



Princess May Primary School

This policy outlines the organisation and expectations for this subject at Princess May Primary School.

The implementation of this policy is the responsibility of all staff.

Respect



Determination



Empathy



Responsibility



Aspiration



Respect



Responsibility



Determination



Aspiration



Empathy



Our Commitment to Staff

Staff



Foster and develop the highest standards of teaching through high quality professional development

Nurture and secure leadership talent to lead the future

Recognise and reward the commitment of all staff



Create and maintain a mutually supportive, collaborative and caring environment for all

Establish well-being and health as essential contributions to effectiveness at work.

Our Strategic Priorities

Enrich the curriculum to maximise opportunities for children to develop their talents and interests.

Create a culture of care and stimulate curiosity. Build an environment of independence and collaboration for all pupils.

Use high quality and innovative approaches to teaching to promote progress and engagement.

Enhance teaching and learning through ongoing professional development and continuous support.

Build strong and flexible leadership structures.

Ensure that every child learns to read.





Introduction and Overview

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Curriculum Statement

At Princess May, we passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

Therefore, to achieve this we have adopted the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation.

Moreover, the programme highlights aspects in the 2014 National Curriculum for English that are applicable to the early stages of the teaching of reading, aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences



Intent

We strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) to decode and then read from Early Years up to Year 2 to:

- apply their phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all common 40+ phonemes
- read accurately by blending sounds in unfamiliar words that contain the Grapheme Phoneme Correspondences (GPCs) that they have been taught
 - read common exception words, noting unusual correspondences between spelling and sound
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read words of more than one syllable that contain taught GPCs
- read words with contractions and understand that the apostrophe represents the omitted letter(s)
- accurately read aloud books, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread books to build up their fluency, accuracy and expression and hence develop confidence and enjoyment of reading
 - read most high-frequency regular words quickly and accurately, without overt sounding and blending; only needing to sound out unfamiliar words
- spell words containing each of the 40+ phonemes by segmenting the sounds in words
- spell common exception words correctly
- add prefixes and suffixes to previously taught words
- spell effortlessly, and with confidence, so that all their focus when writing can be directed towards composition
- make phonetically plausible attempts to spell words correctly
- select the correct GPC for words that contain sounds that have more than one GPC – e.g. ay, ai, a-e etc.
- form each letter correctly, using RWI letter formation rhymes to encourage correct entry and exit points, orientation and letter size.

Implementation

1. At Princess May, these skills are embedded within daily 1 hour RWI lessons where pupils are taught within small homogenous groups, across year groups, which reflect their performance in RWI phonics assessments..
2. Teachers teach RWI using a detailed, proven step-by-step teaching scheme; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.
3. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers.
4. RWI teachers have all the RWI resources needed to teach RWI and they follow detailed lesson plans. This ensures the consistency of the teaching of reading, in every RWI lesson, irrespective of the RWI reading teacher.
5. Teachers attend regular weekly in-house CPD sessions, where they have the opportunity to learn about pedagogical changes, new RWI resources and to observe and practice specific parts of the teaching process.
6. Regular assessment ensures that pupils are taught in homogeneous groups which match their phonic knowledge and reading level. Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their reading level. Those pupils making slower progress are usually taught in smaller groups and generally receive additional small group or one-to-one intervention.
7. We assess all pupils from Reception to Year 2 using RWI Assessment materials. We use this data to assign them to their correct RWI Group and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points.
8. We track the phonic progress that pupils make from Reception to Year 2 and, at the end of Year 1; we evaluate pupils' acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC). This ensures that we are able to maintain high standards in the teaching of the early stages reading in EYFS (using the Reading statements in the EYFS Profile), in Year 1 (using the PSC materials) and in Year 2 (using the statutory KS1 Reading assessment materials).
9. Pupils in KS2 that are still acquiring word reading skills, continue to be part of the RWI program.

Impact

By focussing on the teaching of reading in the Early Years and KS1, using a synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know.

The impact of high-quality synthetic phonics teaching, coupled with vigorous assessment procedures ensures that attainment of Princess May pupils is well above that of the Hackney and National Standards

Cultural Capital

The range of texts and topics that are presented in the RWI books encourages Princess May pupils to experience the 'awe and wonder' of the world by developing their curiosity, tapping into their potential, widening their horizons and building the essential knowledge so that they could aspire and achieve bright futures as educated citizens from whatever their starting points.



