

Bowlee Park Community Primary School

Read, Write Inc. Policy

Our School Motto; Knowledge... your passport to the world!

Bowlee Values - Respect, Kindness, Ambition, Resilience, Cooperation, Responsibility

British Values - Democracy, Rule of Law, Individual Liberty, Tolerance and Respect

Rights Respecting Schools - Article 28; 'Every child has the right to an education'

Bowlee Behaviour Principles – Be ready, Be Respectful and Be Safe

1. Curriculum Intent

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

National Curriculum, 2014

A Curriculum for Our Pupils

We are a large school in an area of significant deprivation. Many of our pupils come from homes where the challenges of low income and social deprivation have a significant impact on their personal and educational development.

A significant proportion of our pupils enter school with considerable barriers to learning, particularly in relation to their limited:

- speech, language and communication development,
- social and emotional development,
- cognitive development
- physical development
- knowledge of the world

A large number of our pupils suffer multiple adverse childhood experiences, including poverty, domestic abuse and poor parental mental health.

We have to ensure that learning to read is a priority from day one. Our chosen phonics programme (RWI) teaches systematic, synthetic phonics ensuring that all our pupils are successful. We follow RWI with fidelity, consistency and continuity from preschool.

Our ambition is to ensure all pupils including disadvantaged pupils and those with SEND have the phonic knowledge needed to become successful readers and writers. Our phonics programme accelerates pupil's acquisition of sound knowledge so that they can read age appropriate texts and write sentences

A Curriculum of Breadth and Wider Opportunity.

Reading equips pupils with a powerful tool that enables them to understand and change the world and to become well-informed citizens. We have considered the needs of our community and have

ensured that the phonics programme addresses the gaps in pupil's knowledge and skills. A focus on basic skills enables our pupils to overcome many barriers to learning.

The Read Write Inc. programme delivers the EYFS and the statutory National Curriculum. We ensure that it meets the needs of all our pupils. Reading skills are prioritised so that children are able to apply their learning across the curriculum and use their knowledge in other subjects.

Progressive, Well-sequenced Learning that Embeds Knowledge

Read Write Inc. starts as soon as the pupils enter Reception. It is also taught in Preschool when pupils have achieved phase 1 standards. The pace of the programme is maintained throughout school and enough time and priority are given to the teaching of phonics.

There is a logical and systematic progression in the Read Write Inc. programme. As a result we deliver a consistent whole school approach to learning how to read. Knowledge content is repeated and revisited to ensure pupils know more and remember more.

Pupils are assessed each half term and grouped according to their phonic knowledge. Ongoing assessment means that groups are constantly adjusted to ensure the best progress for each pupil. Pupils are taught new sounds in the phonic lesson, developing and increasing their phonic knowledge. They then read books with sounds in that they already confidently know developing their reading fluency. The RWI books are decodable with a few 'tricky' words in and are matched to the child's current level. RWI lessons continue in a progressive sequence until a pupil can confidently decode words involving most common grapheme representations of all phonemes.

A Curriculum Where Reading is a Priority.

Reading is the highest priority at our school. It enables pupils to access the full curriculum. We use a phonics programme that has proven effectiveness and it is followed with rigor and fidelity. All staff are fully trained in the teaching of the programme so that we have a team of expert teachers. Pupils only read decodable books that match to the programme. Books are progressive and pupils read RWI books until they can decode and read confidently. There is a dedicated phonics leader who has time to ensure that phonics teaching is of high quality and consistent.

The staff have a 'can—do' attitude and expectations are positive and high for all pupils regardless of their background. There is confidence in school that teaching the programme will ensure success. Information is shared with parents to ensure they know how to support their child in reading. Every effort is made to help parents and carers understand and support with the RWI programme.

A Curriculum that Develops Core values.

The Read Write Inc. programme enables our pupils to develop in to confident learners who are able to work with others. It helps them to develop respect and resilience. It provides them with the skills they need to become well-informed citizens able to appreciate the world around them through being able to read confidently with understanding.

