

# ST BRIDGET'S C of E PRIMARY SCHOOL

## Phonics



*'Love your neighbour as yourself' Luke 10:27*

Approved by: SLT and Governors	Date:
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## Overview

At St Bridget's all children are taught to read effectively and quickly using the Read Write Inc. Phonics programme of sounds (RWI) which includes teaching synthetic phonics, sight vocabulary, grapheme-phoneme correspondence as well as decoding and encoding words.

Using the RWI Scheme, to teach children to decode and then read, we teach children from Early Years up to Year 2 to:

- apply their phonic knowledge and skills as the route to decode words.
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all common 40+ phonemes.
- read accurately by blending sounds in unfamiliar words that contain the Grapheme Phoneme Correspondences (GPCs) that they have been taught.
- read common exception words, noting unusual correspondences between spelling and sound.
- read words of more than one syllable (multi-syllabic words) that contain taught GPCs.
- accurately read aloud books, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- reread books to build up their fluency, accuracy, expression and understanding. Children develop confidence and enjoyment of reading.
- read most high-frequency regular words quickly and accurately, without overt sounding and blending; only needing to sound out unfamiliar words.
- spell words containing each of the 40+ phonemes by segmenting the sounds in words.
- spell common exception words correctly.
- make phonetically plausible attempts to spell words correctly.
- select the correct GPC for words that contain sounds that have more than one GPC – e.g. ay, ai, a-e etc.

- form each letter correctly, using RWI letter formation rhymes to encourage correct entry and exit points, orientation and letter size.

At St Bridget's, these skills are embedded within daily RWI lessons. By focussing on the teaching of reading in Reception, KS1 and where appropriate in Years 3 and 4, using a synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know. We understand that learning to read and write, alongside proficient language development, is the key to allowing children access to the academic curriculum. Furthermore, fluency of reading is also a key indicator for future success in further education, higher education and employment.

### **RWI teachings:**

These principles and features characterise our approach to the teaching of reading using RWI:

- Teachers teach RWI using a detailed, proven step-by-step teaching scheme; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.
- RWI phonics are used and taught using a whole class mastery approach, in line with the teaching of other subjects and supported by research (EEF).
- Our sequence of RWI books show a cumulative progression in phonics knowledge, that is matched closely to the school's phonics programme. Children experience early reading success and gain confidence that they are readers. Fidelity is ensured through the matching of phonic reading books – RWI storybooks - in phonic sessions.
- Phonics teaching is consistent and progressive. Intervention, for those children that require it, is daily and teaching is in full alignment with class teaching.

- Teachers attend regular in-house CPD sessions, where they learn about pedagogical changes, receive coaching support, new RWI resources are shared and to observe and practice specific parts of the teaching process.
- Regular assessment, half termly, ensures that staff know pupils existing phonic knowledge and reading level. Pupils making speedy progress move reading books quickly. Those pupils making slower progress will receive additional small group or one-to-one daily intervention.

We assess all pupils using RWI assessment materials. We use this data to assign them to their correct RWI storybook and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points. We track the phonic progress that each individual pupil makes. This ensures that we can maintain high standards in the teaching of the early stages of reading. The impact of high-quality synthetic phonics teaching, coupled with vigorous assessment procedures ensures that attainment of St Bridget's pupils is well above that of the local and National Standards.

Reception RWI lessons start immediately after Reception teachers have completed their Reception Baseline Assessment. All children are taught phonics daily. Three new sounds a week are taught and two days are review days to ensure the knowledge is embedded in pupils long term memory. Pupils practice Fred Talk, to develop decoding skills, and they learn to write the corresponding graphemes for the sounds they have been taught. When appropriate, children also learn how to read and write simple CVC words, using their GPC knowledge to assist them. Each lesson lasts for around 30-45 minutes.

Daily whole class KS1 phonic sessions commence at the start of the academic year; children are grouped by their reading ability: accuracy, fluency and comprehension. Five RWI lessons are taught every week (three new sounds and two review sessions) and each lesson lasts for approximately 45 minutes.

