

# Viking Academy Trust



## Read, Write, Inc. Policy Chilton Primary School

The VIKING ACADEMY TRUST Read, Write, Inc. Policy for Chilton Primary School has been written after consultation with staff and following DfE guidance.

**Approved by the Trust: Term 5 2017**

**Reviewed annually: Term 6**

**Last review date: Term 5 2017**

**Signed:**



**Chair of Trust**

# Read, Write, Inc. Policy

## The Viking Academy Trust

### Chilton Primary School

#### **Schools in the Viking Academy Trust (VAT)**

These are:

Chilton Primary School  
Ramsgate Arts Primary School  
Upton Junior School

This Read, Write, Inc. Policy is specific to Chilton Primary School

#### **'School policy on the teaching of phonics, reading and writing**

Our pupils learn to read and write effectively and quickly using the *Read Write Inc.* Phonics programme. They progress on to national curriculum programmes of study and the Chilton English curriculum when they can read and write accurately and with speed.

#### **Read Write Inc. Phonics**

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow *Read Write Inc. Fresh Start*.

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
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words

- Acquire good handwriting

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 Reception classes 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 supports their increasingly 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 for themselves. Embedding the alphabetic code early on 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. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. 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.

### **Outcomes for children**

### **Assessing and tracking progress**

We assess all pupils following Read Write Inc. *Phonics* using the Sound and Word Entry Assessment every 6 to 8 weeks. This gives us a very good indication of how well they are making progress relative to their starting points and allows the groupings to be fluid. 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. For those on the *Read Write Inc.* Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2. For those not ready to access the curriculum in the next year (mainly Year 1

children moving to year 2 and Year 2 children moving to Year 3) children will continue with the Read, Write, Inc. Programme until they have learned the skills required to access the English curriculum proficiently.

We have high expectations of our pupils' progress. In the June 2016 phonic screening check, 79% of our pupils reached the threshold, and in June 2017, **90% (provisional data)**. We attribute this to the programme and to consistency of teaching methods and expectations required.

Pupils who are making slower progress usually complete the programme by the end of Year 2. 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 for 15 minutes every day, using the *Read Write Inc. One-to-one* tutoring programme. By the end of Key Stage 1, our pupils are able to 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.

### **Quality of teaching, learning and assessment**

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 year group 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* record the results from the Sound and Word Assessments, which take place every six to eight weeks, on the Assessment Tracker. This data allow 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. All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer. 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 the pupils understand, during the activity, what they are learning and why.

## **Additional support for lower-attaining pupils learning to read**

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 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 learning to spell.

## **Feedback and marking**

We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful. We have clear systems for marking pupils' work. Pupils know their teacher's expectations for each activity. We mark short activities with the pupils in the lesson. Extended pieces are marked afterwards. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

See **Guidance for marking writing** in *Read Write Inc.* Phonics lessons

<http://www.ruthmiskin.com/en/resources/guidance-for-marking-writing-in-read-write-inc-phonics-lessons/>

## **Homework**

We support pupils to select appropriate books to take home from a variety of reading schemes.

Pupils also take home stories and non-fiction that they cannot yet read for themselves but can be shared with them by an adult at home. Stories and new vocabulary are explained and discussed so all pupils have access to the books they read. Pupils also take home familiar picture books so that they can re-tell the story out loud and recall details and vocabulary.

## **Quality of teaching and pupils' progress**

The Head of School, Reading Leader and other Senior Leaders monitor pupils' progress together until every child can read. No child is left behind to struggle. We record lesson observations and any subsequent coaching alongside the 'teacher tracker' so that we can see if there is a correlation between the quality of the teaching and the progress pupils make.

1. The *Read Write Inc.* 'cycle of instruction' is embedded across the curriculum - MT/YT, TTYP. Pupils do not raise their hands to answer questions.
2. Close grouping in Phonics is maintained - pupils are moved on quickly.
3. The purpose of each activity is clear to both teachers and pupils.
4. Planning and marking is thorough.
5. In Phonics, pupils read books at home that closely match their word reading ability.

6. Teaching is monitored thoroughly (see Leadership and Management).

### **Parents and carers**

We invite parents/carers to an initial meeting and we hold workshops to show how they can help their children read at home. We would like them to help their children, but we also recognise that some are not well-placed to do this. If they don't, their children won't be disadvantaged; it is our job to teach their children to read. We organise repeat meetings for those who do not or cannot attend. We ensure that pupils whose parents do not attend keep up with their peers. We check that they make good progress in lessons, we give them extra one-to one lessons, and we encourage them to read to themselves and to siblings at home.

We use the resources on the **parent page** on the Ruth Miskin Training website:

<http://www.ruthmiskin.com/en/parents/>