

Introduction:

Northway Primary and Nursery School is a strong and distinctive community, where we value each other as part of the family. We show this through our planning, our teaching, our relationships and respect for each other as individual learners. We are all learners – no matter our age or time within this or another School.

Learning potential is realised most when parents and teachers work in partnership. We believe in our children and we want our children to believe in themselves – they will then 'believe and achieve'. We set ourselves the high standard of: All learners, All achieving, All the time. Our Policy for Teaching and Learning is underpinned by this ethos.

The **Northway Curriculum** has a golden thread that links a **rich tapestry of knowledge**, interwoven with **key skills** and allows children to **engage** with, **connect** with and **understand** their **locality** and **rich cultural offer** and take their places as **global citizens** in the twenty first century.

The Northway Values for Victory exemplifies an ethos that builds community and provides the expectations for **excellent attitude** and **learning behaviour**. The curriculum is planned to allow children to **explore**, **evaluate** and **improve**. Children know the **high expectations** and are encouraged to **strive for success** in all that they do. Children are **nurtured** so they can engage with their learning without barriers and reach their own potential. Northway understands that **aspiration is good** but aspiration for all: **all learners, all valued, all achieving...all the time**.

Our Curriculum is a **progressive** programme of study, where children are **exposed to knowledge** and **skills** year on year. Children should see the 'big picture' as they progress through school and see building blocks coming into place. They will be **immersed** in a **rich vocabulary** and **text-base** to inspire a love of learning and given the opportunity to share their knowledge. Children can exemplify their prior knowledge and staff teach from this starting point, knowing the expectation for their specific year group. **Low state quizzing** for pre-assessments endeavour the development of **sticky knowledge** and post-assessment give children the satisfaction of achievement. Each subject area is taught discretely but has clear cross-curricular links and crossover of skills. We give core subjects and basic skills a strong emphasis but passionately believe in a wide, broad, rich curriculum, where children have deeper learning experiences and develop a life-long love of learning...**developing dynamic and industrious citizens for Liverpool and the world who can make a positive contribution**.

Excellence, enjoyment, enrichment, progression and relevance are all key principles of our Northway Curriculum from Nursery to Year 6.



RESPECT • TRUST • COURAGE • COMPASSION • FORGIVENESS • PERSEVERANCE • HOPE

1. Statement of consideration of equalities in all policies and procedures

This policy outlines the teaching, organisation and management of our synthetic phonics programme, Read Write Inc, taught at Northway Primary School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

2. Intent

At Northway Primary School we believe that fostering the love of reading is the key to all learning and as such pupils are exposed to books on a daily basis from the moment that they enter the school. We want all pupils at Northway Primary 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 which is taught with fidelity across the school, to support a smooth transition as pupils progress and gain skills.

Through the teaching of Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- 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

3. Implementation

Scheme of Work and Strategies

At Northway we follow the Read Write Inc programme for planning, teaching and delivering phonics lessons. Pupils are assessed every 5 weeks and placed into homogenous groups within their year group. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. The Read Write Inc. programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Pupils are taught new phonemes everyday through high quality systematic, synthetic phonic work as the prime approach to decoding print, i.e. a phonics 'first and fast' approach. They are taught the grapheme-phoneme correspondences in three sets of 'Speed Sounds' in a clear incremental sequence from the simple alphabetic code to phonemes with alternative graphemes. They start off with simple phonemes and progress to learning a mixture of digraph and tri-graphs when appropriate within the programme. For each phoneme, pupils are taught to 'say it', 'read it', 'write it', using child friendly mnemonics and visual, auditory and kinaesthetic activities. Lessons are designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences.

Pupils learn to decode words by identifying the graphemes and blending the phonemes, through the word. Each daily session, which lasts up to an hour, has built in 'Word Time', which demonstrates that phonemes should be blended, in order, from left to right, 'all through the word' for reading. Within these lessons pupils are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies. Reception pupils learn the relationship between phonemes and graphemes practise word blending with magnetic letters, moving onto reading the lively, decodable Ditty Books or Storybooks, matched to phonic ability. Year 1+ pupils review and learn new grapheme-phoneme correspondences and apply their increased phonic knowledge to reading the Storybooks and doing writing activities.

Within daily sessions pupils are taught high frequency and exception words that do not conform completely to grapheme/phoneme correspondence rules. Reviewing and revisiting them daily provides fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt.

Daily sessions provide pupils with the opportunity to write new letters each day to practice letter formation. Each letter of the alphabet has a simple phrase to support pupils to remember the formation of the letter until they are completely confident.

Pupils learn to spell words by segmenting them into phonemes. Pupils are taught to use 'Fred talk' (counting phonemes on fingers) to blend words for reading, and segment words for spelling. This ensures they understand that blending is the reverse of segmenting from the beginning. They learn this is the opposite of blending. This ensures that pupils apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular.

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. 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. We also use this approach very effectively in other subjects.

Resources (including iPads)

All staff are equipped with high quality resources that required to teach the RWI programme with fidelity. These resources are consistent across all teaching groups which ensures that pupils are aware of expectations and the structure to lessons as they progress through the programme. At Northway, we have RWI home reading books that are precisely matched to the progression of our phonics programme, ensuring that all pupils have access to fully decodable reading books. This allows all pupils to be successful with their reading at home and gives them the opportunity to re-read books to build their fluency and comprehension skills. We also have access to the Read Write Inc online portal which has a wealth of phonics videos that pupils access on their iPads both in school and at home.

