

Carlton Junior & Infant School

Phonics Policy 2019-2020



Rationale

At Carlton we believe that your child’s love for reading and writing will unlock the gateway to their successful future. Therefore, we are committed to delivering the very best provision and opportunities for quality reading and writing.

‘Read Write Inc.’ (RWI), is an Ofsted recommended and highly acclaimed literacy programme which teaches children the ‘Simple View of Reading’, how letters and sounds in English are related (the alphabetic code). The children rapidly learn sounds and the letter or groups of letters they need to represent those sounds. Children read well-written, lively phonic books which are closely matched to children’s increasing knowledge of phonics and ‘tricky’ words, so that they always experience plenty of success. Repeated readings of the texts support their increasingly fluent decoding. Children also develop the skills for comprehension through discussion of each story, helping them to both understand what they are reading and to build up their knowledge of how texts are structured.

1.1 Aims

Teach children to:

- Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts.
- Apply the skill of blending phonemes in order to read words (FRED TALK).
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.
- Segment words into their constituent phonemes in order to spell words (FRED FINGERS).
- Learn that blending and segmenting words are reversible processes.
- Spell effortlessly so that all their resources can be directed towards composing their writing.
- Share their love for reading with parents and become avid readers.

1.2 EYFS and KS1 Phonics Programme structure and expectations

For reference we use the following progressive points within the phonics programme:

	Set 1 Speed Sounds	Set 1 ditty books	Set 2 storybooks	Set 3 storybooks	Off the programme
Expected End of year placing for steady or better progress	The first sounds children learn for blending.	Using the first sounds at sentence level.	Using set 1 sounds and long vowel sounds to read early story books.	Using all the sounds taught on the programme in a range of text types (equivalent Phonics Screening point).	No longer receiving literacy provision through the RWI programme
F2			✓		
Y1				✓	
Y2					✓

2. Organisation across the school

Children in EYFS, KS1 and Lower KS2 are grouped, in terms of their reading ability. This ensures that within the programme they are reading at their own level, every day. These homogeneous groups aid more focused teaching and increase efficiency in the monitoring of children’s progress. Children in Y3 and Y4 working below Secure Y2 - End of KS1 national expectation, work alongside F2 and KS1 children on the KS1 phonics programme.

2.1 EYFS

RWI is fully implemented in Early Years. In the Autumn Term, the class will collectively learn the Set 1 initial sounds. Once the sounds have been taught, assessments will take place to determine children's placing within the programme.

Sessions take place daily between 9.15-10.00am. Within this time, a 10 minute Speed Sounds session will occur with follow up handwriting and assisted blending sessions alongside children's access to continuous provision, in-line with the EYFS.

In EY, children learn Set 1 initial sounds. They focus on FRED TALK and the pronunciation of pure sounds. When able to blend the first sequence of sounds, EY children are encouraged to participate in the programme.

2.2 KS1

RWI groups are established following assessments carried out by the Reading Manager. The sessions occur daily for 1 hour. These sessions do not replace literacy teaching, with a 10 minute Speed Sounds session followed by Reading and Get Writing! sessions. Once children come 'off the programme' they will then access grammar sessions from the appropriate Literacy Curriculum. Children in Years 3 and 4 will return to their class teacher to work alongside their cohort within the Y3 and Y4 cohort setting.

2.3 KS2

AS required, children in Y3 and Y4 working towards Secure Y2 (equivalent to End of KS1 national expectation), work alongside EY and KS1 children on the KS1 phonics programme or they continue their phonic learning on the Y3/4 Guided Reading Programme (see 3).

Children in Y5 and Y6 working below Age Related Expectation work on a 1 to 1 basis as required and are supported in a daily intervention, normally within the designated Guided Reading session (see 3).

2.4 SEN/Able

SEN pupils are fully involved in RWI lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the Class Teacher, Group facilitator or Reading Manager as required.

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of predominantly older children.

Teaching and learning style

The style of teaching required is based on the 6 Ps principle:

- Praise:** Children learn quickly in a positive climate.
- Pace:** Clear and consistent behaviour management signals allow a good pace to the lesson - essential to the delivery.
- 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 (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).
- Perseverance:** It is important to remember to never give up! Every child can learn to read if you persevere.

2.5 Planning

Pupils work within ability groups which are defined by their performance on RWI phonic tests. Pupils are re-tested during the year and the groups are reorganised accordingly.

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. Each group facilitator has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

TA's are responsible for planning and organising resources for their RWI group, with the support of the Reading Manager as required. TA's will be given time weekly to prepare for upcoming sessions.

2.6 Delivery of phonics Speed Sound Sessions.

Reading

- Set 1 Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' i.e. 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words (FRED TALK).
- Blends are to be declustered. eg bl is two specific sounds 'b' and 'l'.

Writing

- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. Children use FRED FINGERS to segment and order sounds within words.

FRED FINGERS

- Children segment words placing individual sounds on the fingers of their non-writing hand from left to write. For example: *'The word is stray, Fred says s t r ay.'*
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

RWI Phonic Speed Sound Sessions are to follow a prescriptive pattern at sound and word time level.

