



eastbury
primary
school
Succeeding together

Eastbury Primary Phonics Policy

2020/2021

Approved by:	Miss Grace Abwooli	Date: 12 th October 2020
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At Eastbury, our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Read Write Inc. Literacy and Language.

Rationale

Effective Phonics teaching and learning is essential for high attainment in reading and writing. Additionally, confidence with phonics is integral across the curriculum and used in all subjects. Achievement in this area benefits every area of pupil's development and the school as a whole. In order to move Eastbury's phonics teaching forwards it has been necessary to implement a clear and consistent inclusive teaching scheme.

Our school's catchment area is increasingly multicultural with the proportion of EAL learners well above the national average. Mobility is also high with many pupils joining or leaving the school midway through the school year. Within this context it is essential that our approach to teaching phonics and reading is adaptable to a range of experiences and abilities. It must be easily accessible to those learners with low level English skills, enabling them to make accelerated progress.

Read Write Inc. Phonics

The programme is delivered to:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- New (EAL) arrivals/Struggling readers in Years 5 and 6 also follow Read Write Inc. Phonics

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 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 through speed sound sessions. Pupils have frequent practice in reading the first 100 high frequency words with irregular spellings – common exception words with the class teacher.

Teachers and TA's make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. The children take home RWI Book Bag books for children to practise sound-blending.

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 weekly 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.

Through the Get Writing Scheme and by 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. 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.

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 or Read Write Inc. Literacy and Language, along with Read Write Inc. Spelling. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all children, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

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.

In addition, we use PM Benchmarking to accurately track and assess pupils' reading progress across the whole school. This is to ensure that the progress our pupils are making are age appropriate. Approximately 90% of our pupils complete the phonics programme by the end of Year 1. The vast majority of children complete the programme by the end of the autumn term of Year 2. 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. In the June 2018 phonic screening check, 90% of our pupils reached the threshold, and in June 2019, 92%. We attribute this to the programme and to the expectations it builds in.

Pupils who are making slower progress usually complete the programme by the end of Year 2 and receive further support in year 3 if needed. 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 15-20 minutes every day, using the Read Write Inc. tutoring programme. Their progress is recorded using an 'Individual progress through reading' sheet and is recorded on EduKey.

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 by our EAL lead until they too catch up with their peers.

By the end of Key Stage 1, most of 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.

Quality of teaching, learning and assessment

In Read Write Inc. Phonics, the homogeneous groups help us to focus the teaching and ensure pupils learn to read quickly.

Staff teaching Read Write Inc. Phonics record the results from the Assessments 1 and 2, which take place every eight weeks. This data allow us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

The Read Write Inc. programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Additional support for lower-attaining pupils learning to read Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs.

Effectiveness of leadership and management

Eastbury's vision is that every pupil learns to read quickly and continues to read – widely and often. The headteacher works with all the staff to ensure that this happens. In particular, she works closely with the Reading lead, Phonics lead and Literacy and Language lead to monitor the quality of teaching and to provide training for staff (teachers and teaching assistants).

The Phonics lead the reading leader drives the teaching of Read Write Inc. Phonics, ensuring that all pupils follow the Literacy and Language programme by the end of Year 1 / Term 1 Year 2.

The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.
- ensuring 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
- providing further training (through team teaching, coaching/ observation and face-toface feedback)

Teachers alert the phonics leader to any pupil whose progress is faster or slower than the rest of their group. The phonics team is made up of a team of good teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level. Our TAs generally teach small groups with no more than 12 children.

Parents and carers

We invite parents/carers to an initial meeting and we hold workshops regularly to show how they can help their children read at home. We send home materials via Classdojo for parents to use in order to support their child with reading. We also encourage parents to use the resources on www.oxfordowl.co.uk and www.activelearnprimary.co.uk.