



Moorlands Primary School



“Anything is Possible!”

Phonic Policy – Read Write Inc

Introduction

This policy outlines the teaching, organisation and management of the reading strategies taught and learnt at Moorlands Primary School. The school’s policy for phonics is based on the National Curriculum 2014 and EYFS framework, the school follows the structure of Read Write Inc. The implementation of this policy is the responsibility of all the teaching staff.

Children at Moorlands Primary School will secure automatic decoding skills and progress from ‘learning to read’ to ‘reading to learn’ for purpose and pleasure. The ultimate goal of learning to read is to develop comprehension and nurture a life-long love of reading.

To achieve this, staff are clear about teaching and learning strategies which help children to acquire word recognition skills and those which help children develop high-level comprehension skills. CPD to support this process is sourced internally and externally.

Moorlands Curriculum is designed with the purpose that:

Language + Questioning – Communication.

The teaching and learning in Phonics follows our teaching and learning policy which is based on the Rosenshine’s principles of instruction (2012).

These are drawn from the following three sources:

1. Research in cognitive science
2. Research on the classroom practices of master teachers
3. Research on cognitive support to help pupils learn complex tasks

Teaching Phonics

The processes by which children comprehend spoken language are the same as those by which they comprehend the words on the page; the difference being that the first relies upon hearing the words and the second upon seeing the word in written form. In order to comprehend written texts children must first learn to recognise and decode the words on the page.

Aims:

We aim to deliver high-quality phonic teaching which secures the crucial skills of sound and word recognition, that once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text.

- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To ensure that there is fidelity by using the ‘Read Write Inc’ programme, and ensuring consistency across the school.
- To differentiate phonics and spelling work according to the needs of the pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- To support children’s learning in individualised small groups appropriate to their needs.

- To give children word work strategies that will enable them to become fluent readers and confident writers.

Principles of high-quality phonic work

Extensive research makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. The progression of the 'Read Write Inc' programme used at Moorlands provides the structure for all phonics teaching.

Beginner readers should be taught:

- Grapheme-phoneme correspondences in a clearly defined incremental sequence
- To apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, to successfully read with increasing fluency and accuracy.
- To apply the skills of segmenting words into their constituent phonemes in order to spell them.
- That blending and segmenting are key early reading skills.

High-quality phonic work will be most effective when:

- It is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness
- It is multisensory approach providing activities which support key learning.
- It is systematic, following a carefully planned programme which reinforce and builds on previous learning to secure children's progress and promote confident readers by the end of Key Stage One.
- It is taught discretely and daily at a brisk pace following the Read Write Inc structure:
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum in such activities as independent, shared and guided reading and writing

Organisation of Phonics

Phonics is taught through Read Write Inc and supported by using only Read Write Inc materials to ensure an engaging and interactive experience. Phonics is taught in small groups daily and can involve pupils from different year groups being taught together.

Parental Involvement

Co-operation and support from parents are paramount if a child is to become a successful and competent reader. At Moorlands Primary School we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record book.

On Google classrooms Read Write Inc video clips are added to the Year group's classroom to support parents and children with phonics.

Parents are invited to Phonic workshops throughout the year to ensure a consistent approach between home and school. Information is also sent home to support parents and their children.

What to teach when:

Group	In Speed Sounds lessons teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A	Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pivvy Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B	Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pivvy Time Speed Minutes	Read 26+ sounds Blend sounds into words orally
Set 1 Sounds Group C	Read 26 Set 1 single-letter sounds speedily Blend independently using Phonics Green word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pivvy Time Speed Minutes	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk
Ditties PCM	Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pivvy Time	Read all Set 1 Sounds speedily including Special Cards Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk) Read 3 sound nonsense words with Fred Talk
Read Ditty Books	Review Set 1 Sounds (reading only) Read 45 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pivvy Time	Read Word Time 1.6 and 1.7 (45 sounds) Phonics Green Words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green	Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pivvy Time	Read Word Time 1.6 and 1.7 Phonics Green Words speedily
Purple	Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pivvy Time	Read the first six Set 2 Sounds (ay, ee, igh, oo, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 45 sounds) speedily
Pink	Read Set 2 Sounds and matching Phonics Green Words Read Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pivvy Time	Read all Set 2 Sounds speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2 Sounds in Phonics Green Words speedily
Orange	Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pivvy Time	Read Set 2 Sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily
Yellow	Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pivvy Time	Read Set 3 Sounds: ea, oi, a-e, i-o, o-e, u-e speedily Read these sounds in Phonics Green Words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue	Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pivvy Time with Speedy Green Words	Read all Set 3 Sounds speedily Read Set 3 Sounds in Phonics Green Words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey	Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Afternoon Speed Sounds lesson Pivvy Time with Speedy Green Words	Read all Set 3 Sounds in nonsense words Read multi-syllabic Phonics Green Words speedily Read a passage at 80-90+ words per minute with intonation that shows some comprehension

