

Perton Primary Academy					
Approved by:	PPA LAC		Issue date:		Review date:
Written by:	L.Poilblanc		Policy Title: Phonics and Spelling Policy		
Audience:	Staff	<input checked="" type="checkbox"/>	Students	<input checked="" type="checkbox"/>	Local Academy Council
	Parents	<input checked="" type="checkbox"/>	General Public	<input checked="" type="checkbox"/>	

## Phonics and Spelling Policy

Perton Primary Academy follow the *Read Write Inc.* programme for phonics and spelling from Nursery - Year 4.

*Read Write Inc. Phonics and Spelling* are proven successful literacy programmes for 4-13 year old, created by Ruth Miskin and published by Oxford University Press. The *Read Write Inc.* programmes are carefully matched to the National Curriculum 2014, giving your child the confidence to succeed in National tests. Pupils learn to read accurately and fluently with good comprehension.

Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. *Read Write Inc.* sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

At Perton Primary Academy, *Read Write Inc* lessons are based on the 5 Principles.

These are:

- **Purpose**- every part of the lesson has a specific purpose
- **Passion**- this is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!
- **Pace**- good pace is essential to the lessons
- **Participation**- a strong feature of *Read Write Inc.* is partner work.
- **Praise**- children learn effectively in a positive climate.

### Aims and Objectives.

In *Read Write Inc. Phonics* pupils will learn to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Learn to blend words together.
- Read common exception words on sight
- Read texts and words that are within their phonics capabilities as early as possible.
- Understand what they read
- Read aloud with fluency and expression

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- Spell quickly and easily by segmenting the sounds in words

Teaching of *Read Write Inc* will:

- Be pitched at the correct level for each child, ensuring every child is sufficiently challenged while able to make clear progress.
- Excite and stimulate children through active learning in which they enjoy achieving and progressing
- Uses phonics, reading and writing skills together to connect and support each of these aspects
- Encourages consistency of teaching and learning across the school in this area
- Accelerates children's literacy learning leading to improvements in attainment, both in relation to the Phonics Screening Check in Year 1 and throughout the school.

A daily phonics lesson is timetabled for children to practise skills needed for reading and writing. The children are grouped according to their knowledge of the graphemes and phonemes in the English language.

The *Read Write Inc.* programme makes sure that pupils read books that are closely matched to their increasing knowledge of grapheme-phoneme correspondences. Teachers give pupils sufficient practice in reading and re-reading these books. This is so that, early on, they experience success and gain confidence that they are readers.

### Reading

Accuracy is developed through:

- Reading new sounds and previously taught sounds
- Sounding out the names of characters and unfamiliar words
- Understanding the meaning of new words
- Reading the story

Fluency is developed through:

- Reading the words in the story speedily
- Teaching the story, 'jumping in' when the teacher allows
- Reading the story with increased speed

Comprehension is developed through:

- Predicting the outcome, after listening to story introduction
- Discussing and comparing key moments in the story

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- Reading the story with a storyteller's voice
- Answering questions about the story.

### Planning

Planning for Read Write Inc is completed with support from handbooks, considering the individual needs of each group. This planning identifies the phonics, ditties or storybooks and activities for the sessions targeted at the current attainment of the children. Lessons follow set routines and timings, ensuring consistency across the groups and school. Support staff are responsible for planning and delivering the lessons for their Read Write Inc groups, with support from teachers and the Read Write Inc leader as required.

### Assessment

Children are assessed every half-term in school on their grapheme-phoneme correspondences and their reading of the text. This is to ensure that the phonics group that they are in, is closely matched with their phonic knowledge. On-going assessments are also used to identify children that may need additional support. When pupils are successful at completing the final Read Write Inc Phonics assessment, they will then progress to *Read Write Inc Spellings*. Our aim is to ensure that children progress in-line with the National Curriculum expectations.

### Read Write Inc Spellings

*Read Write Inc Spellings* is a robust, fast paced, systematic spelling programme for children in Years 2 -4, at Perton Primary Academy. Read Write Inc Spelling is a programme based on the understanding that we have a sound-based writing system.

A daily, 20 minute spelling lesson is timetabled for pupils to practise their spelling skills four times a week through the *Read Write Inc*. Programme. The pupils' learning is enhanced through interactive characters from 'Spelling planet'.

### Inclusion

*Read Write Inc.* is a translation of 'read, write, inclusive'. The programme aims for all children to access and succeed with reading in the programme. Targeted interventions are planned for children who are falling behind. This follows the *Read Write Inc* 1-to-1

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tutoring guide as well as precision teaching. These are implemented by the teaching staff in the most effective way to meet the needs of individuals.