

## **RNIB Three Spires Academy**

### **Phonics and Reading Policy**

RNIB Three Spires have introduced Read Write Inc in January 2017 as a new school-wide scheme for teaching phonics and reading. Read, Write, Inc. RWI)Phonics is an inclusive literacy programme for all children learning to read. It is aimed at children reading at Level 2b or below and teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

#### **Aims and Objectives.**

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**

This is based on the 5 Ps.

**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).

**It is important to remember to never give up! Every child can learn to read if you persevere.**

## **Planning**

Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested during the year and the groups are reorganised accordingly.

The RWI tutor (Teacher) follows the relevant handbooks in order to teach the session. Each group leader (TA working with a group in a class) has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

TAs will follow the planning provided by the teacher (copied from the handbook) to teach an ability group in the classroom. It is their responsibility to ensure they have all the resources ready and set up for their session.

## **Delivery of Phonics**

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. eg bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

## **R.W.I. across the school**

**Foundation Stage and Key Stage One:** R.W.I. will be fully implemented in Reception and the class will be split into groups based on their assessments.

Sessions will take place daily .Within this time a 10 minute speed sounds session will occur with follow up handwriting sessions while children access continuous provision, in line with the EYFS.

**Key Stage Two:** R.W.I. groups will be set following assessments carried out by the class teacher. TAs will be responsible for teaching a session within the classroom alongside the teacher. The sessions will occur daily for 1 hour. These sessions will replace literacy teaching from the Literacy Framework with a 10 minute Speed Sounds session followed by Reading and Get Writing! sessions. Once children 'come off' the programme they will then access literacy sessions from the Literacy Framework.

Sessions will take place daily between 11:00- 12:00 or as near too based on class needs.

## **Complex Needs**

The one day timetable will be used to support the children with complex needs and the pace will be extended to repeat the same letter sound for 1 week. At the teacher's discretion elements of RWI. can be substituted to meet the learning needs and abilities of their class.

Lots of sensory opportunities will be provided and strategies used to remove barriers to learning (e.g. letter stamps for pre writers, flash cards, magnetic letters, printing, ICT, symbols, etc).

as long as the RWI phonics Write dance may replace the handwriting element of the Get Writing! Section handwriting ditty is used and the children are exposed to writing the letters not just movements to the music.

### **Parental Involvement**

At Three Spires, we are fully committed to working in partnership with parents, as we believe that these are the key to successful learning.

An introductory letter issued in January 2017 will provide parents with information about RWI. This will then be issued to new parents at the start of each year with inclusion in the home-school diary information pages. Information will also be placed on the website and parents will also have access to the policy.

A RWI parents' pledge is to be signed by all parents. In signing the pledge parents are acknowledging and confirming their support. This is to be completed by February 2017 mid-term

As well as daily reading with their child, parents will also, at times, be required to support with RWI homework. We believe that these parental links will further strengthen as the programme develops within our school.

### **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

Each group leader is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

Formal assessment is carried out termly by the class team using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants. The data from these assessments will be collected by the RWI lead to create a progress chart following the RWI assessment grids to highlight progress, who needs support and if more training is needed on the teaching of RWI.

### **Monitoring and Review**

The R.W.I. lead (KS 2 Phase Leader)

- ‘drops in’ on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models lessons and provides up-date training to those that need it
- attends up-date meetings when they occur and reports back to the R.W.I. group leaders

Creation Date	17 January 2017
Review Date: January 2017	Amendments:

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