**Hugh Joicey C. of E. Aided First School**

**Teaching of Phonics and Spelling Policy**

**Spring 2020**

Our pupils learn to read and spell effectively using the Read Write Inc Phonics programme. They progress on to Read Write Inc Spelling when they can read with speed and accuracy.

In Read Write Inc Phonics pupils:

* Decode letter-sound correspondences quickly and effortlessly using phonic knowledge and skills.
* Read common exception words on sight.
* Understand what they read.
* Read aloud with fluency and expression.
* Spell quickly and easily by segmenting sounds in words.
* Acquire good handwriting.

In addition, pupils work effectively with a partner to explain and consolidate what they are learning. This gives the teacher opportunities to assess learning and pick up on difficulties, such as poor articulation, problems with blending or alphabetic code knowledge.

Pupils across Reception and Key Stage 1 are grouped homogeneously, according to progress in reading rather than writing. This is because progress in writing tends to be slower, especially for pupils with less well-developed motor skills.

Initially we emphasise alphabetic code. Pupils rapidly learn letters and groups of letters they need to represent spoken sounds. Simple mnemonics help them to grasp this quickly. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words and common exception words.

Pupils read books closely matched to their increasing knowledge of phonics and common exception words. Re-reading and discussing these books supports their increasingly fluent decoding and comprehension skills. Alongside this, teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts themselves.

Embedding alphabetic code means pupils quickly learn to write simple words and sentences. We encourage pupils to compose sentences orally until they are confident to write independently. Pupils write every day.

Pupils write at the level of their spelling knowledge. The quality of vocabulary reflects the language they have encountered in books and through discussion, including talking about the meaning of new and unfamiliar words.

Our aim is for pupils to complete the phonics programme as quickly as possible. Once pupils have completed Read Write Inc Phonics, they move on to Read Write Inc Spelling (when they can read with accuracy and recognise alternative graphemes for sounds). For the majority of children, this happens when they move into Year 2.

Assessing and Tracking Progress

We assess pupils following Read Write Inc Phonics using the Sound and Word Entry Assessment. We use this data to assign pupils to either Read Write Inc Phonics or Read Write Inc Spelling, grouped homogeneously.

For Read Write Inc Phonics, we record pupils starting date and entry point on a tracker to monitor the rate at which they are making progress. Pupils are assessed every eight weeks and groups are altered accordingly. This allows high ability children to be challenged as they progress more rapidly through the programme and pupils making weaker progress to be identified and given additional support to catch up with their peers.

We use a standardised reading test (Progress and Understanding in Reading Assessment, or PIRA) so we can ensure that pupils are making age-appropriate progress.

We aim for most pupils to have completed the phonics programme by the end of Year 1, with the rest of the pupils completing the programme in Year 2.

For pupils on Read Write Inc Spelling, progress is assessed through weekly spelling tests and the ability to apply their knowledge to other pieces of writing, including cross curricular work.

Pupils are engaged fully in both Read Write Inc Phonics and Spelling. We agree rules for group and partner work.

Read Write Inc programmes have detailed lesson plans. We aim to build on these plans so lessons are carefully matched to the needs of the group. Each activity is prepared and has a clear purpose, which is shared with the pupils at the beginning of each session so pupils understand what they are learning and why.