

# Phonics and Early Reading Policy

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Whole School

## **Intent**

At Great Bridge Primary, we strive to develop the full potential of all our pupils so they become confident, enthusiastic readers. If children are to develop as competent, fluent readers it is essential that they have secure understanding of phonics. Through daily, systematic and consistent high quality phonics teaching, children learn to blend sounds to read words. To ensure our children develop a strong phonic awareness and master effective blending and decoding skills, we have chosen to use a synthetic phonics programme called Read, Write, Inc. produced by Ruth Miskin. We passionately believe that teaching children to read and write independently is one of the core purposes of a primary school, enabling them to access a broad and exciting curriculum and ensuring they flourish as learners throughout their time at our 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.

## **Comprehension**

At Great Bridge, we value reading as a crucial life skill. One of our utmost goals is that by the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Read Write Inc programme.

## **Aims and Objectives**

To teach children to:

- Apply the skill of blending phonemes in order to read words.
- Segment words into their constituent phonemes in order to spell words. Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words 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.

## **Key Principles**

The teaching of Read, Write, INC. is consistent and the same progressive format is delivered in all classrooms and groups. Silent signals are used as a key tool to build rules and routines into the sessions. Read, Write INC. has some key principles that are also adhered to closely within our classrooms:

**Praise** – Children learn quickly in a positive climate.

**Pace** – Good pace is essential to the lesson.

**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 R.W.I 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).

## **Implementation**

### **Daily phonics and reading lessons in Reception and Year 1**

- We teach phonics and reading for 40 minutes a day. In Reception, we build from 10 minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible.
- Children make a strong start in Reception: teaching begins early in Autumn term. We use Ruth Miskin's 'Making a Strong Start in Reception' progression to ensure this is planned and delivered with rigour and pace. This document explicitly maps out the expectation of the first half term in Reception and how this is built upon during the rest of the year.
- We follow the Read Write Inc expectations of progress:
  - Children in Reception are taught to read and spell words using all of the Set 1 sounds (*single letter sounds and some digraphs*), including words with adjacent consonants (*CCVC/CVCC*) with fluency and accuracy. Children will read and begin to spell words using some of the Set 2 sounds. (*A wider range of digraphs*)
  - Children in Year 1 review Set 2 sounds from Reception and secure all Set 2 sounds for reading and spelling. They are then taught to read and spell words using Set 3 sounds with fluency and accuracy, including additional uncommon digraphs that are statutory but do not appear in the Read Write Inc Set 1, 2 and 3 sounds lists. (*e.g ie, au, ear, ue*)

## **Keep-up lessons ensure every child learns to read**

- Any child who needs additional practice has regular 1:1 tutoring sessions, taught by a fully trained adult. Tutoring lessons are no more than 10-20 minutes, they match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning. If a child is being tutored, they will have an individual progress record to record the impact and progress being made in these sessions.
- Any child in Year 2 who is not fully fluent at reading or has not passed the Phonics Screening Check, continues to have the 40-minute phonics and reading sessions every day until they complete the Read Write Inc programme. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Read Write Inc half termly reading assessment grids to identify the gaps in their phonic knowledge and these children also receive regular tutoring sessions. Assessment for these children is completed more regularly to ensure the content matches their need.
- If any child in Year 3 or 4 has not completed the Read, Write Inc programme, they continue to join the 40-minute daily stream of phonics and reading sessions pitched at the level they need. They will also receive one to one tutoring sessions targeting their specific gaps in phonic knowledge as well as comprehension work with wider texts for exposure.
- 'Pinny time' is used throughout the day to address gaps in phonic knowledge and increase the speed of sound recognition. Where necessary, 'Pinny time' includes speedy reading of green word cards to increase reading fluency and pace.

## **Teaching order of Read Write Inc Phonics Sounds**

We begin, in Reception, by teaching the children set 1 sounds. Children can start blending sounds into words as soon as they know a small group of letters well. Once the children have been taught the first 5 sounds (m, a, s, d, t), they are then taught assisted blending using the sounds that they know. During lessons children are taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word. In Read Write Inc phonics, the individual sounds are called 'speed sounds' – because we want children to read them effortlessly. Set 1 sounds are the single letter sounds as well as five set 1 special friend sounds (two letters that make one sound – digraphs). They are taught in the following order; m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk.

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. When children are taught Set 2 sounds they will learn:

- a simple picture prompt linked to the sound
- a short phrase to say e.g. may I play

- the letters that represent a sound (special friends) e.g. ay

Each sound has a list of green words linked to it, so that the children have the opportunity to sound out and blend words containing the new sound they have been taught, for example, s-p-r-ay = spray. Green words are decodable words that children can use their 'Fred Talk' to sound out and blend. They feature the sound that the children have been learning that day. In a phonics lesson, children cover up to 5 or 6 new green words to support their reading of a new sound. When learning Set 3 speed sounds the children will be taught alternative sounds/graphemes, e.g. ee as in tree and ea as in tea.

The tables below show each sound, the associated phrase and example green words for set 1 special friends, set 2 and 3 sounds, as well as additional sounds that are taught alongside the sets.

