

**ST LUKE'S CE
PRIMARY SCHOOL**



**CURRICULUM
STATEMENT
FOR
PHONICS AND
EARLY READING**

Subject Lead: Jane O'Neill

Every child a reader...

“Teach a child to read and keep them reading and we can change everything. And I mean everything.”

[Jeanette Winterson]

Intent

As a school, we teach synthetic phonics as the initial approach to the teaching of reading. Our pupils learn to read and write effectively using the Read Write Inc. (RWI) Phonics Programme which is a systematic programme for the teaching of phonics, reading, spelling and writing. We want all pupils to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing.

We aim to ensure that **all** 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
- Learn letter formation and handwriting skills.

Implementation

The RWI programme is delivered to:

- 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

- Struggling readers in Years 5 and 6 following the Read Write Inc. *Fresh Start* programme

Pupils are taught 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 according to their progress in reading rather than their writing. Sometimes, groups will include pupils from more than one year group. 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 (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, including the books children take home to read. 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 and a parent/carer help to support their increasingly fluent decoding.

Alongside this, teachers regularly read a wide range of stories, poetry and non-fiction to pupils.

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 and will have the skills needed to access reading in all curriculum areas.

The RWI approach is taught considering the 5 Ps:

- Praise – Children learn quickly in a positive climate.
- Pace – A good pace is the key to each session to ensure all children are engaged and on task.
- Purpose – Every part of the lesson has a specific purpose.
- Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!
- Participation – A strong feature of RWI lessons is partner work and the partners 'teaching' each other.

Early Years Foundation Stage

Children in Reception are taught daily phonics lessons. In the first four weeks of Reception, the initial sounds (Set 1 Speed Sounds) are taught in class groups. After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan.

We ask parents and carers to support us by reading daily with their child and practising with the RWI flashcards.

It is our aim that all children leave Reception at least reading the Green RWI books to be ready for the demands of Y1.

Key Stage 1

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have a daily RWI phonics lesson, starting with a 10 minute speed sounds session. This teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding 'alien' (pseudo/nonsense) words, and spelling. Children then

read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day/5 day plan (depending on the stage). The learning in the remaining part of the session includes spelling, handwriting/letter formation and punctuation.

Children are assessed at least half termly and those who are at risk of falling behind the programme's pace and expectations are identified early and additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Reading Leader.

Children in Year 1 complete the phonics screening check at the end of the year.

It is our aim that children leave Year 1 reading the Blue RWI books and that in Year 2 they complete the RWI programme by end of the autumn term.

All classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling and all staff (teachers and Teaching Assistants) are trained to the same high level to deliver the programme.

Key Stage 2

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the school's spelling programme.

Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention to ensure they catch up with their peers.

Impact

We assess all pupils following Read Write Inc. *Phonics* using the Entry and Assessment 1, at least every 6-7 weeks and the Reading Leader rearranges groups accordingly. Regular assessments ensure that children receive targeted teaching quickly according to their needs. Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support. Where it is clear that a child is not at the same point in their phonics development as the rest of the group

(either behind or ahead) we do not wait until the next assessment cycle, but complete an assessment as soon as possible to get them into the right group.

Parents/Carers

We endeavour to involve and train parents/carers in supporting phonics and reading at home through workshops, information sessions, newsletters and online resources.

Through the rigorous assessment of pupils through this scheme, we ensure that pupils select appropriate books to take home for reading.

Shared Vision

A key element of the Read Write Inc. Programme is consistent whole-school practice. This is underpinned by continued professional development. The school ensures that all teachers and teaching assistants are trained in this approach to teach reading. All staff receive regular Development Days throughout the school year supported by a consultant from the Ruth Miskin training team; attend weekly phonic CPD sessions where an element of the RWI programme is discussed, taught and practised in a supportive way; receive in lesson coaching for the teaching of the RWI programme from the Reading Leader and have access to training videos and additional support materials via the Ruth Miskin school portal. The Reading Leader ensures that the RWI phonics programme is taught with consistency and fidelity.

A Love of Reading

Daily reading of stories and rhymes by class teachers helps to encourage a love of reading across the school. We have well-stocked and attractive book corners in every classroom and also an outdoor story shed for Reception and a story-telling garden for KS1 and KS2. For KS1 there is also the "Blue Library" with a choice of a range of high-quality books to support children in the transition from RWI to completely independent reading choices. All pupils in Key Stage 2 enjoy a weekly library session. The library is also open at breaks and lunchtimes for children to choose a new book. Sessions in the library and the story-telling garden are supported by our pupil librarians.