All RWI sessions start with a 10-15 minute session, where new sounds are taught, or previously taught sounds are reviewed and revisited. Pupils learn how to apply their grapheme/phoneme knowledge to read real simple words – initially sounding out these words using Fred Talk and then progressing onto speedy reading of real words – and alien

(pseudo) words. They also learn how to read irregular words, multisyllabic words and red words. Children then practise writing the new/reviewed sound, the sound in words and write a dictated sentence appropriate to their level. All children practise writing the taught/review red word in their daily sessions. Following on from this, during the storybook part of the lesson, pupils are taught to read the regular and irregular words that are found in the RWI storybook that they are reading, then they apply this knowledge to read RWI storybooks at their phonic level. The end of each RWI lesson involves retrieval practice; children review previously taught sounds, use taught sounds to read and also has an assessment focus, where pupils again apply their phonic knowledge to read alien /pseudo words.

### **Assessment for Learning:**

The RWI programme's 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach their partner when reading the storybooks. In this way, children 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.

Assessment is a critical element of our programme. The teachers assess:

- pupils' existing phonic knowledge.
- the speed at which pupils are able to read the text.
- their understanding of the stories they read.

### **Formative Assessment:**

Daily formative assessment opportunities are built into every RWI lesson. Choral response work, partner work, the small class size for reading books allows teachers to evaluate pupils' phonic knowledge and hence modify the pace and focus of their lessons. Formative assessment opportunities provide teachers with knowledge of which children are making slow, steady or speedy progress and hence they can liaise with the Reading Leader to provide additional support (for children making slower progress) or to allow a child to move reading book (for pupils making speedy progress).

### **Summative Assessment:**

All pupils are assessed every half term. The assessment is conducted by the class teacher and the materials assess a pupils' sound to grapheme correspondence, ability to apply phonic knowledge to decode regular, common exception words and alien words. Pupils reading fluency is also evaluated. Pupils' progress is tracked, to record their phonic knowledge and decoding skills, and this information is used to reorganise Storybook groups. Summative assessment is used to update RWI individual tracker, which monitors pupils' progress over time. Assessment information, from both the formative and summative assessment progresses, is used to provide updates to parents via Parents' Evening or more specific meetings with parents.

### **Planning and Resources:**

Planning is based on the RWI handbooks and plans. This ensures consistency across the program, as well as freeing up time for teachers to focus on outstanding and consistent teaching of RWI. Planning details the focus of each part of the RWI lesson and explains the purpose of the activity to both the teacher and the pupil. Every RWI teacher has their own box of RWI resources these include simple and complex speed sounds charts, small and large phonics flash cards, Green and Red word cards, phonics wall friezes and Fred the Frog, Set 1, 2 and 3 teaching sequence resources. RWI storybooks (with Story Green words and Speedy Green words), ditties and linked texts and props are all stored centrally. Teachers teaching the start of the RWI program, where children are learning to recognise and say Simple Set 1 sounds, also use magnetic letters in their phonics lessons and sound cards.

### **Organisation:**

Lessons are taught at a good pace and are multi-sensory to ensure that all children are engaged and involved in the lesson. Children are praised for their contribution to lessons, reading and effort so that a very positive and respectful teaching environment is maintained. Every part of the lesson is explicitly referred to so that the teachers, and the children, know the purpose of the task. Use of effective partner work, turn taking

and children taking on the 'teacher role', means that children have an active role in all parts of the lesson. 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 of sounds, or problems with blending or alphabetic code knowledge. Teachers demonstrate their enthusiasm and passion in the program, and this has a very positive impact on the teaching and learning environment.

## Reception

During the first few weeks of Reception, a baseline RWI assessment is completed to enable the teachers to determine the phonic knowledge of each child. All children learn the Set 1 sounds from the beginning, with a focus on repetition, Fred talk for oral blending and to practise the correct letter formation. Reception pupils learn sounds and the corresponding grapheme, or groups of letters which represent each phoneme. Simple mnemonics help children to quickly grasp this phoneme-grapheme relationship. This learning is consolidated daily. When children are ready they are given a CVC/Ditty sheet/ RWI phonics storybook to match their current phonological ability. By reading regularly throughout the week in school, and then celebrated at home, children are able to practise their reading by reading words with sounds that are familiar to the children that have already been taught. For those children that require it, daily intervention is used to help key children keep up with the rest of the class. This may be to consolidate previously taught sounds, help children to orally blend, read CVC words, captions or sentences.