### Set 1 'Special Friend' Sounds

Sound	Phrase	Green words
sh	Sh says the horse to the hissing snake	ship, shop,
th	Thank you says the horse	thing, thin,
ch	A ch ch choo!	chip, chop, champ,
qu		queen, quack, quest
ng	Thing on a string	thing, string, ring, king
nk	I think I stink	stink, think, link, sink

### Set 2 Sounds

Sound	Phrase	Green words
ay	May I play?	day, say, play, tray, today
ee	What can you see?	see, feel, need, sleep, three
igh	Fly high	night, fight, flight, high
ow	Blow the snow	show, blow, flow, snow
oo	Poo at the zoo	zoom, moon, food, cool

oo	Look at a book	look, book, good, hood
ar	Start the car	star, bar, car, start, cart
or	Shut the door	sort, short, worn, horse
air	That's not fair	fair, hair, chair, stair
ir	Whirl and twirl	whirl, twirl, shirt, skirt
ou	Shout it out	mouth, found, shout, loud
oy	Toy for a boy	toy, boy, employ, joy

### Set 3 Sounds

Sound	Phrase	Green words
a_e	Make a cake	make, cake, flake, bake
ea	Cup of tea	neat, real, clean, please
i_e	Nice smile	hide, shine, white, nice
o_e	Phone home	phone, bone, home, spoke
u_e	Huge brute	tune, rude, june, perfume
aw	Yawn at dawn	saw, law, raw, straw
are	Share and care	bare, spare, scare, flare
ur	Nurse with a purse	burn, turn, hurl, burp, lurk
ow	Brown cow	howl, down, brown, frown
oi	Spoil the boy	join, coin, voice, choice
ai	Snail in the rain	paint, train, rain, pain
e	e: he, she, me, be, we	he, she, we, be, me
oa	Goat in a boat	coat, throat, boat, float



I've	like	all	we	want	her	call	she	I'm
something	into	so						
Orange Level								
what	do	today	they	old	I'll	was		
Yellow Level								
some	saw	watch	school	small	their	who	tall	one
I've	baby	fall	any	where	were	wall	there	
Blue Level								
does	other	two	could	ball	would	water	wash	anyone
over	wasn't	through	once	brother	whole	people		
Grey Level								
should	were	there	call	want	come	one	through	many
could	are	other	was	two	who	you	said	your
what	school	mother	to	they	father	watch	anyone	whole
water	great	brother	above	where	here	someone	another	walk
what	small	any	here	son	would			

## **Teaching Reading**

All children that are working through the Read Write Inc programme have a 40-minute session everyday. The first part of this session follows the phonics session structure and then the session moves into the read with the corresponding colour book. We use the Read Write Inc blueprint lesson plans to ensure consistency across the school. Children are assessed every six weeks and grouped into phonics and reading groups based on this assessment, meaning they are grouped by stage and not age.

### **This ensures:**

- all sessions are taught by a fully trained adult
- children are working with and reading phonics sounds that are securely matched to their current need
- regular assessment which allows us to progress children or identify any support required quickly
- we use books matched to the children's secure phonic knowledge, using the Read write Inc half termly reading assessments and colour matching grids

### **Reading practice sessions focus on three key reading skills:**

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.



- In Reception, these sessions start when children begin reading Red Ditty books. Children working at an expected level should be reading this by February half term at the latest. Prior to this, children continue to practise daily reading of decodable 'green words' through Word Time sessions with adults within their team. Children don't begin reading Red Ditty books until they have learnt all of the Set 1 sounds and can blend fluently during Word Time sessions.

-Children who are not yet decoding have additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books. In Year 4, we continue to teach discreet, focused phonics sessions as well as children working as part of the school stream where required.

### **Story time**

The daily story time is a priority for all classes throughout the school.

- High quality stories are chosen to allow children to encounter others whose experiences and perspectives may be both similar to and different from their own. They are chosen to elicit a strong response and extend children's vocabulary.
- Books chosen are culturally diverse and may support pupil's mental health and well-being.
- Teachers re-read stories to build familiarity and understanding.
- 'Second tier' vocabulary is explored in wider contexts, once the children know a story well. Each classroom has a 'Wonderful Words' wall where this vocabulary is displayed and regularly referred to.
- Book corners are appealing to children. They are uncluttered and streamlined to provide a purposeful selection of books.

### **Home Reading**

The decodable reading practice book is taken home to ensure success is shared with family, along with an additional 'book bag book' that is matched directly to the sounds and words children can read confidently. These are taken home after the reading practice book has been read three times in school to ensure children can celebrate their reading at home. Children will also be given a 'Shared reader' book. These books are designed to be shared and read with an adult for pleasure and enjoyment. In Reception, sound blending books are sent home as soon as possible to provide further blending practise. Parents are regularly guided on how they can support their child with these books.

We use many of the parent resources on the Read Write Inc website to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision. We do this by providing parents with supportive workshops as well as directing and guiding them to use our detailed support resources available on our website or via Class Dojo.