Teaching and Learning

Daily **Nursery** RWI lessons start during the spring term. Children have a short phonics input session, where they are taught two new Set 1 sounds per week and they also review previously taught sounds every day. Pupils practice Fred talk, to develop decoding skills, and they learn to write the corresponding graphemes for the sounds they have been taught. Children also write simple CVC words, using their GPC knowledge to assist them. Towards the end of the summer term, there is an increase in phonics focus during daily literacy lessons where children are encouraged to hear and write the initial and final sounds in words.

Reception RWI lessons start immediately after Reception teachers have completed their Baseline Assessment. Children are organised into RWI Groups based on their phonic knowledge, ability to orally blend taught phonemes and read simple CVC words. This ensures the correct level of support, challenge and progression in the teaching of reading in Reception. Daily RWI lessons are taught every week and each lesson lasts for approximately 30 minutes.

Daily **KS1** RWI lessons commence at the start of the academic year; children are grouped by their phonic knowledge as well as their reading accuracy, fluency

and comprehension. Five RWI lessons are taught every week and each lesson lasts for approximately 1 hour. Both the Reception and KS1 RWI lessons start with a 10-minute phonics input session, where new sounds are taught, or previously taught sounds are reviewed. Pupils learn how to apply their grapheme/phoneme knowledge to read real simple words – initially sounding out these words and then progressing onto speedy reading of words – and also alien (pseudo) words. They also learn how to read irregular words and multisyllabic words. Following on from this, during the main part of the lesson, pupils are taught to read the regular and irregular words that are found in the RWI storybook that they are reading, and then they apply this knowledge to read RWI storybooks at their phonic level. Followed by an assessment of pupil's phonics knowledge acquisition where they read alien/ pseudo words. The final part of the teaching sequence encourages pupils to write confidently, with a strong focus on vocabulary and grammar, spelling quickly and easily by segmenting the sounds in words and acquiring good handwriting.

Assessment

The programme's 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach their

partner. 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 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. 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 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.

Formative Assessment: Daily formative assessment opportunities are built into every RWI lesson. Choral response group work, partner work, the small class size allows teachers to evaluate pupils' phonic knowledge and hence modify the pace and focus of their lessons. Formative assessment opportunities provide teachers with knowledge of which children are making slow, steady or speedy progress and hence they can liaise with the Reading Leader to provide additional support (for children making slower progress) or an immediate assessment (for pupils making speedy

progress) to allow such pupils to change group.

Summative Assessment: All pupils are assessed every 4-6 weeks, or more frequently for those making speedier progress, using RWI Assessment materials. The assessment is conducted by the Reading Leader and the materials assess a pupils' sound to grapheme correspondence, ability to apply phonic knowledge to decode regular words and to read common exception words. Pupils reading fluency is also evaluated. Pupils' progress is tracked, to record their phonic knowledge and decoding skills, and this information is used to reorganise groups, RWI Storybook level and the focus of the phonics input of the lesson. Summative assessment is used to update RWI tracking sheets, which monitors pupils' progress over time, and also to update RWI AWL (assessment working wall) assessment grids on RWI portal and assessment grid on School portal. Assessment information, from both the formative and summative assessment progresses, is used to provide updates to parents via Parents' Evening updates or more specific meetings with parents.

Planning and Resources

Planning is minimised as we follow the Princess May RWI planning scheme, which is based on the RWI Handbooks and plans. This ensures consistency across the program, as

well as freeing up time for teachers to source additional resources etc. to make the lesson come alive to the class.

Planning details the focus of each part of the RWI lesson and explains the purpose of the activity to both the teacher and the pupil. Planning also explains the resources needed for each day in a 5-day and 3-day teaching cycle.

