



Creating Learners Without Limits

Our approach to the teaching and learning of phonics, reading and writing

All pupils participate in a daily English lesson.

English lessons using the Read, Write, Inc. phonics, Freshstart or Literacy and Language are delivered daily across the whole school by class teachers, teaching assistants and higher level teaching assistants.

Grammar and handwriting are also taught discretely in short sessions across the week timetabled outside of these lessons. Each class has story time sessions also included in their timetables.

Children in Reception are taught as a class initially as they learn the first 30 sounds and begin to blend. After approximately six weeks children are assessed for the first time and put into smaller groups according to their learning. They are reassessed and regrouped for accuracy and fluency every term (approximately 6 weeks).

Children in years one to four continue to be assessed every term as they move through the Phonics programme.

From September onwards in year 2 as they reach the end of the Phonics programme, children begin to move into Literacy and Language groups for their year group.

Key to the success of the RWInc. programmes is their ethos which we fully embrace as a school since it encapsulates our approach to teaching and learning here at Victoria enabling us to provide the best opportunities for all of our pupils.

Participation:

Every child is engaged throughout the lesson using My Turn Your Turn, mtyt, at the simplest level which encourages children to say and share ideas out loud with a partner, manipulating language, taking turns as we change and build sentences.

Turn to your partner, ttyp, encourages children to talk together and listen carefully and build on what each other says. Children teach their partner something previously explained by an adult. To really know something they will need to be able to explain to their partner.

No hands up. We use a variety of feedback techniques built into the programme including choral, word wave, choose two and popcorn.

Praise:

Genuine praise forms an important part of how we ensure children to succeed; focusing in particular on how they work together as teaching and talk partners, praising each other and being supportive, the programme creates an enthusiasm for learning.

Children are engaged through pace not only in lessons but also in a commitment to get them

reading quickly.

Purpose:

Each activity has a clear purpose shared with the children. Adults and children know what they are teaching / learning and why, whether it is word reading, transcription, comprehension or composition. Adults model the behavior needed for effective learning, using Think out Loud, TOL, to demonstrate the thinking necessary for an activity / learning. RWInc fosters a passion for seeing all children make rapid progress.

RWInc. is not just a phonics programme. It teaches children to read accurately and fluently with good understanding and to write accurately and coherently, articulating their thoughts and ideas at every step.

Children develop their phonic knowledge alongside reading comprehension and writing skills whilst also acquiring a wide vocabulary. They learn to read easily, fluently and with good understanding, use discussion in order to learn and to write clearly, coherently and accurately and are encouraged to read widely. Teachers read linked texts alongside each phonic text and we are developing a bank of stories for each year group.

learning to read is focused and fun
picture mnemonics are used to teach all children to read and write sounds
story books are matched to the sounds children know so that they develop accuracy, speed and confidence
a “three reads” approach ensures children live the story and can read it proudly with comprehension, fluency and expression
lessons provide children with the tools to become confident writers, writing at length using exciting vocabulary and good spelling
struggling readers are picked up with one-to-one tutoring

there is a step by step approach to the teaching of reading, writing and spelling
speaking and listening is at the heart of teaching
training gives staff the opportunities to practise and prepare before they teach
behaviour management strategies speed up progress and ensure participation

The Literacy and Language programme supports and enables effective and passionate teaching. Texts are introduced using a three-step approach which ensures each child has a deep understanding of what they read. Children meet a wide range of genres and learn about grammar in context which allows them to use it with understanding, whilst grammar banks support teacher knowledge.

This programme is designed to “grow” children in to articulate speakers as they learn how to present and debate; to reason and justify their answers. They are engaged through drama and discussion and then write confidently because they have something to say.

Staff employ strategies to encourage children to ask and answer questions; they demonstrate writing; how to plan, draft and edit and use partner work to build resilient learners who enjoy being challenged.

Children in years 5 and 6 working below expected standards in reading and writing complete the “Fresh start” programme, which is designed to get children reading and writing fluently in less than 33 weeks. Learning to read is focused and fun using age-appropriate

texts and anthologies, boosting children's confidence as texts are matched closely with the sounds they know. Clear cumulative writing activities build vocabulary and punctuation, whilst simple effective spelling strategies increase confidence when writing.

RWInc Spelling "is a fast-paced, systematic spelling programme for children in years 2 – 6." Short daily sessions teach children to spell new words accurately, using phonic knowledge and other knowledge of spelling such as morphology and etymology.

Handwriting is taught in context as an integral part of phonics lessons and practiced discretely. We have adopted the letter formation and joins set out in RWInc.

School based units intersperse with Literacy and Language for pupils between years 2 and 6 who have reached this stage in the programme. Staff create units to supplement and complement pupils' skills knowledge and understanding, often with a non-fiction focus, possibly incorporating drama techniques to build understanding and language exquision.

RWInc Progress assessment materials and trackers from years 2-6 provide assessment materials used 6 times per year to analyse pupils' progress and formulate next steps in reading, writing and grammar. Grammar assessments are an integrated part of Literacy and Language units and spelling practice tests trackers are built in to the Spelling units.

RWInc development days support the Reading Lead as she analyses assessment and pupil progress and discusses coaching and action steps. They also incorporate demonstration sessions for tutoring the children making slowest progress; training one-to-one tutors and staff workshops.

Pupils are assessed regularly to ensure they move quickly through the phonics programme. Pupils who do not make expected progress will be offered support via one to one phonics teaching or interventions to ensure they 'keep up not catch up'.

All members of staff receive regular training via whole academy training sessions led by outside providers, development days or master classes led by our English subject lead.

Writing

Pupils have good quality, planned for opportunities to demonstrate their writing skills during the connected curriculum.

Drama for writing

We use a drama for writing approach throughout a variety of subject areas to ensure pupils have a purpose and context to produce good quality writing.

Reading

Pupils have good quality, planned for opportunities to demonstrate their reading skills during the connected curriculum.

Essential learning objectives and **The Characteristics** of Readers, Writers and Communicators are used to ensure teachers and pupils focus on the essential/none negotiable aspects of reading, writing and communication.