## **Ensuring consistency and pace of progress**

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Teachers use lesson templates for each stage of the programme to ensure a consistent approach and structure is being delivered for each lesson, across all year groups.
- The Reading Leader and SLT regularly monitor and observe teaching; in the moment coaching and personalised development pathways are created for individual staff to improve practice.
- Following half- termly assessments, summative data is shared with reading teachers to identify children who need additional support and have gaps in learning.
- To ensure consistency and quality phonics teaching across the whole stream, weekly practise sessions are held by the Reading Leader to provide focused and supportive training for all phonics teachers across the school. The content of these practise sessions is decided by the Reading Leader in response to regular coaching/monitoring learning walks throughout all groups.

## **Impact Assessment**

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

### **• Assessment for learning is used:**

-daily within class to identify children needing keep-up support

-weekly, throughout teaching, to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

### **• Summative assessment is used:**

-every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the tutoring support that may be required.

-an assessment team of teachers carry out all of the assessments to ensure consistency in delivery and of judgements. The reading lead communicates expectations and any changes to assessment practices.

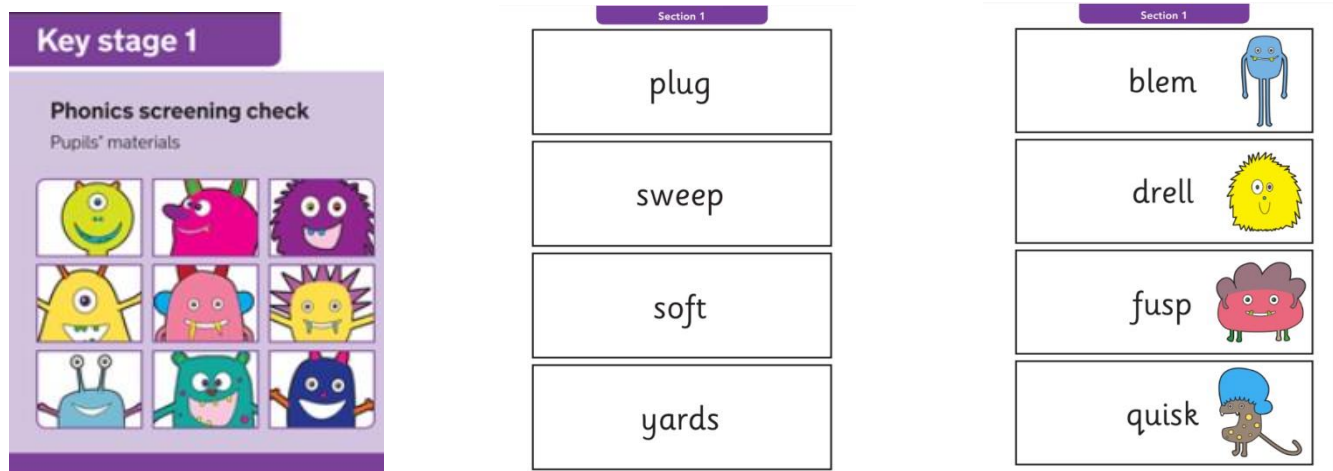
-by the reading lead to track individual progress of all children. This is tracked via an individual progress tracker which details and tracks those children that require one to one tutoring, those children that have not previously passed the PSC check and those children in the lowest 20% of their cohort. The reading lead also tracks the progress of individual children through the storybook programme using a story book tracker as well as individual progress through the speed sounds using a sounds tracker. This progress is compared to the expected progress of a child through

the RWI programme. These trackers allow the reading lead to identify strengths and weaknesses in particular areas of the programme throughout school, as well as strengths and weaknesses in particular groups of children.

-by SLT and scrutinised through the school's own pupil progress meetings, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

### **Statutory Assessment**

- Children in Year 1 sit the Phonics Screening Check.
- It is administered during the summer term by a familiar adult. The check involves pupils reading 40 words- 20 real words and 20 pseudo words.
- Any child not passing the check re-sits it in Year 2.



### **Ongoing assessment for catch up**

- Children in Year 2 to 4 are assessed through their teacher's ongoing formative assessment as well as through the half-termly reading assessment records.
- Half-termly mock screening tests are carried out in Year 1 and for children who didn't achieve the expected standard in Year 2 and 3. This allows teachers to track progress towards the expected standard and put measures in place to close the gap in attainment for these children.

### **Monitoring and Review**

The Reading Lead will:

- Oversee the assessment of all pupils within the RWI programme and allocate groups accordingly
- Coach RWI teachers and check that pupils are in the correct groups
- Liaise with SLT regarding groups and focus children – particularly the bottom 20%

- Conduct regular learning walks to monitor consistency and standard of phonics teaching in all groups
- Provide ongoing coaching and support for reading teachers through 'clinics' and personalised pathways.
- Is responsible for reporting to the Head Teacher and governors about the quality of the implementation of RWI and the impact on standards.

**This consistent and rigorous approach will provide our children with the foundations to become enthused readers with a passion for storytelling, literature and vocabulary.**