

Reading & Phonics

Subject Policy



Our School Vision

Our vision is that all children at East Markham Primary School will be happy, successful learners who believe in themselves and achieve their full potential. With this always in mind, our school motto is '**Believe, Achieve, Succeed**'.

Intent

At East Markham Primary School, we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. To achieve this, we ensure that the following takes place:

- There is a sharp focus on ensuring that younger children gain the phonics knowledge and language comprehension necessary to read and spell
- Reading is prioritised to allow pupils to access the full curriculum offer
- A rigorous, sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading
- At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils
- At the early stages of learning to read, reading materials are closely matched to the learners' phonics knowledge
- Our reading curriculum offers exposure to a broad range of texts, spanning writing for a range of purposes

Implementation

Phonics

The Read, Write, Inc. scheme advocates that phonics lessons should be delivered using the 5 Ps:

- Pace – good pace is essential to the lesson
- Praise/Positive Teaching – children learn more effectively in a positive climate
- Purpose – every part of the lesson has a specific purpose
- Participation - a strong feature of RWI lessons is partner work (based on research which states that 70% of learning comes from partner talk)
- Passion – this is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!

Children who are at an early stage of reading (either due to their age, developmental level, lack of prior schooling on entry to the school in KS2 or if they are new to English), will take part in daily Read, Write Inc or Fresh Start lessons. Children continue to access Read, Write Inc/ Fresh Start lessons until assessment

shows that they are confidently using 70+ sounds to decode and read both real and 'nonsense' words of multiple syllables. Set 1 Speed Sounds are first introduced in the Summer term of Foundation 1 (Nursery). These sounds are then revisited as soon as the children start in Foundation Stage 2 (Reception).

Groupings

Pupils work within ability groups across F2, Years 1, 2 and 3, and smaller groups in Year 4, 5 and 6 where needed. Ability groups are organised using on-going assessments carried out every half term. The Reading Leader groups the children in light of the outcomes of the individual assessments. Less able children will be placed into small groups, where possible. Struggling readers and those at risk of falling behind are taught by the most skilled members of staff.

Parental Involvement

Parents meetings are held during the Autumn Term of F2 to introduce parents to RWI, and the way in which we teach their children to read. Parent workshops are also held in the Autumn Term of Y1 to reiterate the home reading and to introduce parents to Set 2 and 3 sounds.

Whole Class Reading Lessons

On the completion of Read, Write, Inc., children participate in a Whole Class Reading session of 30 minutes per day in addition to reading strategies taught in English lessons. The reading goal is to develop children's skills to enable them to understand what they read. Through all reading activities children should be taught the four key aspects of reading; word recognition, reading fluency, error detection, repeating and self-correction and understanding. Whole Class Reading lessons follow a set weekly structure with lessons focusing on the development of each of the following comprehension skills: retrieval, vocabulary, inference, prediction, summarise/ sequence and authorial intent.

Pupil Offer

- A consistent approach to teaching reading across the entire school
- Reading Ambassadors in each year 1-6
- A high-quality class library that meets the needs and interests of all of the children in the class
- High quality 'Family Books' sent home to develop reading for pleasure
- 15 minutes of protected high-quality class novel/ story time every day
- Access to a rich reading curriculum spanning cross-curricular links
- A reading incentive to encourage children to read at home
- All children are heard read by an adult each day (RWI) or week (WCR)
- Author visits

Interventions

The children in the lowest 20% attainment/ progress bracket are given additional interventions in order help them 'keep up'. In phonics, daily 1:1 tutoring is offered which follows a set structure based on the RWI Fast Track Tutoring programme. The Reading Leader specifies which children require which interventions based on half termly analysis of RWI assessments. Post phonics, children are offered bespoke interventions based on their area of need and are identified through half termly Teacher and summative assessment.

Inclusion

All Read Write Inc lessons are pitched at the appropriate level for the needs of the pupils in the group, as groupings are based on assessment of children's prior phonics knowledge. For children with significant additional needs, smaller groups and/or 1:1 support is provided.

The RWI scheme uses a combination of pictures and rhymes/phrases to support children to remember the sounds being taught, and the direct instruction format of the lessons further aids children with EAL and SEND to retain the learning.

Whole Class Reading lessons use the same weekly format, allowing all to pupils to build on the skills learnt. Opportunities are provided to both read and have read aloud each text to enable children with different learning styles to access the content of the lesson.

Impact

Assessment

In addition to half termly Read Write Inc assessments, which assess the children's ability to use the phonemes they have learned to decode both real and made up words, teachers use ongoing assessment for learning within RWI lessons to assess how well children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

If a child is making faster than expected progress, they may be reassessed before the end of half term, and depending on the outcome of the assessment, they may move up a group if it is deemed in their best interests. Children new to the school will be assessed within their first few days and placed in an appropriate ability group as soon as possible so that no learning time is lost.

Reading comprehension assessments are completed for children in Y1-6 and outcomes are monitored and analysed in Pupil Progress meetings.

The Reading Leader monitors the teaching and learning of early reading skills through lesson visits and analysis of half termly phonics assessments.

Staff training includes:

- Coaching sessions and modelled teaching for all adults teaching RWI by the Reading Leader
- Whole school Read, Write Inc Development Days
- Personalised online training pathways for all staff: new and experienced
- Access to online RWI training materials including model lessons
- Provision of RWI Handbooks with lesson plans