

Juniper Hill School

Phonics Policy



Kindness Enjoyment Achievement

This policy was written in April 2020
Review Date January 2028

Reviewed December 2023

At Juniper Hill School, we want our children to see themselves as successful readers. We promote readers to decode, comprehend and response to the various reading material they are presented with.






Intent

At Juniper Hill School we believe that fostering the love of reading is the key to all learning and as such children are exposed to books on a daily basis from the moment that they enter the school. Learning to read is therefore a priority and begins in our Early Years Provision. As a school we teach synthetic phonics as the initial, and most important, approach to the teaching of reading.

We want all pupils at Juniper Hill School to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing. We use a consistent and structured approach to support a smooth transition as children progress and gain skills, involving parents and giving teachers the flexibility but security to plan to the needs of their cohort.

Aims



The aims and objectives of teaching Phonics are:

-  To ensure a consistent approach, to the teaching of phonics, across the school.
-  To ensure that children have direct phonics teaching daily, from Reception to Year 2.
-  To ensure that children are given opportunities to use and apply their phonics learning.
-  To ensure that all children use phonics, as their first approach, when reading and writing.
-  To ensure that all children entering KS2 are secure at decoding unfamiliar texts.







Implementation

Juniper Hill School follows the Read Write Inc Phonics Programme which helps children learn synthetic phonics. The scheme includes both a phonics and reading focus. The sessions happen daily; the continuity and pace of the programme being essential to increasing the speed of children's reading development.

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.

In Read Write Inc. pupils:

-  Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
-  Read common exception words on sight (see appendix 1).
-  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.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words (a set of words which phonetic rules are used in an unusual or uncommon way). 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 support their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non-fiction texts to pupils; they are then soon able to read these texts for themselves.

Teaching and Learning Style Read Write Inc is based on 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 brings the teaching and learning to life.

Participation – A strong feature of Read Write Inc lessons is partner work and the partners 'teaching' each other.

These principles and features characterise our approach to the teaching of reading using RWI:

-  Teachers teach RWI using a detailed, proven step-by-step teaching scheme; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.
-  Pupils are taught within small homogenous groups, across year groups, which reflect their performance in RWI phonics assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers.
-  RWI teachers have all the RWI resources needed to teach RWI and they follow detailed lesson plans. This ensures the consistency of the teaching of reading, in every RWI lesson, irrespective of the RWI reading teacher.
-  Teachers attend regular in-house CPD sessions, where they have the opportunity to learn about pedagogical changes, new RWI resources and to observe and practice specific parts of the teaching process.
-  Regular assessment ensures that pupils are taught in homogeneous groups which match their phonic knowledge and reading level. Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their reading level. Those pupils making slower progress are usually taught in smaller groups and receive additional small group or one-to-one intervention.

British Values

By connecting our British Values through the teaching of Reading, we explore issues that affect us all in our lives and this helps inform decisions that will shape our future. For example, within the reading section of Read, Write Inc., children will explore individual liberty and mutual respect, where they learn to understand that they need to take turns and listen to what their partner has to say.

Planning

Planning for Read Write Inc is completed with support from comprehensive handbooks. This planning identifies the phonics, ditties or storybooks and activities for the sessions targeted at the current attainment of children. Lessons follow set routines, ensuring consistency across groups. Support staff are responsible for planning for their Read Write Inc groups, with support from teachers and the Reading Lead, as required.

Resources

Every teacher has their own RWI Resources these include: simple and complex speed sounds charts, small and large phonics flash cards, magnetic boards and letters, green and red word flash cards, phonics wall friezes and Fred the Frog. Set 1, 2 and 3 teaching sequence resources. RWI storybooks (with Story Green words and Speedy Green words), ditties and linked texts and props are all stored centrally.

Organisation

Teachers follow RWI lesson plans and ensure that the lessons are taught at a good pace to ensure that all children are engaged and involved in the lesson. Children are praised for their contribution to lessons, reading and effort so that a positive and respectful teaching environment is maintained. Every part of the lesson is explicitly referred to so that the teachers, and the children, know the purpose of the task. Use of effective partner work, turn-taking and children taking on the 'teacher role', means that children have an active role in all parts of the lesson. 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. Teachers demonstrate their enthusiasm and passion in the program and this has a positive impact on the teaching and learning environment.

Assessment and Tracking Progress

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. Daily formative assessment opportunities are built into every RWI lesson. Choral response group work, partner work, the small class size allows teachers to evaluate pupils' phonic knowledge and hence modify the pace and focus of their lessons. We assess all pupils from Reception to Year 2 using RWI Assessment materials. We use this data to assign them to their correct RWI Group and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points.

Assessment for Learning: The programme's 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach their partner. 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.

