Phonics and Early Reading Rationale

Intent		Implementation		Impact	
Alignment	At Cherry Grove Primary, we teach phonics through the Read, Write, Inc scheme. This programme is taught in Reception to Year 2. Once Year 2 pupils are fluent, confident readers, they move onto Comprehension lessons. Our lowest 20% and 'spotlight' pupils receive Fast Track Tutoring to ensure that they make rapid progress and catch up quickly. Pupils, who are not fluent readers in Year 3, also continue with the scheme, but from Year 4 they take part in 'Fresh Start' sessions.	Pedagogical Approaches	Read, Write, Inc is a systematic, synthetic phonics programme, which has been validated as a scheme.	Approach to Assessment	Pupils are assessed every 6 weeks by the Reading Lead. From this, they are grouped according to need. Teachers also continually assess pupils throughout every lesson. If there are concerns regarding a child, they speak to the Reading Lead. Following observations, the Reading Lead may carry out an additional assessment and move the pupil into a different group. Year 1 pupils are also assessed throughout the year on the Phonics Screening check, to ensure that teachers and the Reading Lead are aware of who the focus children and focus sounds are.
End Points	By the end of Year 2, we expect all pupils to be fluent readers. We also promote reading for pleasure, so that pupils can use this skill to enhance the learning of other subjects as they move throughout Key Stage Two. By the end of Reception, pupils should be on at least green or purple books. By the end of Year 1, pupils should be on at least blue books. We use the 'expectations of progress' document to ensure pupils are on track.	Teachers' Expert Knowledge	All RWI teachers receive refresher training each year. They also receive personalised training through the RWI portal, which is targeted as a result of monitoring, carried out by the Reading Lead. Teachers can also access the portal for video training at any other time for their own professional development. The Reading Lead supports teachers in the delivery of phonics through a team teach approach. We also receive training through 'RWI Development Days' with a RWI consultant.	Performance Data	At the end of Year 1, all children complete the Phonics Screening test. Children in 2, who failed the test in Year 1 are required to complete it again. Children in Year 3, who failed the test in Year 2 continue with phonics until they are fluent readers. If the child does not achieve this, they begin 'Fresh Start' sessions in Year 4 as a form of intervention. A tracker is also used to ensure that children are making at least good progress and are not falling behind. This is discussed on RWI development days with the RWI consultant.
Sequencing	Every lesson starts with a speed sounds session. Children are grouped to learn Set 1, 2 or 3 sounds, following regular assessment. During this session, pupils learn a new sound, practise reading words containing this new grapheme and speedily read review words which are not new. Pupils have the opportunity to apply their knowledge of the new sound, by reading nonsense (pseudo) words.	Promoting Discussion & Understanding	There is clear guidance for phonics teachers about how to encourage participation and there are key phrases to use with the children (i.e. Fred in your head, special friends etc). This means that there is a consistent approach across the phonics classes. The RWI development days with a RWI consultant, provide phonics teachers with the opportunity to develop their practice even further. Regular monitoring carried out by the Reading Lead also promotes discussion amongst staff.	Pupils' Work	During the 'Speed Sounds' session, teachers model the letter formation for the sound learned. This is supported by a memorable rhyme. Pupils are then expected to practise this in their phonics book, in their neatest handwriting. They then write words which contain these sounds as a spelling focus, but also in their neatest writing. During the story book session, pupils 'hold a sentence' and write it in their book. This further consolidates their letter formation, their ability to remember a sentence and the use of accurate punctuation.
Social Disadvantage	Regular assessment and monitoring carried out by the Reading Lead means that vulnerable and disadvantaged pupils (including Pupil Premium and SEND) are tracked closely. They are grouped according to need and expert teachers teach the lowest ability. Pupils who are not making sufficient progress and are in the lowest 20% of readers received fast track tutoring, which is one to one where possible. Teachers also carry out an additional speed sound session in the afternoon, focusing on sounds that need more practise. They also use flashcards throughout the day during 'pinny time' and may target pupils who fall into disadvantaged groups.	Knowing & Remembering More	Each phonics lesson starts with a speed sound session. New sounds are introduced three times a week and two sessions are used to review these new sounds. There is also an opportunity to review words that are not new. These build on the child using Fred talk, to Fred in the Head, to reading 'at a glance' and being speedy. Additional speed sound sessions occur in the afternoon to enable to children to rehearse and practise the sounds that are not yet secure. At the end of the phonics session, there is an additional challenge which encourages the pupils to read the sounds speedily.	Talking to Pupils	As part of the monitoring process, the Reading Lead carries out pupil conferencing to determine the views and understanding of the pupils in relation to phonics and their enjoyment of reading. During the phonics lessons, little time is spent talking to pupils. Instead, the focus is on maximising learning time and minimising talk.
Local Context	In order to support our parent community, we offer parent workshops and classroom visits where parents can join in phonics sessions with their child. We also offer support on how they can help their child to read at home. We have access to the RWI portal, where we can send parents links to videos and other resources.	Teacher Assessment	On-going formative assessment is used by the phonics teacher to ensure that all pupils progress in the lesson. Nonsense words are used to check to see if the children can remember and apply the new sound in a different context. Speedy reading of green words in the review session, indicates if children are reading words at a glance. If there are concerns, the phonics teacher communicates with the Reading Lead.		