

## Phonics Rationale

Our pupils learn to read effectively and quickly using the Read Write Inc. Phonics programme. They develop into confident and passionate, lifelong readers. The RWInc programme is for pupils in Foundation to Year 2 who are learning to read, Years 2, 3 and 4 who need to catch up rapidly and struggling readers in Year 5 and 6.

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
- Spell quickly and easily by segmenting the sounds in words

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 Year R 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. Pupils have frequent practice in reading high frequency words with irregular spellings - common exception words. 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 support their increasingly fluent decoding. 2 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.

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.

We assess all pupils following Read Write Inc. assessment. We use this data to assign them to the appropriate teaching group. This gives us a very good indication of

how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

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, using the Read Write Inc. One-to-one tutoring programme. 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 until they too catch up with their peers. By the end of Key Stage 1, our pupils can 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.

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects. In Read Write Inc. Phonics, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. Staff teaching Read Write Inc. Phonics use the results from the online assessments, which take place every half term. This data allows 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. Children who are not ARE or are in red group or below are assessed every two weeks and re-grouped to ensure that they are consistently being taught at the stage appropriate to them and are not left behind.

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, in addition to their group session in the morning. This tutoring helps us to meet their individual needs.

We support pupils to select appropriate books to take home, depending on what support they might receive at home. Pupils also receive books that they have already read in

the Read Write Inc. Phonics lesson. This means that they are confident to read at home. Pupils also take-home stories for pleasure that they can share with their families continuing to build the importance of joy in reading, we want our pupils to love books and reading. Stories and new vocabulary are explained and discussed so all pupils have access to the books they read. Our youngest pupils also take-home familiar picture only books until they can read so that they can re-tell the story out loud and recall details and vocabulary.