Summative assessment: We track the phonic progress that pupils make from Reception to Year 2 and, at the end of Year 1; we evaluate pupils' acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC). This ensures that we are able to maintain high standards in the teaching of the early stages of reading in EYFS (using the Reading statements in the EYFS Profile), in Year 1 (using the PSC materials) and in Year 2 (using the non-statutory KS1 Reading assessment materials). Pupils in KS2 that are still acquiring word reading skills, continue to be part of the RWI program. The impact of high-quality synthetic phonics teaching, coupled with vigorous assessment procedures ensures that children at Juniper Hill School make excellent progress. Assessment information, from both the formative and summative assessment progresses, is used to provide updates to parents via Parents' Evening updates or more specific meetings with parents.

Provision (Provision varies between year groups and phases.)

Early Years Foundation Stage (EYFS). In Reception, children receive a daily Read Write Inc. session. The length of these sessions is built up gradually through the year starting with 15-minute sessions when they first start school in September and building up to an hour by the end of the summer term. They are led either by a class teacher or by a trained member of support staff. Groups will normally be smaller than full class sizes and can range between 5-20 children, depending on need. Reception children are assessed every half term.

Key Stage 1 Phonics sessions take place daily. Children are streamed into attainment groups to make sure teaching and learning is at the correct level for their current attainment. Groups are led by class teachers and trained members of support staff. KS1 children are assessed every half term.

Key Stage 2 Children identified as being below national averages for phonics and reading receive additional support through targeted Read Write Inc. sessions. These sessions are led by trained members of support staff and take place at the class teacher's discretion.

Children identified with SEND, are fully involved in Read Write Inc lessons as children work in groups with others working at a similar attainment level. Additional 1:1 tuition may take place, but this is identified by teachers in conjunction with the Reading Lead.

Additional Support

Additional support is provided for children who are below expected attainment for their age. These children will receive additional one-to-one or small group phonics teaching from

support staff in class, timings at teacher discretion. Children significantly below their expected attainment are regularly assessed to support progression.

Equal Opportunities

At Juniper Hill school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race and disability or learning difficulties. The school works to ensure the active participation and progress of all children in their learning.

All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

Inclusion

All pupils are entitled to access RWI resources and teachings at a level appropriate to their needs arising from race, gender, ability or disability.

A range of inclusion strategies, as listed on the school's inclusion planning key, are embedded in practice and teachers are aware of the special educational needs of the children in their RWI group, as well as those who have English as an additional language.

The 2014 National Curriculum states that:

'Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'

Pupils making accelerated progress will move groups to ensure that an appropriate level of challenge is provided. Pupils that need additional support to consolidate their phonic knowledge and its application will generally be taught in smaller groups where they have the opportunity to consolidate their knowledge prior to moving onto the next stage. If appropriate, further intervention will be provided to support their phonic development.














Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

Phonics Screening Check

In the June of Year 1, pupils take a short statutory assessment to ensure that they are making sufficient progress in their phonics skills. The check is not about passing or failing but checking appropriate progress is being made. If your child doesn't reach the required standard, then they will re-sit the screening check in Year 2. Children progress at different speeds so not reaching the threshold score does not necessarily mean there is a serious problem. In our school we already identify individual children who need extra support and provide early intervention support.

Monitoring and Reviewing

The Reading Leader is responsible for:

-  Working with the class teachers to co-ordinate the assessment of all children on the programme and designating pupils to the correct groups.
-  'Drops in' on Read Write Inc. groups for coaching, quality assurance and informally checking that pupils are in the correct groups.
-  Liaising when necessary, with our designated Read Write Inc. representative.
-  Running weekly coaching meetings with staff who are teaching Read Write Inc. 'Drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work.
-  Where necessary model lessons, team-teach and coach existing and new staff.
-  Organises RWI Development Days, led by our RWI consultant trainer, where the teaching of RWI at Juniper Hill is reviewed and assessed. The RWI Lead also coaches staff, supports RWI intervention teachers, updates the Reading Lead on new practices and helps the RWI Lead to create a plan of action to help develop the teaching of early reading.
-  Ensures that all staff are trained in RWI Phonics and book regular Development Days with RWI consultant trainers.
-  Strives to not have own reading group but covers for staff absence, assesses, models and coaches RWI teachers.
-  Liaises with the Headteacher regarding groupings, teaching spaces, staffing, training, progress, additional support and other relevant matters.
-  Is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards.
-  Trains LSAs to support the children
-  Meets regularly with the reading team, focussing on the coaching, modelling and the development of one aspect of the teaching of RWI, to ensure that RWI is taught to a consistently high standard across the school.
-  Liaises with class teachers to discuss the progress of children using RWI.

The teaching of phonics is regularly monitored and discussed in leadership meetings.