



Reading Policy

Read, Write, Inc Phonics scheme



Date policy was last Agreed by Staff:	April 2024
Date policy was last agreed by Governors:	April 2024
Next Review:	April 2027

Intent

As a school, we teach synthetic phonics as the initial, and most important, 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, developing a love of reading and apply their skills competently to writing.

We aim to ensure that when learning to read all pupils:

- Learn phoneme grapheme correspondence quickly.
- Blend words quickly and effortlessly, using their phonic knowledge and skills.
- Read common exception words at a glance.
- Read aloud with fluency and expression.
- Understand what they read.

RWI lessons also develop writing skills to ensure all pupils:

- Learn letter formation and handwriting skills.
- Spell quickly and easily by segmenting the sounds in words using the correct grapheme phoneme correspondent.

Implementation

How will we achieve this at St John's School?

Firstly, a love of reading comes from the reading culture in the school. Throughout the school, we provide a stimulating reading environment and value reading as an enjoyable activity and a life skill.

Our classroom and whole school displays are language rich and promote a wide range of books to reflect different cultures and traditions. Children are encouraged to read for both information and pleasure and are able to use their reading skills to support their learning across the curriculum.

All children take home a book from our library to share at home, this is a book to be read to



them in the early stages and as their skills progress they begin to be able to read these for themselves. Each classroom has a book corner filled with books for children to explore some will be familiar texts and some will be new texts to excite their interest and imagination.

Daily story time sessions take place in all classes where a text that is beyond their reading ability is read to them by an adult. This allows children who are not yet fluent readers be exposed to more complex vocabulary and plot lines and to build on their comprehension skills in preparation for when they are able to read the text themselves. It also allows children to develop a further love of reading shared from the adults who read to them.

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.

The RWI programme is delivered to:

- Pupils in EYFS to Year 2 who are learning to read and write.
- 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.
- We group pupils homogeneously, according to their current phonic knowledge, blending skills as well as the speed and fluency of their reading.
- This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings known as red words in RWI (common exception words.)
- Pupils are also 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. This is especially useful for pupils at risk of making slower progress.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. 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 is completed once the children are fluently reading their book to support their increasingly fluent decoding.

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.

EYFS

Children in Reception are taught daily phonics lessons. In the first four weeks, 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.

It is our aim that all children leave reception at green RWI band or beyond to be on track to achieve the expected standard for the Year 1 phonics screening check.

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 lessons lasting 45 minutes. This lesson starts with a 10-minute speed sounds lesson which teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, decoding 'alien' (pseudo)words, and spelling word with the sounds they have been taught as well as reviewing previously read words to build their fluency. Children then read decodable words which appear in the story and new unfamiliar words are explored to increase the children's vocabulary. They also read reading common exception words that will appear in the story. The children will then read and comprehend a book which is carefully matched to their phonic knowledge following a 3 day/5-day plan (depending on the stage).

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 keep up 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 class teacher and reading leader.

It is our aim that most children in Year 2 have completed the RWI programme by end of the Autumn term in Year 2.

Once children have completed the RWI programme the focus for reading is comprehension. Children read in groups, varying types of text and answer questions to improve, widen the children's vocabulary and to use varying skills to answer comprehension questions.

All classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling.

Home learning

We endeavour to involve and train families in supporting phonics and reading at home through workshops, information sessions, newsletters and online resources. The rigorous assessment of pupils through this scheme, ensures that pupils are given appropriate books to take home for reading. Pupils only begin taking books home when they are confident in their phoneme grapheme correspondence and blend sounds to make words accurately. Families are encouraged to read with their child daily; both reading a book to their child and once a child brings a book bag book home the child should be given the opportunity to read it every day at home. The child should be able to confidently read the book without the need to blend (or very little blending) before the book is changed. Comments should be

made in the child's reading record to show they have read, what they found tricky and what they did well at. Stickers and praise are welcome from families. Teachers will record in the reading diary every 3/5 days when the reading book is changed to share information and next steps on the child's reading with their family.

The unseen book called a book bag book will go home in their book bag. These books are closely matched to the book and sounds they are reading in school. They will benefit most from reading it as often as possible. A minimum of 3 times on separate occasions would have the most impact.

Impact

Assessment and Monitoring

Teachers assess all pupils following Read Write Inc. Phonics using the Assessment schedule, at least half termly then in discussion with class teachers 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.

Once the program is completed the children are free to select their own reading books from age and stage appropriate selections. They are then assessed for their fluency and understanding using a Benchmarking system.

Children in Year 1 complete the phonics screening check in June each year. If they do not reach the pass mark in Year 1 they are required to retest again in June of Year 2.

Teacher assessments at the end of key stage 1 are submitted to show whether a child has reached the end of year expected standard. They may receive an assessment of working towards the expected standard, working at the expected standard or exceeding the expected standard.