



# **Approach to Teaching Phonics 2021-2022**



### **Our Approach to Reading:**

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### **Read, Write, Inc. Phonics:**

Read, Write, Inc. (RWI) Phonics is an inclusive literacy programme for all children learning to read. It is aimed at children reading at expected level and below and teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read ('fredding') and spell. The scheme includes both a reading and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each day with no exceptions, as the continuity, repetition and pace of the programme is key to accelerating the progress of children's reading development.

### **Aims and Objectives:**

To teach children to:

- Apply the skill of blending phonemes in order to read words ('fredding').
- 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 (red words).
- 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.
- Spell effortlessly so that all their resources can be directed towards composing their writing.



### Teaching and Learning Style:

This is based on the 5 Ps:

- **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).

It is important to remember to never give up! Every child can learn to read if you persevere.

### Planning:

Pupils work within ability groups which are defined by their performance on regular R.W.I. phonic assessments. Pupils are re-tested during the year, every 6 weeks or so, and the groups are reorganised accordingly.

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

The writing element has been adapted to create formats that are bright, colourful and linked to the specific story. These can be easily adapted to suit particular levels and needs.

T.A's will be responsible for working with the teacher to collaborate and evaluate lessons so the children have worked planned which is appropriate for them. With the support of the R.W.I manager as required, TA's will be given time to informally assess the children and feedback to the teacher.

### Delivery of Phonics:

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. E.g bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.



- Set 2 sounds are to be taught after Set 1 (initial sounds) The addition of the letter names are to be introduced alongside the set 2 sounds and in relation to the alphabet.
- Set 3 follows the completion of set sounds, although these should be revisited frequently.

### **Early Years Foundation Stage:**

Some children are introduced to Read, Write Inc phonics during the summer term in Nursery where they learn the pictures to match each sound. All children work through Launchpad for Literacy and Phase One Letter and sounds; accessing different aspects depending on their academic level. We ensure children repeat and recap all aspects to ensure they are confident in these pre-phonics skills and have a deep understanding of all aspects before moving on. Staff and children also access the Talk Boost Programme alongside Kirsty Paige's Launch Pad to Literacy.

Not all children will start the RWI phonics scheme programme immediately. Staff use their own teacher judgements and the A.F.L cycle to ensure that teaching is meaningful and purposeful for the child and meets their specific need. Children must be confident in accessing all of the pre-phonics skills before a more formal phonics approach is started.

Wherever applicable, R.W.I. is fully implemented in Reception and the class will be split into ability groups to begin or revisit set 1 sounds, then follow word time plans.

Sessions will take place daily. Within this time, a 10 minute speed sounds session will occur with follow up handwriting sessions while children access continuous provision, in line with the EYFS.

### **Key Stage One:**

R.W.I. groups will be formed following assessments carried out by class teachers and collaboration of Year 1 staff. The sessions will occur daily for 1 hour. These sessions will replace literacy teaching from the Literacy Framework with a 10 minute Speed Sounds session followed by Reading and Get Writing! sessions. Once children 'come off' the programme they will then access literacy sessions from the Literacy Framework.

### **Key Stage Two:**

R.W.I. groups will vary based upon need within each year group. In some cases, RWI will be solely delivered as an intervention alongside literacy sessions, however, due to differing levels of need RWI can still be delivered where needed during the full literacy session. In Key Stage 2 we will ensure that a cohesive and smooth transition occurs as children enter Year 3 and seamlessly continue their phonics development where necessary. Lower Key Stage 2 staff will use mirrored approach to the teaching of phonics within Key Stage 1 ensuring children continue to progress. Visual displays will be consistent with those in Key Stage 1 displaying green and red words etc. where needed.

In Year 5/6 the 'Fresh Start' Programme will be implemented as an intervention, with several sessions according throughout the day.

### **S.E.N/Able Pupils:**

S.E.N pupils are fully involved in R.W.I. 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 RWI manager if required.

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



### **Assessment and Recording:**

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

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- Live marking following the school marking policy
- comprehend the story-first orally then comprehensions will be in written format from Green storybooks onwards

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.

Formal assessment is carried out periodically by the year group teachers using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants.

### **Monitoring and Review:**

The R.W.I. manager:

- assigns leaders to groups
- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- models lessons to both existing staff, new members, students and as a recap of skills and procedures.
- attends up-date meetings when they occur and reports back to the R.W.I. group leaders
- speaks with the Head Teacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.
- Delivers training to staff in staff meetings and INSET days to upskill and reinforce key aspects of the RWI programme.