Phonics and Reading

At Archibald Primary School we believe that all children should have every opportunity to succeed, and that it is vital not only that they can read, but that they become readers.

As such, we aim to start their reading journeys with a passion and enthusiasm for stories and books, alongside building their confidence in decoding and reading for themselves.

We use the **Read Write Inc.** phonics and reading scheme, which begins in the Foundation Stage and develops throughout school.

A strong start

The teaching of early reading starts with our youngest children in Pre-School and Nursery. To make sure our Nursery children are well prepared and ready to begin learning grapheme-phoneme correspondences (GPCs) and blending when they start Reception, we:

- prioritise high-quality adult-child interactions, including frequent back-and-forth conversations
- provide activities that develop listening and attention, including oral blending
- teach through a balance of child-led and adult-led experiences
- deliver our curriculum through high-quality stories, songs and rhymes
- share high-quality stories every day (Over and Over Strategy).

The teaching of high-quality phonics

We recognise the importance of all children making a strong start in learning to read. At Archibald Primary School we have adopted the Read Write Inc. (RWI) systematic phonics programme. This rigorous programme ensures children in Reception and Key Stage 1 quickly gain the phonics knowledge and early reading skills they need.

Children take part in daily RWI phonics sessions. During the lessons children will:

- learn 44 sounds and the corresponding letters or letter groups using simple picture prompts
- learn to read words using sound blending, known as 'Fred Talk'
- read green words (decodable) and red words (non-decodable)
- write the letters or letter groups which represent the 44 sounds
- write words by saying the sounds in 'Fred Talk'
- write simple sentences, initially using the 'hold a sentence' strategy, then developing more independence.

Throughout the day, children will have opportunities to:

- read lively stories featuring the words they have learnt to sound out or blend (books matched to their phonics ability)
- show that they understand the stories by answering questions.

Teaching principles

PACE	No time is wasted during teaching sessions. Children are active and involved in a fun and creative way.
PRAISE	Teachers praise the children constantly throughout the teaching sessions. Children learn more quickly when they are praised for what they do well.
PURPOSE	Each activity has a very clear purpose. The teacher sets this purpose at the beginning of the lesson so that the children know exactly what they will be learning.
PARTICIPATION	All children are expected to take part in all parts of the lesson. Full participation is gained through partner work and choral response.
PASSION	Our teachers and support staff are passionate about our teaching and the benefits of the Read Write Inc. programme. Their enthusiasm positively influences the children.

How we teach

Pupils work in groups based on their performance in RWI phonics assessments. They are reassessed approximately every six weeks, and teaching groups within each year group are reorganised accordingly.

Delivery of lessons

- Set 1 sounds are taught in a specific order.
- Children are taught the 'pure' sounds, for example 'mmmm' and not 'muh', to help them blend.
- Children are taught to blend orally using 'My Turn, Your Turn' (MTYT).
- Children are taught to sound out and blend green words, then read them with greater fluency and speed.
- Red words (words that are not decodable) are taught to be read on sight.
- Set 2 and Set 3 sounds are taught once children are confident applying Set 1 sounds to their reading.

Home reading books

Book	When it comes home
Speed Sound book	When your child has learnt enough sounds and is ready to blend them to make a word.
Ditty sheet	When your child progresses to reading sentences. They will have practised it that day in their phonics lesson.
Storybook and sharing book	As fluency grows, your child takes home a storybook matched to their phonics level and a sharing book for you to read and enjoy together.

It is a good idea to encourage children to read and re-read the same book several times over a few days, as this helps the text become familiar. Reading a familiar text is a great way for pupils to develop their fluency.

Home reading books are changed regularly. Teachers tell their classes which days books are changed and share this with parents and carers.

Assessment and recording

Children are assessed throughout every lesson. Every time partner work is used, the teacher assesses the progress of the children, checking how they:

- read the grapheme chart
- read the green and red words
- decode the ditty or storybook
- understand the text.

Children also complete an RWI assessment each half term. Those at risk of falling behind are identified quickly and given one-to-one or small-group tutoring.

An expert teaching team

To ensure consistent, high-quality teaching of phonics across our school, we have a dedicated Phonics Lead and a dedicated Phonics into Early Reading Lead. They work in partnership to ensure absolute fidelity to the RWI programme, accurate assessment and high-quality provision, so that no child is left behind on their journey to becoming a reader.

Regular training is planned for all teachers and support staff, keeping them up to date in the delivery of phonics and early reading strategies.