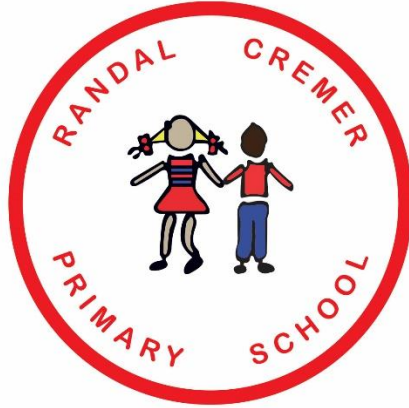




Everybody Excelling, Every Day, No Excuses!



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Learning to Read Policy 2019-20

- Vision

Every Pupil will leave Randal Cremer able to excel academically and socially.

- Values

Respect

All Members of our School Community are important to the success of Randal Cremer Primary School

We respect that everyone matters - everyone feels that they are treated fairly & listened to in a non-judgemental manner

We recognise that everyone has a right to the highest possible standard of education and that we each have a personal responsibility to ourselves and others to ensure that this right is never compromised.

Diversity, Inclusion & Equality

We put diversity, inclusion and equality at the heart of everything we do

We welcome and accept all people, and ensure we understand & celebrate everyone's unique differences and similarities

Love

We provide a caring, compassionate, warm, welcoming and nurturing environment for all members of our School Community

Teamwork

We value our relationships and work hard with all members of our School Community to achieve the School's Vision.

High Expectations

We have a commitment to ensure outstanding achievement, enjoyment, health & happiness for self & all members of our School Community

We recognise it takes a 'village' to educate a child

We all work together to ensure consistency of outstanding processes & practices



School policy on phonics and the teaching of reading and writing

At Randal Cremer, we recognise there are several different factors that contribute to a child learning to read. Our goal is that pupils will leave Randal Cremer able to read with fluency, understanding and enjoyment and that they will be able to write for a range of audiences grammatically and with purpose.

Our pupils learn to read and write effectively and quickly using the *Read Write Inc. Phonics* programme.

The *Read Write Inc.* Phonic programme

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.

We teach pupils to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read ‘tricky’ 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 Year R 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 – ‘tricky words’.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the ‘tricky 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, that is, they use their knowledge of the alphabetic code and the tricky words they have learnt. They can soon spell more complex words confidently and accurately. 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.

Pupils in Year 1 and 2 who are still on the programme have a 40 minute phonics session, 15 minutes being taught explicit sounds and 25 minutes applying the skills into reading and comprehension.

A session of Daily Supported Reading follows shortly after.

Children in Year 2 who have finished the programme have an explicit taught phonic session daily for 15 minutes which leads into Destination Reader (see DR policy).

Achievement in our school

Assessing and tracking progress

We assess all pupils from Year R to Year 4 on the *Read Write Inc.* Sound and Word Entry Assessment and we use these data to assign them to either *Read Write Inc.* Phonics or *Read Write Inc.* Literacy and Language, along with *Read Write Inc.* Spelling. 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 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.

In addition, we use a standardised reading test from NFER so that we can ensure that the gains our pupils are making are age-appropriate.

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed. 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.

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. 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.

Narrowing the gap – and the pupil premium

The programme as a whole has been very effective for our pupils in narrowing performance gaps between different groups, both within our school and nationally. The programme has also been effective in terms of the standards of reading and writing at the end of Key Stages 1 and 2, as shown in our RAISEonline data.

We know from our tracking that our pupils who are eligible for the pupil premium have made progress in line with that of our other pupils or are catching up quickly.

Quality of teaching in our school

The programme's '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.

Assessment is a critical element of our programme. The teachers assess:

- pupils' phonic knowledge
- the speed at which pupils are able to read the text
- their understanding of the stories they read.

We record the results from the Sound and Word Assessments, which take place every eight weeks, on the Assessment Tracker. These 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.

The homogeneous groupings allow the teachers to focus on all pupils for the whole lesson. This means that 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.

Simple teaching strategies and a lively pace ensure that all the pupils participate fully— there is no chance for them to lose concentration and miss key elements. In addition, because all the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups help us to focus the teaching and ensure pupils make very good progress.

Feedback and marking

We emphasise constructive feedback. For example, we praise pupils for what they do well; such as displaying the behaviour they all need for their learning to be successful. Teaching partners are praised for their effective teaching.

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.

Homework

We support pupils to select appropriate books to take home, depending on what support they might receive at home. Pupils who receive little help take home books that they have already read in the *Read Write Inc.* lesson. This means that they are confident to read at home, even if their parents cannot read with them. Pupils also take home stories and non-fiction that they cannot yet read for themselves but that have been read to them. 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 headteacher and reading leader 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 for reading 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. Pupils read books at home that closely match their word reading, as well as familiar stories and texts beyond their word reading.
6. Teaching is monitored thoroughly (see Leadership and Management).



Leadership and management in our school

Shared vision

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The headteacher works with all the staff to ensure that this happens. In particular, she/he works closely with the reading leader to monitor the quality of teaching and to provide coaching for staff who need it (teachers and teaching assistants).

The reading leader's roles include:

- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- keeping the groups homogeneous, i.e. at the same reading level
- providing further training (through demonstration, coaching, monitoring)
- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.

Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.

The reading team is made up of a team of good teachers and teaching assistants who each teach a group of pupils at the same reading level.

Professional development

A key element of *Read Write Inc.* is consistent whole-school practice, underpinned by appropriate professional development. The headteacher, all the teachers and teaching assistants are trained to teach reading.. We generally hold a team reading twice every half term to discuss the children, the groupings and share deliberate practice on areas we need to develop.

Parents and carers

We invite parents/carers to an initial meeting and we hold workshops regularly 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 suffer; 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.

