



Wodensfield
Primary School

READ, WRITE INC (PHONICS AND EARLY READING) POLICY

AIM TO BE THE BEST YOU CAN



Adopted by: Wodensfield Primary School

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DRAFT

How we teach children to read and write?

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do.

We use a programme called *Read Write Inc.* Phonics to teach our children to read and write. We make sure *every* child can read the last set of phonic stories before they progress to our higher-level Reading Journey. Some children complete the programme in Year 1 and others in Year 2. Year 3 children who need extra support receive 1:1 phonics Tutoring.

During this time, we group children by their reading progress for 45 minutes a day (20 to 45 minutes in Reception) and reassess children every half-term so we can place them in the group where they'll make the most progress.

How do we get children to remember what we teach them?

It's much easier teaching one child – we can get them to repeat what they have understood in their own words, step by step. Then, if they haven't understood, we can try different words and explanations. So, in order to replicate this back-and-forth dialogue with a group or class, we use partner work. Children answer questions with a partner, the teacher checks what they know and only moves on when they understand. It means that all children stay focused throughout the lesson. Partner talk is fundamental to the success of our school. We use, 'Turn to your partner' in every lesson throughout the day.

How do we make phonics easy for children to learn?

Read Write Inc. Phonics depends upon children learning to read and write sounds effortlessly, so we make it simple and fun. The phonic knowledge is split into two parts.

First, we teach them one way to read and write the 40+ sounds. We use pictures to help, for example we make 'a' into the shape of an apple, 'f' into the shape of a flower. These pictures help *all* children, especially slower-starters, to read the sounds easily. Children learn to read words by sound-blending using a frog called Fred. Fred says the sounds and children help him blend the sounds to read each word.

Then we teach children the different spellings of the same sounds, for example, they learn that the sound 'ay' is written ay, a-e and ai; the sound 'ee' is written ee, e and ea. We use phrases to help them remember each sound for example, ay - may I play, a-e – make a cake.

How do we ensure children can read every book?

The first thing we do is to give children books we *know* they can read – without any guessing. (We read lots of other stories *to* them, but do not expect them to read these for themselves until they are able to read the Grey Storybooks).

Before they read the story, they sound out the names of characters and new words, practise reading any of the 'tricky Red' words, and we tell them a thought-provoking introduction to get them excited about the story.

Then, over three days, children read the story three times: first to focus on reading the words carefully; the second to help them read the story fluently; and on the third, we talk about the story together for example, how characters might be feeling and why. After the third read in school, a link of the e-book and an additional e-quiz is sent via Marvellous Me, by which time children will be able to read it confidently with expression.

How do we teach children to spell confidently?

We use just two simple activities: Fred Fingers to spell regular words and Red Rhythms for tricky words.

Fred Fingers

We teach children to spell using 'Fred Fingers': we say a word and then children pinch the sounds onto their fingers and write the word, sound by sound.

Red Rhythms

We teach tricky words with Red Rhythms. We say the tricky letters in a puzzled voice and build the letter names up into a rhythm, for example, s-ai-d.

Children learn to spell new words and review past words each week. A selection of words is sent home, and we use our spelling tests to celebrate their spelling success.

How do we make writing simple for children to learn?

We teach handwriting, spelling and composition separately, gradually bringing each skill together step-by-step.

We teach children to form letters with the correct pencil grip and in the correct sitting position from the very beginning. They practice handwriting and letter formation every day, so they learn to write quickly and easily.

Once children can write simple words, we teach them to 'hold' a sentence in their heads and then write it with correct spelling and punctuation.

Very soon children are able to write down their own ideas. We try out different sentences together, drawing on new vocabulary and phrases from the Storybook they've just read. They practise saying their sentences out loud first, so they don't forget their ideas while they're writing.

How do we assess and track children's progress?

For children to make the best possible progress, they will read Storybooks closely matched to their reading level.

This means we group children by their word reading and fluency – not by their progress in comprehension or writing, or by their age.

Every half-term, we assess all children in YR to Y3 who have not yet met the end of Key Stage 1 National Curriculum expectations for reading.

The Reading Leader and a small team of skilled staff, carry out the assessments to ensure children are placed in the correct group.

What are the expectations of children's progress on the *Read Write Inc.* Phonics programme?

After two years of implementation, it is expected that:

- Reception children will be able to read Green Storybooks by the end of the summer term.
- Year 1 children will be able to read Blue-Storybooks by the end of the summer term.
- Year 2 children will have completed the Phonics programme by the end of the spring term.

We have high expectations for our children to meet the expected standard in the Phonic Screening Check and help *all* children to be accurate and fluent readers by the time they enter Key Stage 2.

How is the programme led to ensure these expectations are achieved?

The Reading Leader is released from class teaching duties during *Read Write Inc.* sessions so they can ensure reading teachers achieve a high standard of teaching.

All staff have been thoroughly trained to teach reading. They attend a one-day Phonics training course and receive termly coaching from one of Ruth Miskin's training consultants to ensure that children are making the best possible progress. They also have access to all the training on the Ruth Miskin Training School portal.

The Reading Leader organises further training in practice sessions. These ensure that everyone practices together so they can teach reading confidently. They underpin the progress of all teachers and children.

The practice sessions set the agenda for the coaching and feedback schedule. Reading teachers are coached and receive face-to-face feedback and practice of any steps that need further rehearsal.

Storytime

Storytime is the highlight of every day. We have a canon of stories that children get to know well, and others we read just for fun. Parents can find the list of stories on our school's website so they can read these to their children at home. Children learn to retell the story, learn the refrains by heart and act out the stories in the role-play area.

How can parents help at home?

The children take home a Book Bag book linked to their *Read Write Inc.* Storybook every week. They can also access the Storybook and an additional quiz online.

Children will have already read the 'phonics' storybook two or three times in the reading lessons so they should be able to read it confidently. We encourage parents not to say, 'this is too easy'! There is guidance and question suggestions in the storybooks to assist parents too.

Where appropriate, we send home interactive, animated lessons from our Virtual Classroom so that parents and children can join in with lessons at home. The online teachers help children to practice the sounds and words they have learnt in school.

Children who are still learning to decode and blend take a book for parents to read to them for pleasure.

We also hold 'Working Together Reading Meetings' for parents, where we give an overview of the *Read Write Inc.* scheme and offer the opportunity for parents to see their child being taught in a Word Time session.