Teaching Structure

Reception

Term 1: 20 minutes teaching per group

First four weeks:

- 5 minutes - Teach Set 1 Speed Sounds.
- Followed by 15 minutes - Teach letter formation and Word Time reading at tables.
- Play Fred Talk games.

After four weeks: 20 minutes each

- Teach Speed Sounds Lesson, including letter formation and Word Time reading and spelling at tables.
- Keep up group: teach in a group of four (daily one-to-one tutoring for 5 minutes)
- NB Once children begin the Photocopy Ditties, teach a 30-minute session.

Term 2: 30 minutes teaching per group

- Teach Speed Sounds Lesson (10 minutes)
- Ditties/Storybooks (20 minutes)
- Keep up group: teach in a group of four and/or daily one-to-one tutoring for 5 minutes.

Term 3: 40–60 minutes teaching per group

- Teach Speed Sounds Lesson (10 minutes)
- Ditties/Storybooks (at least 30 minutes)
- Teach in a group of four and daily one-to-one tutoring for 5 minutes if any children are still learning Set 1 Sounds and blending.

Year 1 and 2

60 minute teaching per group

- Teach Speed sounds lesson (10 minutes)
- Storybooks (at least 30 minutes)
- Get Writing session

Resources

To ensure a consistent approach all staff leading a Read Write Inc group have had Read Write Inc training by a Read Write Inc consultant. All staff have: Picture cards, Speed sounds set 1, Speed sounds set 2 and 3, plushy Fred, green and red cards, A4 speed sounds 1 and A4 speed sounds 2. The books are organised into packs so that staff can collect the resources for their groups (this includes additional green words and nonsense words).

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, including those eligible for the pupil premium.

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 NFER from Year 1 Spring term so that we can ensure that the gains our pupils are making are age-appropriate.

We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2. We have high expectations of our pupils' progress. Pupils who are making slower progress usually complete the programme by the end 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. 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.

For those on the Read Write Inc. programme, pupil progress is assessed through six practice tests and an end of year test. These tests inform planning and any additional support needed. A tracker is used to collate individual pupil progress.

At the end of Year 1 there is a statutory assessment – Year One Phonics Screening Check (Standards and Testing Agency 2012) this test is taken in June of each year.

In Year 2, children who did not reach the required standard for the Year 1 Phonics Screening Check will need to be re-assessed. These children will then be required to take the test in Year 2 during the following June testing period. When children arrive in Year 2, they will be placed within a relevant group to support and accelerate their phonic skills.

Intervention/SEN

Reading is important for all pupils. Teaching and learning within reading sessions is differentiated to support those with special education needs; this could be, but not limited to, using visuals, varying the texts provided, through group discussion or adult support. Lower ability and/or SEN pupils may be involved in a small reading group within class reading session to develop reading understanding. Additional reading 1:1 or group sessions may be used as a tool if accelerated progress is required. Approaches are implemented if directed by Inclusion Support to support dyslexic.

Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender race or culture.

The school will put in place positive steps to support those children who have limited access to reading at home through lack of parental education.

Equal Opportunities

At Moorlands Primary School we believe that all children regardless of their gender, age, and ethnicity, academic or physical ability are given equal opportunity to reach their full potential, successfully and confidently.

We ensure equal access in a variety of ways, for example:

- Displays and resources reflect the above as positive role models
- The content of what is planned reflects our diverse society
- Where appropriate group flexibly to promote confidence and social skills
- Ensure that appropriate structures/resources are in place so that children can access the curriculum