Sound level

1. **Hear it/Say it** - Children orally practise saying the pure sound as modelled by the teacher.
2. **Read it** - Children recognise the grapheme and the tag line/phrase that goes with the sound.
3. **Write it** - Children practise writing the sound in a variety of ways.
4. **Review** - Mix today's sound amongst other previously taught sounds for assessment.

Word time level

1. **Hear it/Say it** - Children FRED TALK words that contain today's learnt sound as modelled by the teacher.
2. **Read it**
 - a. Teachers use sounds to practise constructing words (Assisted Blending) using FRED TALK (real and non-sense).
 - b. Teachers assess children as they independently read GREEN WORDS.
3. **Write it** – Children write words containing today's learnt sound using FRED FINGERS.
4. **Review** – Add words to spell which contain previously taught sounds and RED WORDS from the current bank of red words.

2.7 Behaviour management

In order to maintain pace in lessons and enhance the learning of the children, we use behaviour management techniques (silent cues) in all our groups.

- **STOP hand signal** – Children stop their activity and raise their hand.
- **MTYT** – *My Turn Your Turn* - The teacher models and the children copy the action.
- **TTYP** – *Talk to your partner* – Children work in pairs.
- **V of Vision** – Children sit in a V shape with designated places, all able to see the teacher clearly.
- **1:2:3** – Children's transition between activities (1. Stand up; 2. Move to the new learning space; 3. Sit down).
- **Sticker Rewards** – Children receive stickers for continued hard work.

3. Assessment and Recording

3.1 Assessment within the lesson

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of his/her children. The teacher assesses how children:

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

Each group leader is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered (see pupils in danger of falling behind).

3.2 Formal Assessment

Formal assessments are carried out during whole school assessment weeks by the Reading Manager using the RWI phonic checks (EYFS and KS1 Phonics Programme) and on-going phonic/word knowledge assessment (Fresh Start). This allows for achieving homogeneity within each group and indicates the correct access point for new entrants. Children fluently reading polysyllabic words including all 44 sounds come off the programme. Pupils' progress is tracked using the RWI Tracker and children in danger of falling behind are identified.

3.3 Children in danger of falling behind

When children's progress falls behind that expected, they are placed on a hotlist. Each class teacher receives a list of their hotlisted children to be displayed in the class. The Reading Manager and/or class teacher identifies areas of strength to build from and next steps for each child on the hotlist. Class teachers work throughout the day to build on the strengths of hotlisted children and introduce next steps for accelerated development. The head teacher also receives the hotlist.

4. Monitoring and Review

4.1 The role of the Reading Manager

The Reading Manager:

- Tests all KS1 pupils (F2 for Ditty Groups) and designates pupils to the correct groups.
- Assigns leaders to groups.
- 'Drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups.
- Where necessary models lessons.
- Conducts formal observations as part of whole school Quality Assurance.
- Undertakes training for staff as required.
- Undertakes support workshops for parents.
- Attends up-date meetings when they occur and reports back to the RWI group leaders.
- Meets with the headteacher regarding groupings, teaching environments and other pertinent matters.
- Is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards.

5. Home Lending

5.1 Aims

The RWI Home Lending Programme has been designed to help parents and children enjoy reading at home, using the RWI colour banded books. We aim to provide parents with clear information about how we teach children to read through a carefully planned, quality taught phonic approach and how this can be enhanced with parents' support at home.

We aim to help create a positive 'learning to read' experience for parents and children at home; ultimately, working together to help children make progress and read with fluency, accuracy and most importantly, enjoyment.

5.2 Organisation

Children take home resources that consolidate their recent learning in school. The handing out and returning of resources is managed by the group leaders on the completion of a sequence of sounds (set 1) or storybook (every 3 days for Set 2 and every 5 days for Set 3). Parents receive a handbook at every stage of the programme that explains the aims, philosophy, techniques, resources and activities for successful reading at home.

5.3 Resources and activities

Children learning Set 1 sounds

Children learning Set 1 sounds take home a pack which includes a 'Sequence Sound Card' (e.g. 1.1 *m a s d t*) and individual sound cards for assisted or independent blending. Sequence Sound Cards have a range of green words to make using the individual sound cards.

Activities

- Practise saying, reading and writing set 1 sounds. Ensure they are pure sounds (*avoid saying letter names and/or saying uh at the end of the sound: e.g. say mmm not muh!*).
- Use the individual sound cards to make real and non-sense (monster words).
- Read and Write Green words.

Children learning Set 2 and 3 sounds

Children learning Set 2 and Set 3 sounds take home a pack which includes their recently completed Storybook and a RED WORD bookmark.

Activities (Set 2)

- Practise saying and reading Speed Sounds, Green, and Red Words.
- Read the Introduction/Vocabulary check and Read the story twice.
- Read the story with fluency and expression / Discuss the questions to talk about / Read the speed words and test bookmark red words.

Activities (Set 3)

- Practise saying and reading Speed Sounds, Green, Red and Challenge Words.
- Read the Introduction/Vocabulary check and Read the story.
- Read the story and discuss the questions to talk about.
- Read the story with fluency and expression and answer the '*read and answer*' questions.
- Read the speed words and test bookmark red words.

Shared agreed with staff	September 2019
Shared with Children and Parents	September 2019
Ratified by Governors	September 2019
Review date	September 2020