**Read Write Inc … Richmond Hill Provision**

**Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do, and why we start our phonics teaching from entry to Nursery.**

We use a programme called *Read Write Inc*. Phonics to teach our children to read and write. We make sure *every* child can read the last set of phonic stories before they progress to our higher-level programmes, Comprehension and Spelling. Some children complete the programme in Year 1 and others in Year 2. Year 3 and 4 children who need extra support follow this programme too; struggling readers in Year 5 and 6 children follow a similar programme called Fresh Start.

During this time, we group children by their reading progress for one hour a day (20 to 45 minutes in Reception) and re-assess children every half-term so we can place them in the group where they’ll make the most progress. We provide extra daily one-to-one sessions for children who need a bit of a boost to keep up.

**How do we get children to remember what we teach them?**

It’s much easier teaching one child – we can get them to repeat what they have understood in their own words, step by step. Then, if they haven’t understood, we can try different words and explanations. So, in order to replicate this back and forth dialogue with a group or class, we use partner work. Children answer every question with a partner, the teacher checks what they know and only moves on when they understand. It means that all children stay focused throughout the lesson. Partner talk is fundamental to the success of our school*.* We use, ‘Turn to your partner’ in every lesson throughout the day.

**How do we make phonics easy for children to learn?**

*Read Write Inc.* Phonics depends upon children learning to read and write sounds effortlessly, so we make it simple and fun. The phonic knowledge is split into two parts.

First we teach them one way to read and write the 40+ sounds in English. We use pictures to help, for example we make ