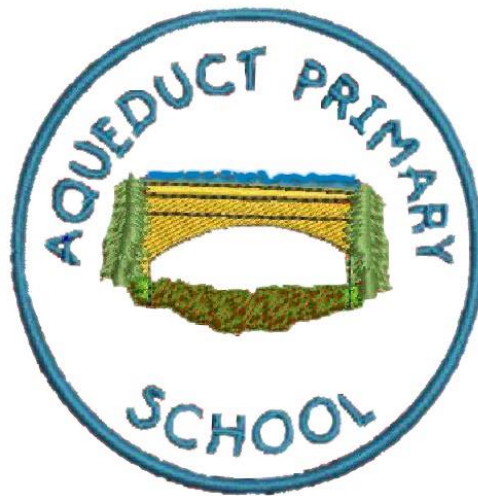


Aqueduct Primary School

School policy on the teaching of phonics,



2022

Discussed and Agreed by Governing Body	January 2022
Next Review Date	January 2024

Signed _____ Date _____

Signed _____ Date _____

Our Strapline:

Building tomorrow, Leading the way ...

Our Values

Positivity, happiness, learning, kindness, safety and respect.

PHONICS

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Read Write Inc. Spelling, in Year 2 - 6, once they can read with accuracy and 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 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 (Annex A). 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 Entry Assessment. 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 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 [PIRA] so that we can ensure that the gains our pupils are making are age-appropriate.

We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

We have high expectations of our pupils' progress. In June 2019 86%, of year one children passed the phonic screening check and in June 2020 85% of our pupils reached the threshold (both results were above national). We attribute this to our commitment to the programme and to the expectations it builds in.

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 at least 3 times a week, using the Read Write Inc. One-to-one or group 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.

Impact across the curriculum

Our teachers are enthusiastic about using the *Read Write Inc.* programme because they can see how well pupils learn from it and the progress they make, not just in English, but across the curriculum. Data is used effectively to ensure gaps are closing between all groups. (*Read Write Inc.* assessment and tracking, standardised reading tests, phonics screening check).

Teaching Expertise.

We have a termly *Read, Write Inc* Development Day, when our Reading Lead meets with an external Consultant Trainer. From this an Action Plan is created, this includes training needs and steps to support those pupils falling behind. All RWI teachers, including support staff have weekly training by the Reading Lead.

Informing Parents During the first half term of the school year, all reception parents have the opportunity to attend a phonic workshop, when the programme and teaching methods are explained. Parents are also given suggested support and resources to support their child at home. Year One parents are also invited to a workshop in February to ensure they understand and can support their children reach age expectations for phonics.

Safeguarding Aqueduct School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

Designated Safeguarding Leads (DSLs)	
Deputy Designated Safeguarding Lead/Supervisor	Mrs Tammy Lockley
Lead Designated Safeguarding Lead	Mrs Jo Clarke
Deputy Designated Safeguarding Lead	Mrs Cara Duppa
Deputy Designated Safeguarding Lead	Mr Ash Palin

Deputy Designated Safeguarding Lead & Teacher for looked after children	Miss Ellie Harrow
Deputy Designated Safeguarding Lead	Mrs Lisa Batchelor
Safeguarding Governor	Louise Aubrey (Chair of Governors)



























Other Policies (available on the school web-site): [Aqueduct Primary School](#)

English Policy

Handwriting Policy

ANNEX A

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				