St Giles CE Primary School

Policy on phonics and the teaching of reading and writing

in EYFS and Key Stage One.

'You must love one another as I have loved you.' John 13 v 34.
Working together with love we will provide a happy and nurturing environment where all will, ***'learn to love and love to learn'***, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos we will celebrate and embrace the richness of our community.
Learn to Love - Love to Learn
'You must love one another as I have loved you.' John 13 v 34

Our pupils learn to read and write effectively and quickly using the *Read Write Inc. Phonic*s programme. St Giles is a *Read Write Inc.* school.

The *Read Write Inc.* Phonic programme

The programme is for:

- pupils in Reception to Year 2 who are learning to read and write
- any pupils in Years 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
- write confidently, with a strong focus on vocabulary and grammar
- 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 rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Reception 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 – 'tricky 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.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. Opportunities are provided for children to write every day.

Staff model and pupils write at the level of their spelling knowledge;pupils use their knowledge of the alphabetic code and the tricky words they have learnt. Throughout the programme they learn to spell more complex words confidently and accurately. We encourage children to use ambitious vocabulary in their writing. This reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. We prefer our children to use phonetically plausible attempts at complex words rather than limiting their word choice to simple words they can spell correctly.

Our aim is for pupils to complete the phonics programme as quickly as possible.

Achievement in our school
Assessing and tracking progress

We assess all pupils who are on the *Read Write Inc programme* using the Sound and Word Entry Assessment. We use this data to assign them to either *Read Write Inc.* Phonics or *Read Write Inc.* Literacy and Language. 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.

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed. 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.

A large proportion our pupils complete the phonics programme by the end of the Autumn term in year 2. Pupils who are making slower progress usually complete the programme by the end of Year 2. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2. We support pupils who have identified special educational needs for however long it takes until they can read. We identify those who are at risk of falling behind their peers and set them targets to meet. Our highly trained *Read Write Inc.* tutors in Key Stage One and Early Years tutors these children every day.

Narrowing the gap – and pupil premium

The programme as a whole has been very effective for our pupils in narrowing performance gaps between different groups. The Senior Management Team including the *Reading Leader* ensure pupils are in the catch up tutoring provision to target underperforming groups.

Phonic screening check

We have high expectations of our pupils' progress. We attribute this increase to the programme and to the expectations it builds in.

Impact across the curriculum

Our teachers are enthusiastic about using the *Read Write Inc.* programme because they can see how well pupils learn from it and the progress they make, not just in English but across the curriculum.

1. Data is used effectively to ensure gaps are closing between all groups – in particular those eligible for the pupil premium (*Read Write Inc.* assessment and tracking, standardised reading tests, phonics screening check).

2. 80-90% of pupils complete *Read Write Inc*. Phonics by end of Year 1 Term 3.
3. Slower progress pupils and those with specific Special Educational Needs are taught in small homogeneous teaching groups and receive *Read Write Inc.* one-to-one tutoring.

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 half term, on the Assessment Tracker. This 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 receive tutoring so that they keep 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. 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.

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 tutoring, in addition to their group session in the morning. This tutoring helps us to meet their individual needs.

Ensuring challenge for higher attainment

Pupils are grouped homogeneous regardless of age. Therefore higher attaining children in Reception would be taught alongside year 1 or 2 children. Similarly children in Nursery may be placed on the *Read Write Inc.* programme ensuring each child is challenged.

Feedback and marking

We emphasise constructive feedback. For example, we praise pupils for what they do well; such as displaying the behaviour they all need for their learning to be successful. Teaching partners are praised for their effective teaching.

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. Extended pieces are marked afterwards. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

Quality of teaching and pupils' progress

The Headteacher and reading leader monitor pupils' progress together until every child can read.

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. Teaching is monitored thoroughly.

Behaviour

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.

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. Children who are absent are tutored to catch up on what they have missed.

1. All staff use the Management signals consistently in and out of lessons.
2. Praise is fundamental in helping pupils make progress and behave courteously.
3. Pupils attend every day, unless poorly.

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, he 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.

Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.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 groups of six to twelve.

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 J. Crawford returns to support the school through development days to coach and ensure the reading leader is abreast of any update.

Parents and carers

Parents and carers are invited to termly workshops to share how they can help their children read at home. Weekly RWInc videos are sent to parents to help them see the sounds their child needs to practise. Teachers ensure that these are also posted on the Google classroom platform for pupils and parents to access.

Advice for parents on Read Write Inc is available on the school website through the portal. Alternatively, see the **parent page** on the Ruth Miskin Training website:

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

1. All staff are trained on *Read Write Inc*. Phonics and Get Writing!
2. The reading leader regularly observes reading teachers, particularly those who need support through modelling and coaching using the pathways on the portal.
3. The reading leader meets with the reading team regularly to develop a the weekly focus.. The reading leader is always available to answer questions.
4. The reading leader organises workshops with parents.

Reviewed: 12 November 2026

To be reviewed : 30 November 2028