Learners who need more

Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, these pupils have daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when learning to spell through the use of our Spelling Shed programme.

Knowledge Organisers

Phonics knowledge organisers have been produced for Set 1, Set 2 and Set 3 sounds of the Read Write Inc programme. These knowledge organisers allow pupils to practice their grapheme-phoneme correspondences and apply them to both real and pseudo words.

Homework

Pupils receive phonics homework through Read Write Inc videos and home reading books. Pupils take home a copy of the book that they have already read in the Read Write Inc. Phonics lesson that week. This means that they are already confident with the book and will succeed every time they read at home. Pupils also take home reading for pleasure fiction and non-fiction texts that they cannot yet read for themselves. This book is encouraged to be shared with members of the family at home to develop their love and passion for reading.

At the start of Reception, pupils are provided with home practice sheets linked to the sound they have been learning in their phonics group. As their knowledge of Set 1 sounds develop, pupils in Reception, Year 1 and Year 2 (if required) receive links to Read Write Inc practice videos every week. They are provided with a reading and spelling video which is matched to the sounds that they have been learning that week in their phonics lesson. Pupils are encouraged to watch the video regularly at home throughout the week to embed their knowledge and understanding.

4. Impact

Progression and Outcomes

In Northway we expect pupils to meet the following expectations, term by term, from Reception to until the end of Year 1: -

Expected Progress Reading	Stage and focus sounds	Expected Levels
Reception		
End of Autumn Term		
	Set 1 sounds Word Time 1 2 3	Working below expected levels
	Set 1 sounds Word Time 1 2 3 4 5	Expected level

	Set 1 sounds Word Time 6 7, Books: ditties/green books	Greater Depth
End of Spring Term		
	Set 1 Word Time 1 2 3 4 5	Working below expected levels
	Set 1 Word Time 6 7, ditties	Expected level
	Set 2, green/purple books	Greater Depth
End of Summer Term		
	Set 1 blending, ditties	Working below expected levels
	Set 2, green/purple books	Expected level
	Set 2, pink/orange books	Greater Depth
Year One		
End of Autumn Term		
	Set 1 and 2, green books	Working below expected levels
	Set 2, read some Set 3, orange books	Expected level
	Set 2, read most Set 3, yellow books	Greater Depth
End of Spring Term		
	Set 2, purple books	Working below expected levels
	Set 2, read most Set 3, yellow books	Expected level
	Set 2, read all Set 3 (spell some), blue books	Greater Depth
End of Summer Term		
	Set 2, some Set 3, pink/orange books	Working below expected levels
	Set 2, read and spell all Set 3, blue and grey	Expected level

	books- completed programme	
	Begin SPaG programme	Greater Depth

Our aim is for pupils to complete the phonics programme as quickly as possible. We continue the Read Write Inc phonics programme in Year 2 and 3 for those pupils who are making slower progress and they are placed into the homogenous teaching groups. Assessments for these pupils in Year 2 and 3 take place more frequently (every 2-3 weeks) to ensure that they are moved rapidly through the programme.

Assessment

To ensure pupils are on track with the pace of the school's phonic programme we provide initial and ongoing assessments, which take place every 5 weeks. This enables us to quickly spot pupils who are not keeping up with the programme and who require Fast Track tutoring. Fast Track Tutoring is put into place for every pupil who needs additional support, to enable them to catch up quickly. This tutoring may take place as one to one tutoring or in small groups. Initial assessments take place to ensure all pupils start at the right point in the programme and work at the 'cutting edge' of their learning. Ongoing assessments are used to ensure pupils are being taught at the right level and make the expected progress so that absolutely no child 'slips through the net'. The Reading Leader also trains all staff to spot pupils who may be making quicker progress within their homogenous group and these pupils will be assessed before the timetabled assessment week. This ensures that all pupils can move rapidly through the programme at a pace suited to their needs.

This assessment system helps monitor:

- ability to hear and blend phonemes orally
- recognition of graphemes
- ability to sound out phonemes into words
- ability to recognise phonically regular words
- ability to read irregular words
- ability to read nonsense words.
- provides teachers with a clear map of pupils progression in phonic knowledge and skills.

5. Monitoring and Review

The role of the Reading Leader at Northway is critical to ensure that Read Write Inc is taught with fidelity to ensure that all pupils make rapid progress. The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The Reading Leader works closely with the Headteacher to monitor the quality of teaching and to provide coaching for all staff. The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress
- assessing all pupils and using these assessments to create homogeneous groups

- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support
- providing regular training for teachers and learning support assistants through masterclasses, coaching/ observation and face-to-face feedback

Professional Development

Professional development is key element of Read Write Inc. to ensure a consistent whole-school practice. The headteacher, all the teachers and learning support assistants are trained to teach reading. All staff have attended two-day Phonics training and the trainer has returned to support us on subsequent development days. We have three development days with our phonics training during the academic year, which are used to analyse data, support the lowest 20% of pupils and provide extra training and practice time for one to one tutors. The reading leader attends regular Read Write Inc training sessions to support and develop their role.

6. Role of the parent/carer

At Northway we know the importance of working closely with parents and carers to ensure that pupils receive the best support possible with their reading at home. We provide workshops for parents to attend to support their knowledge of the Read Write Inc programme and offer practical advice for helping their child at home. For those parents who cannot attend workshops we provide films from the Read Write Inc portal as well as films made by the Reading Leader on how we teach the programme in school as well as ways to support reading at home. We use ParentApp, Seesaw and the school website as a tool to communicate and engage with parents.