Aims in the Teaching of English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a

- range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Objectives in the Teaching of Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge **of** themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

Read Write Inc Curriculum Planning

The National Curriculum Programme of Study for reading and the EYFS framework describes in detail what pupils must learn in each year group. We have chosen the RWI programme as it has been accredited by the DFE as a suitable phonics programme. We feel that this is the best programme to meet the needs of our children.

RWI is a progressive programme, RWI lessons are taught in an organised, structured way increasing with difficulty as they progress through the programme.

Pupils are assessed before they start the programme, and then at the end of each half term, from these assessments teachers clearly know what they need to teach next to enable the children to make progress in their phonic knowledge and reading skills.

Planning for the phonics, reading and writing parts of RWI can be found on the Oxford Owl website. There are handbooks with detailed lesson plans for how to teach the phonics, the reading and writing activities. All staff have access to these plans and use them to briefly plan weekly lessons.

Assessment clearly identifies pupils that are at risk of falling behind, these pupils are then targeted through 1:1 phonics intervention to ensure they make accelerated progress to stay on track with their phonic acquisition.

The Early Years Foundation Stage

Bowlee Park follows the EYFS curriculum guidance for the teaching of English. In the Early Years Foundation Stage the teaching of English forms part of the 'Communication and language' and 'Literacy' strands. We have clearly identified how RWI links with the outcomes from these strands. RWI focuses on the development of children's speaking and listening skills, comprehension, word reading and writing.

The Contribution of RWI and Early Reading across the Curriculum

The ability to read contributes to many subjects and it is important that pupils are given opportunities to practice the skills they have learnt in RWI in other areas of the curriculum. Therefore opportunities to read a range of texts for different purposes is planned in other subjects. For example reading a report about the Egyptians in history.

The skills that pupils learn in RWI are vital so that all areas of the curriculum can be accessed.

Ambition and Access for All to the RWI Curriculum

We follow the principles of the National Curriculum to meet the needs of all the children when teaching them to read.

In designing our curriculum, we have ensured that the programme of study is well sequenced and delivered in small steps. In lessons, content is repeated and revisited to enable children to retrieve prior learning and develop fluency. We regularly plan opportunities for spaced practise to ensure knowledge is retained and children make progress.

In RWI we use two approaches: adaptive teaching and differentiation.

The majority of children access age appropriate objectives through adaptive teaching. For all pupils (including those with SEND), teaching is adapted through a range of strategies including: breaking down learning into smaller chunks; adult support; reframing of questions; use of concrete and visual resources. Higher attainers join the appropriate RWI groups to ensure they are being taught new content whilst embedding previous learning. Children's difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through 1:1 phonics.

Differentiation in RWI is implemented in lessons and also in the RWI ability groups for all pupils including those with the highest level of SEND, Pupils are grouped according to their phonic knowledge and are taught specifically what they need in order to move on in their reading.

The National Curriculum states, 'Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage.' For some children (particularly those with the highest level of SEND), further differentiation is needed through the adaptation of learning objectives and strategies in order to access learning, they may move through the programme at a slower pace. If a child's needs are best met by following an alternative plan, including coverage of the content from a previous year then this will be discussed with the reading leader and SENCO and those pupils may join the appropriate RWI group. Teachers take into account the specific needs and targets set for pupils with Special Educational Needs and Disabilities (SEND) and children whose first language is not English, when planning and implementing the RWI curriculum. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

Equality for All

At Bowlee Park Primary School we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We meet the requirements of the Equality Act 2010 and provide an inclusive education to enable all pupils to develop their full potential.

Our school delivers a broad and balanced curriculum for all pupils and we address individual needs irrespective of gender, ability, religion or ethnic origin. The curriculum avoids stereotypes and

provides good role models for all pupils. We ensure the curriculum is not delivered in a discriminatory way.

2. Implementation

Teaching and Learning of Read Write Inc.

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
- Any pupils in Year 5 and 6 who need a Fresh Start to phonics teaching

In Read Write Inc. phonics lessons, children learn to read accurately and fluently with good comprehension. Pupils learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They learn quickly that a letter or groups of letters can represent the sound. There are simple and enjoyable mnemonics to help all pupils grasp the letter –sound correspondence quickly, especially the pupils who are making slower progress. Lively decodable phonic books are matched to the pupils increasing knowledge of phonics, so that early on they experience plenty of success. Repeated reads supports their increasingly fluent decoding.