## Year 1

In Year 1 pupils continue to work as a whole class for their phonic sessions. We continue to make sure that pupils read books that are closely matched to their increasing knowledge of phonics and 'red words', ensuring they experience success, gain confidence and see themselves as readers. Pupils are re-assessed each half-term and the RWI storybook groups are reorganised accordingly. These sessions allow children to review Set 2 and teach Set 3 sounds, read real and alien words containing these sounds. For those children that require it, daily intervention is used to help key children keep up with the rest of the



class. This may be to consolidate previously taught sounds, help children to read words and sentences or to improve fluency. Children may have an additional practise of reading their RWI storybook as well during this time.

In June of Year 1, children will complete the Year 1 Phonics Screening Check. As part of transition from Year 1 to 2, teachers will pass on details of which children did not meet the expected PSC score, children who have only just met the expected and those who are well above.

## Year 2

Whole class phonic sessions continues in the Autumn term of Year 2. These sessions allow children to revisit and review Set 2 and 3 sounds, by reading real words and sentences. We continue to make sure that pupils read books that are closely matched to their knowledge of phonics and 'red words', ensuring they experience success, gain confidence and see themselves as readers. Pupils are re-assessed each half-term and the RWI storybook groups are reorganised accordingly. For those children that require it, daily intervention is used to help key children keep up with the rest of the class. This may be to consolidate previously taught sounds, help children to read words and sentences or to improve fluency. Children may have an additional practise of reading their RWI storybook as well during this time.

In June of Year 2 children need to complete the PSC will complete it and these details will be shared as part of transition into Year 3.

## Year 3

For children who require additional phonic sessions they will receive daily teaching in Year 3. These sessions allow children to revisit and review Set 2 and 3 sounds, by reading real words and sentences. We continue to make sure that pupils read books that are closely matched to their knowledge of phonics and 'red words', ensuring they experience success, gain confidence and see themselves as readers. Pupils are re-assessed each half-term and the RWI storybooks are reorganised accordingly. Children will also practise reading their RWI storybook on a daily basis.

## **Equal Opportunities**

At St Bridget's, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race and disability or learning difficulties. The school strives to ensure the active participation and progress of all children in their learning. All children will be given equal opportunities to achieve their best full potential, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

## **Inclusion**

All pupils are entitled to access RWI resources and teaching at a level appropriate to their needs arising from race, gender, ability or disability. A range of inclusion strategies, as, are embedded in practice and teachers are aware of the special educational needs of the children in their RWI group, as well as those who have English as an additional language. Pupils making accelerated progress will move Storybook groups to ensure that an appropriate level of challenge is provided. Pupils that need daily, additional support to consolidate their phonic knowledge and its application will be taught in smaller groups or 1:1, where they have the opportunity to consolidate their knowledge. If appropriate, further intervention will be provided to support their phonic development. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

## **Parents**

In Reception, whilst children are learning the Set 1 speed sounds at school, children will have the opportunity of practising the speed sounds that they have learned at school with their parents/carers. Sound cards are sent home at the start of term, at the reception starter event, teachers share how parents/carers can support their child. When children can blend independently, CVC books, RWI ditties and Storybooks will be sent home so that children can read these books to

their parents. Children will have daily storybook reading time in school so they can read the text accurately, increase their fluency and have a deep understanding of the text. This is because each read of the book focusses on specific skills; decoding, reading with expression, accuracy and fluency as well as reading for comprehension. We also send home which red words have been taught, that need to be known by sight and cannot be decoded using common graphemes. We invite parents/carers into school/on-line (COVID dependent) for individual Year group curriculum meetings at the start of every academic year. We hold workshops during the year, to show how parents can support their children to read at home. We also hold Phonics Screening Check meetings for Year 1 parents , during the spring term, to help parents understand the PSC and suggest ways to best support their child at home.

An overview of what has been taught during the week is available for parents to see on Tapestry/Google Classroom. Parents are informed of their child's progress during the Parents' Evenings throughout the year and in the annual end-of-year report.