



Rosehill Junior School

Early Reading & Phonics Policy

September 2024

Read Write Inc.
Phonics



At Rosehill Junior School, we believe that books open doors into new and exciting worlds; worlds where friends can be made, adventures can be had and knowledge can be learnt. At Rosehill, reading is at the heart of our curriculum. It is our intention that every child will be a reader. From the start of their journey with us children are supported to develop a love of reading. They are exposed to high quality texts and through a consistent approach to the teaching of phonics, they are provided with the skills they need to decode confidently. To teach early reading we use the Ruth Miskin Read, Write, Inc scheme. Reading books are closely matched to the sounds being taught. These 'decodable' books are read to adults in school and are also sent home for children to practise until fluent.

Statement of Intent

At Rosehill, we believe that reading is the driver for all aspects of learning. It develops a broader vocabulary, increases general knowledge and gives a better understanding of other cultures. We believe that all of our children can become fluent readers and writers. This is why we assess children as readers upon entry into Year 3 and teach using Read, Write, Inc Phonics, which is the UK's leading synthetic phonics programme. We use effective grouping to ensure that every child learns at their level.

Statement of Implementation

At Rosehill Junior School, we strive to develop the full potential of all our pupils so they become confident, literate readers. If children are to develop as competent, fluent readers it is essential that they have a secure understanding of phonics. At Rosehill, we follow Read, Write, Inc (referred to from here on as 'RWI') as our synthetic phonics programme. RWI Phonics is a whole-school approach to teaching phonics that creates fluent readers, confident speakers and willing writers. It is an inclusive literacy programme for all children who are learning to read, regardless of age.

We teach RWI Phonics to children from Years 3 - 6 in groups based on their phonic knowledge. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme heavily focuses on the development of early reading. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions occur each day with no exceptions, as we firmly



believe that the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Because children are arranged into ability groupings, we have two different sessions running alongside each other. We have a 90 minute RWI session for children assessed at yellow level or below and a 30 minute RWI session for children assessed at blue or grey level.

The 90 minute lessons, for children assessed at yellow group or below, differ slightly every day. They always start with known speed sounds followed by speed sounds from the storybook. They then look at story green words and speedy green words before looking at the red words which will appear in the story. Every day, children practise their perfect partner work, reading aloud and practising fluency. Towards the end of the week, the children work on grammar, vocabulary, spelling and handwriting in their Get Writing! Books. All tasks relate to the story and focus sounds for that week.

The 30 minute sessions, for children assessed at blue and grey level, also change slightly per day. Every day, the children start with known speed sounds followed by speed sounds from the storybook. They then look at story green words and speedy green words before looking at the red words which will appear in the story. Every day, children practise their perfect partner work, reading aloud and practising fluency. Within these groups, there is a clear emphasis on reading, not writing.

The decodable reading books (RWI book-bag books) are taken home to ensure that children are learning to read with automaticity and fluency as well as practising their sounds and blending. Children are also encouraged to choose a 'reading for pleasure' book from our library. We have both the main library and early reading library. The books in the early reading library were recommended by the Specialist Inclusion Team as 'high-low' books. They are books that are of high interest but have a low reading age. This allows older children to access books at their level that are aimed at their age group.

Children on the RWI program also read their decodable books with adults in school, this includes teachers, TAs and parent volunteers.

Further to this, we place a great deal of importance on story time. This takes place each day and we choose a variety of books designed to foster curiosity and interest.

Aims and Objectives



Through the RWI Phonics program, our aim is to teach children to:

- Apply the skill of blending phonemes in order to read words.
- 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.
- 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

The teaching of RWI phonics is consistent and the same progressive format is delivered in all classrooms and groups. Silent signals are used as a key tool to build rules and routines into the sessions. RWI has some key principles that are also adhered to closely within our classrooms:

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).



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
- Comprehend the story

Formal assessment is carried out every six weeks by the RWI leader using the most recent RWI assessments. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants. Pupil progression is recorded in line with the school's Primary Assessment Policy.

Monitoring and review

The Early Reading and Phonics Lead will:

- Oversee the assessment of all pupils on the RWI Phonics program, track data and allocate groups accordingly.
- Conduct regular learning walks to monitor consistency and standard of phonics teaching in all groups
- Create a phonics 'clinic' to provide refreshers and opportunities for staff and teachers to brush up on or refresh their memory on key features of the R.W.I session.
- Is responsible for reporting to the Head Teacher and governors about the quality of the implementation of R.W.I and the impact on standards. The identified member of the governing board will be briefed to oversee the teaching of Phonics and will meet regularly with the subject leader to review progress.

This policy will be reviewed every two years by the Early Reading and Phonics Lead.

Any changes made to this policy will be communicated to all teaching staff.



SEND

At Rosehill, we recognise that children learn in a variety of different ways. We acknowledge the need to offer an inclusive education for children with special educational needs and to make learning accessible for all our children. Our aim is to remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition. Teachers will make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

In order for our children to achieve success, we adapt and scaffold tasks and teaching, where necessary, to assist the children's learning. This can be seen through the following measures:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught. Word banks and visual cues can be provided, using symbols and words. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.