



Intent

Our aim is for all pupils at St James to become fluent, confident readers who have a passion for reading.

Children who regularly read or are read to frequently have the doors opened to another world; they can travel to far off destinations, go on exciting adventures with explorers and experience the emotions and feelings of a wide range of characters. Most importantly secure reading skills support pupils in all other subjects and aspects of their life, giving them the tools to become lifelong learners.

Read Write Inc Programme

Read Write Inc phonics is a systematic approach to teaching synthetic phonics.

Knowledge/Skill Development:



Pupils will be taught to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read (reading comprehension)
- 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

Homogenous grouping allows for pupils to be taught at a level of challenge matching their reading ability.

Five key principles underpin the teaching in all Read Write Inc. sessions:

- Purpose – know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about
- Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning
- Praise – ensure children are praised for effort and learning, not ability
- Pace – teach at an effective pace and devote every moment to teaching and learning
- Passion – be passionate about teaching so children can be engaged emotionally.

St James Curriculum Drivers

Independent Learners—we aim to provide our pupils with the skills so that can become independent readers.

Communicators—secure reading and writing skills enable pupils to communicate

Implementation

How is it taught?

- Pupils begin their phonics teaching in Nursery by participating in short activities aimed at developing listening and attention skills. When ready they are introduced to the building blocks of the alphabetic code, in Read Write Inc we refer to these a Set 1 Sounds, they learn simple mnemonic's to help commit the phoneme / grapheme correspondences to memory and play oral blending games.
- In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down. They learn how to read words using Fred talk and sound blending. They progress from reading simple cvc, cvcc words etc onto simple sentences, then onto story books and non fiction books matched to their phonic knowledge.
- Pupils take reading books home matched to their phonics ability, this allows the children to feel successful when reading as they are reading texts matched their reading ability, whilst reinforcing and consolidating what they have learnt in school. Pupils learn to write and form letters / letter groups which represent the 44 sounds, they then move onto learning to write words, and sentences.
- Communication and language is a vital element in the Read Write Inc programme. Active participation is ensured through retrieval activities with letter sound flashcards and reading words, answering comprehension questions and developing ambitious vocabulary. The children also work in pairs to practise each activity with their partner, taking turns to talk and reading to each other
- As pupils progress into Key Stage One they follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily phonics lessons last for one hour. Once children become fluent speedy readers they will continue their English journey at St James with Talk For Writing, No Nonsense Spelling and Accelerated Reader.
- Any pupils who have not completed the Read Write Inc programme by the end of Year two receive phonics teaching during Key Stage two, they are assessed and grouped similar to EYFS and Key Stage One and receive additional support during the afternoons to help them to close the gaps between themselves and their peers.

Support:

All children are assessed half termly and placed into groups based on their reading ability. Any children not making expected progress throughout the programme are swiftly identified and supported with daily one to one tutoring. Teachers use a range of strategies at their disposal to support learners in lessons such as identifying their spotlight children and seating them at the front and using additional opportunities throughout the day for retrieval practise. SEND children are supported by accessing the programme at a level appropriate for their ability, some may be taught in smaller focussed groups. Those not yet able to access the Read Write Inc are assessed using the Engagement Model and participate in activities that lay the foundations prior to learning phonics such as sensory play e.g. sensory bottles, messy play and activities aimed to develop communication and language such as dressing up, joining in which songs and rhymes and listening to stories.

Impact

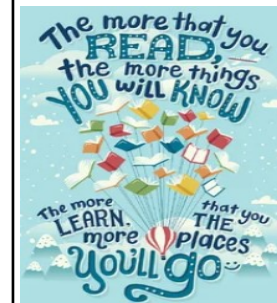
How do we know our children have learnt more and remembered more?

- Regular retrieval practice – each phonics lesson begins with speed sound retrieval (reading and writing the letter sound in a range of words).
- Regular formative assessment within lessons—oral feedback, listening to children reading, written feedback in Get Writing books.
- Half termly assessment using Read Write Inc assessments and grouping grids.
- Summative assessment—Phonics Screening Check
- Pupils attainment in other subjects improving as they apply their reading skills into a range of contexts e.g. pre reading in a history or geography lesson, reading word problems in maths.

What are we aiming for?

By the time children leave St James, we aim to create confident readers who:

- apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Understand both the books that they can already read accurately and fluently and those that they listen to.
- Have developed a passion for reading, are motivated to read and understand a wide range of vocabulary.



~ Dr Seuss