



Read, Write, Inc. Phonics Curriculum Statement

Intent	Implementation	Impact
<p>We believe that reading is the key that unlocks the whole curriculum, therefore, the ability to efficiently decode is essential. At Teagles Bridge Primary School, we use the Read, Write, Inc. Phonics programme to teach our children the core skills of segmenting and blending to start them on their 'reading journey'. Read write inc phonics is an inclusive programme for all children and is the clear and systematic approach to the teaching of phonics that is used across our EYFS and Key Stage 1 classes.</p> <p>Through the delivery of daily Read, Write, Inc. Phonics lessons, we aim to teach children to:</p> <ul style="list-style-type: none"> - Apply the skill of blending phonemes in order to read words. - Segment words into phonemes in order to spell words. - Learn that segmenting and blending words are reversible processes. - Read high frequency words that do not conform to regular phonetic patterns. - Read texts and words that are within their phonic capabilities as early as possible. - Decode texts effortlessly so all their resources can be used to comprehend what they read. <p>Read, write, inc phonics is a clear and systematic scheme of work where each lesson builds on the last. It is a spiral curriculum that provides children with endless opportunities</p>	<p>Read, Write Inc Phonics is taught in the same structured way, every day across EYFS and key stage 1 and all daily phonics lessons are based on the 5Ps teaching style:</p> <p>Praise – children learn quickly in a positive climate.</p> <p>Pace – Good pace is essential to the lesson.</p> <p>Purpose – Every part of the lesson has a specific purpose.</p> <p>Passion – It is the energy, enthusiasm and passion that teachers put into the lessons that brings the teaching and learning to life.</p> <p>Participation – A strong feature of Read, Write, Inc Phonics lessons is partner work and partners 'teaching' each other.</p> <p>RWInc is taught in the same way each day, the previous days learning is revisited and there is an over learning approach to all areas through repetition. RWInc is a spiral curriculum and children are consistently revisiting and applying previous learning whilst learning new knowledge and skills.</p> <p>The use of pictures and memorable phrases is used to aid children's retention and recall of phonemes for reading and spelling.</p> <p>Children are grouped according to their ability, ranging from set 1, 2 and 3 and they do not move to the next set until they are secure and sounds are re embedded in their long-term memory. Within each set there are</p>	<p>Our consistent approach to the teaching of phonics results in children who have a love of reading, are secure with phonics and decoding for reading and spelling and are enthusiastic and confident learners.</p> <p>There is a rigorous assessment structure that is applied half termly. This method is used for all children and monitors their attainment and progress and identifies any areas of weakness. Progress and attainment for all children is analysed at each assessment point (end of each half term) and this is closely monitored by the reading leader. Following on from this, pupil progress meetings are held between the phonic leader and the phonic teacher. During these meetings, progress is discussed and next steps for individual children planned.</p> <p>Each phonic teacher has 'spotlight' children who are their target children during daily sessions. These are children who have been identified as being at risk of falling behind.</p> <p>Children who are struggling or are identified as falling behind are quickly picked up and receive 1:1 tuition to narrow any gaps that may arise before they widen.</p> <p>On-going assessment takes place daily and there is fluidity</p>

for rehearsal and application of prior learning whilst regularly introducing new learning. This provides children with the solid foundations that they need to go on to be successful lifelong readers who have a love for reading.

In conjunction with daily Read, Write, Inc. Phonics lessons, children are exposed to a wide range of high-quality texts across the curriculum. This ensures that children's love of reading grows as their confidence and phonics knowledge increases.

coloured groups which children progress through, allowing them to apply their phonics to reading and writing.

The teaching of phonics starts as soon as the children join the school. Daily phonics teaching is non-negotiable and happens everyday no matter what. This allows for a consistent, overlearning approach.

The aim is for all children to keep up with the programme rather than falling behind and having to play catch up. Children who are struggling or are identified as falling behind are quickly picked up and receive 1:1 tuition to narrow any gaps that may arise before they widen. Children are targeted for 1:1 tuition as a result of half termly assessment and AFL, where teachers have identified a need for additional support to allow children to keep up with the programme (children not yet secure on the sounds within the set/colour).

Children are given phonetically decodable phonics books matched to the set they are currently working in as well as taking home the book they are reading during the RWInc session ensuring overlearning and therefore knowledge and skills are embedded in the long-term memory.

between groups ensuring that children make rapid progress (When children are confident, they are moved to the next group/set of sounds).

In addition to the above, all children undertake a half termly review of their own progress. These reviews support the to to identify the knowledge and skills that they have learnt and the progress that they have made. These reviews are then placed in their phonics books for the children's reference.

Marking is used to address misconceptions, evaluate children's learning and teachers use this to inform their planning. In conjunction with marking, verbal feedback is used to address misconceptions and move learning forward instantaneously.