



Hill View Primary School
The best in everyone™
Part of United Learning



HILL VIEW SCHOOL - PHONICS POLICY

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Read Write Inc. Literacy and Language once they can read with accuracy and speed.

Read Write Inc. Phonics

In Read Write Inc. Phonics pupils will:

- Decode letter-sound correspondence 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
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting
- Work effectively with a partner

Children are grouped homogeneously, according to their progress in reading rather than writing. This is because it is known that pupils' progress in writing will lag progress in reading, especially for those whose motor skills are less well developed.

In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Learning is consolidated daily and pupils have frequent practice in reading high frequency words 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 supports their increasing fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts themselves.

Embedding the alphabetic code early means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

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.

Read Write Inc. Literacy and Language

In Read Write Inc. Literacy and Language pupils will:

- Develop a deep understanding of what they read
- Learn grammar in context allowing pupils to use it with understanding

- Learn to articulate their thoughts and ideas clearly to one another: they learn how to present and debate; to reason and justify their answers
- Learn to write confidently
- Write everyday

Once children complete the Read Write Inc. Phonics programme they are taught in their year group using Read Write Inc. Literacy and Language. This integrates reading, writing, thinking, and spoken language in all activities to ensure the daily development of children's comprehension and wider literacy skills. Comprehension activities are designed to help children infer, summarise, question, clarify, predict and argue a point of view. The children also make connections between texts and their own experiences. Pupils are taught the importance of using grammar correctly, so they can communicate clearly and convey their meaning effectively. Pupils are taught to articulate their thoughts and ideas out loud and to communicate what they know and understand. Pupils work with a partner to comment on each other's ideas, clarify each other's thinking, and build upon each other's thoughts and ideas. The teacher asks questions to take their thinking further and clears up any misconceptions. Partner discussion helps teachers assess what and how pupils are learning throughout the lesson.

Quality of teaching

Read Write Inc. Phonics lessons happen every day in the morning for one hour. Children are grouped across KS1 and YR in terms of their reading ability. This means children are reading at an age appropriate decoding level every day. The homogenous groups help us to focus the teaching and ensure pupils learn to read quickly. In KS1, children participate in whole class phonics every afternoon which focusses on a speed sound lesson. This allows all pupils to have exposure to age expected content daily.

The Read Write Inc. programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that pupils understand, during the activity, what they are learning and why.

Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogenous 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 for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when they learn to spell.

The quality of teaching is monitored closely by the phonics leader. The leader is able to support those who require additional coaching as she does not teach a group herself.

Assessment and Tracking

At the beginning of each year, we assess all pupils following the Read Write Inc. Phonics using the entry assessment. We use this data to assign them to the appropriate group or Read Write Inc. Literacy and Language programme. We do this for all pupils, whenever they join us, so we can track all of them effectively.

In KS1, the phonics lead will assess the children every term. This data allows us to intervene and quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle are identified for one-to-one tutoring so they can keep up. In Year R, children are assessed every three weeks. Each assessment point is recorded on our class tracker so we can clearly identify those who are making accelerated progress and those who require additional support.

Parents and carers

We invite parents/carers to an initial meeting and we hold workshops regularly to show how they can help their children learn to read at home. We organise repeat meetings for those who do not or cannot attend. Parents of children in the 'lowest' attaining groups are invited in for targeted workshops with their child to ensure they make good progress. They are provided with the relevant resources to support their child at home.

The school website provides parents with the relevant information they need to support their child during their reading journey. Information booklets are available for download which provide in-depth explanations of our scheme and the key terminology used. Parents also have access to an EYFS and KS1 SWAY which provide further explanations and examples of the different elements in our scheme, Read Write inc.