children read their school books at home applying skills taught in RWI sessions.

Books	Year Group Expectations
Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Reception
Pink 1-10	Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year Two
Grey 1-13	Year Two

Parental Engagement

It is essential that, as well as the sessions taught in school, children are exposed to phonics and reading at home **every day**.

More information for parents/carers about their role in helping their children to learn to read, can be found at:

<https://ruthmiskin.com/en/find-out-more/parents/>

Use of information technology across the curriculum

Use of information technology including the internet is implemented in line with our management of behaviour policy, the e-safety policy and the Acceptable Use of IT policy. Use of the internet and mobile devices including social media is actively monitored. As a school, we encourage and promote the safe use of the Internet and mobile devices to support and enhance learning across the curriculum. E-safety is specifically taught across all age ranges in school at an age-appropriate level following a detailed progression of skills which enables children to develop their digital literacy in a beyond the school. In English, information technology is used across a range of areas to enhance learning. The list of uses includes: researching particular topics for ideas for writing; creating videos and recordings of performances or recitals of written work; and presenting work in a number of different formats (e.g. Book Creator, eBooks, Word Documents, PowerPoint Presentations, iMovie).

All leaders, staff and children receive up-to-date training regarding issues that are pertinent to ensuring the safety of all stakeholders when working online and with mobile devices. All incidents

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are reported to the designated e-Safety and designated safeguarding leads. Parents and carers are encouraged to work in partnership with the school and have access to a monthly newsletter and other guidance materials via the school website.

Research-Informed Practice:

The Reading Lead has a professional responsibility to read, use and inform others of current research linked to their subject. They will have good subject knowledge with an up-to-date understanding of expectations through links with subject associations, networking and research.

Monitoring, Evaluation, Impact and Assurance:

To ensure effective and rigorous teaching of English across school, the subject leaders monitor standards in the subject using the progression in knowledge, concepts and skills documents, as well as their own subject and pedagogical knowledge. This helps the subject leaders to corroborate teacher judgements and provide support, where necessary, to both pupils and staff.

A range of monitoring activities are undertaken at various points throughout the year, which may include book and planning scrutiny, lesson observations, pupil interviews and staff/pupil/parent questionnaires.

Monitoring is evaluated and clear actions are identified. Subject Leaders assure Senior Leaders and Governors through verbal reporting, and mid-year and end of year monitoring, evaluation and assurance (MEA) reports.

Review:

All policies will be reviewed annually by the Subject Leader(s) and edited accordingly. Subject Leaders will amend the date the Policy was reviewed so that it reflects current practice.