Every RWI teacher has their own box of RWI Resources these include:

1. simple and complex speed sounds charts,
2. small and large phonics flash cards,
3. magnetic boards and letters,
4. green and red word flash cards,
5. phonics wall friezes and Fred the Frog.
6. Set 1, 2 and 3 teaching sequence resources.
7. RWI storybooks (with Story Green words and Speedy Green words),
8. ditties and linked texts and props

Expectations

- Teachers follow Princess May RWI lesson plans and ensure that the lessons are taught at a good pace to ensure that all children are engaged and involved in the lesson.
- Children are praised for their contribution to lessons, reading and effort so that a very positive and respectful teaching environment is maintained.
- Every part of the lesson is explicitly referred to so that the teachers, and the children, know the purpose of the task.
- Use of effective partner work, turn-taking and children taking on the 'teacher role', means that children have an active role in all parts of the

lesson. 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. Teachers demonstrate their enthusiasm and passion in the program and this has a very positive impact on the teaching and learning environment.

- **Exercise books** are used to record spelling and completed long versions of the Get Write Activities. All planning of the Get Write Activities should be in the Get Write workbook.
- **Spelling** should be numbered and written in columns. Each word should be written on every other line.
- **Handwriting books** are used to record handwriting practice as outlined in the lesson plans
- Storytime (Talk through stories) is to be taught daily following the plans. Week 1 reading for pleasure, week 2 vocabulary focus. Core text are to be shared before during Storytime. All Story time books should be a mirror and window to the cultures, genders, and ethnicities in our school.

EYFS Nursery

Initially, during the autumn term children develop a love of language

and enjoy listening to stories. EYFS staff use 'Fred Talk' and Fred Games daily (saying words using pure sounds) with the children, with the expectation that the children will begin to encode the words.

During the spring term, Nursery teachers use phonics flashcards to teach two Set 1 Speed sounds per week with the aim that, by the end of the summer term, all Set 1 sounds will have been taught.

During this process children hear the sound, see pictures of objects that start with those sounds, hear a phrase to assist the children to help remember the sound, see the grapheme, and then write the grapheme. Children review previously taught speed sounds on a daily basis and continue to have regular opportunities for Fred talk. Reception

During the first few weeks of Reception, a Baseline RWI assessment is completed to enable the Reading Leader to determine the phonic knowledge of each child. Because of this assessment, classes are split into small homogenous groups. Children that know no or very few sounds, learn the Set 1 sounds from the beginning, in very small groups, with a focus on repetition and Fred talk.

Children that know some sounds, are taught unknown sounds then also progress onto assisted blending. Children that know many sounds, but can't orally blend, focus on learning the technique of assisted blending and then to quickly progress to independent blending. Those children that can orally blend and read CVC words, focus on using known sounds to independently blend words containing 3 or more sounds and reading RWI Storybooks.

Reception pupils learn sounds and the corresponding grapheme, or groups of letters which represent each phoneme. Simple mnemonics help children to quickly grasp this phoneme-grapheme relationship. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Reception and Key Stage 1 children are integrated for their RWI lessons; this allows children in Reception that are making exceptionally speedy progress to be taught in homogenous groups. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and 'tricky words'; so they experience success and gain confidence that they are readers. Pupils are re-assessed every six to eight weeks and the RWI groups are reorganised accordingly. RWI lessons occur from 9:00 until 10:00.

Marking

Self marking occurs during spelling, proof reading and hold a sentence, pupils use a blue pen. Teachers use a green pen to mark Get Write Activities. Next step marking should encourage pupils to identify misspelt words and letter formation. We take pride in the presentation of our books.

Role of the Subject Leader

The RWI Reading Leader:

- ensures that our teaching of reading is of the highest quality and that all our pupils make progress
- 'drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- ensures 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
- provides further training (through masterclasses, coaching/ observation and face-to-face feedback)
- Model, team-teach and coach
- Oversees the assessment of all Reception & Key Stage 1 and 2 pupils, reviews assessment data to organise pupils to the correct RWI groups
- assigns RWI teachers to RWI groups
- Lead and support parent's RWI sessions and reading mornings
- Work collaboratively with Literacy team which includes the headteacher, assistant headteacher, reading HLTA and class teacher. Meet weekly to discuss pupil progress and overall ebbs and flows of the programme.



Monitoring and Review

At Princess May Primary, we self-evaluate through our school development plan and action plans. Delivery of the Read Write Inc policy will be monitored within the school monitoring cycle: teacher observations, planning and interactive learning diary monitoring, interviews with children, analysis of the data and parent/carers feedback.

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Adapted by Governing Board	
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