



Phonics with Read Write Inc. at Illogan

Rationale

Our pupils at Illogan Primary School learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. We ensure fidelity to our chosen programme and ensure all staff in school are trained and upskilled accordingly. We are supported by a link mentor from Read, Write, Inc. to ensure our systems are up to date and in line with expectations. We have a designated reading leader and a team of teachers and learning coaches to deliver the programme.

Read Write Inc. Phonics

The programme is for:

- Pupils in EYFS to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow Read Write Inc. and Fresh Start as required.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception 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 Year R from week 1 in September, 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.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception 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. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Following successful completion of our phonics programme, the children progress into Accelerated Reader.

Outcomes for children assessing and tracking progress

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to either Read Write Inc. Phonics. 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. 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. 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.

It is our aim that 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. 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. Narrowing the gap - and the pupil premium.

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 - MTYT, TTYP.
2. Close grouping in Phonics 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. In Phonics, pupils read books at home that closely match their word reading ability.
6. Teaching is monitored thoroughly (see Leadership and Management).

Personal development, behaviour and welfare

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. We believe that the partner work and the homogeneous groupings organised to teach Read Write Inc. Phonics, help the pupils learn to work together heart of every lesson, taught through the programme and embedded in other lessons.

Parents and carers

We correspond with our parents through the suggested materials given by Read, Write Inc. Communication is made firstly via class dojo where we share information leaflets supporting the early reading process at home. We support our parents by showing them how to help their child read at home, regular

information is shared as and when needed and workshops are held to show how parents can help their children read at home.

We use the resources on the parent page on the Ruth Miskin Training website: <http://www.ruthmiskin.com/en/parents/> We also encourage home participation using the Read, Write Inc. online portal and the materials available to us in school and at home on Oxford Owl. We can assign specific tasks to groups of children.

There is an expectation that all pupils read at home daily. Reading books are carefully selected so that children take home blending books or reading books containing only the sounds that have been taught. This enables children to embed learned sounds and begin reading with fluency.

Phonics Screening Check

During the Summer Term in Year 1, children nationwide are assessed on their phonic knowledge. This 'check' helps us to identify children who have gaps in their learning and may need further support in Year 2 to develop reading skills. Year 2 children who did not meet the expected threshold in Year 1 will be checked again in Year 2.

Equal Opportunities and Inclusion

Regular assessments of all pupils ensures that children are working in a RWI group that meets their needs. Pupils are not always taught in a RWI group led by the teachers from their classroom and may be taught by teachers from other classes, ensuring that teaching is closely matched to ability and the needs of the children.