Teachers use carefully chosen strategies to:

- Present information clearly enabling pupils to understand key concepts
- Check pupils' understanding, identify and correct mistakes and misconceptions
- Ensure that pupils embed key concepts in their long-term memory and apply them fluently
- Deliver RWI in a way that allows pupils to transfer key knowledge to long-term memory.
- Sequence learning so that new knowledge and skills build on what has been taught before and pupils work towards defined end points.
- Assess pupils' understanding in order to inform further teaching, and to help pupils embed and use knowledge fluently
- Enable pupils to develop their understanding and link prior knowledge to new learning.
- Where it is required, teaching is adapted to meet the needs of children with SEND

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 EYFS 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.

Resources

We have a wide range of RWI resources to support the teaching of RWI.

All groups have: A grapheme chart, sets of sound cards, red and green words.

All staff have access to the 'Oxford Owl' website where all printable resources needed to deliver the RWI activities can be accessed. The handbooks and ICT based resources are also on Oxford Owl.

All staff have access to the RWI portal that has videos and guidance on how to deliver RWI, 1:1 fast track phonics and Fresh Start phonics. This portal offers ongoing valuable CPD for staff in school.

RWI books to read in lessons are kept in a central resource cupboard for staff to easily access and use in their lessons.

In the RWI classrooms the grapheme chart and words, pictures and prompt from the book being read should be displayed. Staff should have green words organised so that they can quickly teach new words and practice speedy reading previously taught words.

3. Impact

Assessment in RWI

We assess all pupils following Read Write Inc. *Phonics* using the online assessment on the Ruth Miskin portal. We use this data to assign them to a *Read Write Inc.* group. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including disadvantaged pupils and those with SEND needs.

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. Pupils are assessed half termly and the next step in their learning is clearly identified.

Pupils who are making slower progress usually complete the programme by the end of Year 2. We support pupils who have identified SEND 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 10 minutes every day, using the *Read Write Inc.* One-to-one Fast Track tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught *Read Write Inc.* Phonics until they too catch up with their peers.

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.

Monitoring and Review

The quality of teaching and learning in RWI is monitored and evaluated by the head teacher, senior leaders and the RWI leader as part of the school's agreed cycle of lesson observations and pupil progress meetings. This cycle includes:

- planning scrutiny
- work scrutiny
- lesson observations
- interviews with teachers
- discussion with pupils
- assessment data analysis
- action planning linked to the teaching and learning based on the outcomes of monitoring.

The Role of the RWI Phonics Leader / English Team

- Ensures teachers understand the requirements of the National Curriculum and RWI programme and teaching and learning is in line with these documents.
- Prepares a subject action plan and meets regularly with the senior leaders and English link governor to discuss progress and outcomes.
- Monitors and evaluates phonics provision in the school by conducting regular planning scrutiny, work scrutiny, lesson observations, interviews with teachers, discussion with pupils and assessment data analysis.
- Organises and leads CPD and joint professional development.
- Observes colleagues with a view to identifying the support they need.
- Attends appropriate CPD.
- Keeps parents informed about phonics provision at Bowlee Park Community School

The high impact of RWI is evident from our phonics check and KS1 reading results. Pupils enter the EYFS at Bowlee Park with skills and knowledge below what is typical for their age. As basic skills develop, progress and attainment rise to be in line with the national average by the end of KS1. Progress and attainment for disadvantaged pupils and for pupils with SEND is very strong.

Reading is a strength of our school. Pupils enjoy a wide range of texts and apply their reading skills to develop their knowledge across the curriculum.

Disadvantaged pupils and pupils with SEND have a well-structured phonics programme. They enjoy a full curriculum and make strong progress. They are well prepared for their next stage of education.

Pupils leave Bowlee Park School with the knowledge, skills, behaviours and attitudes they need to succeed in their next stage of their lives.

February 2024

This policy will be reviewed at least every two years.

Next review Date: February 2026

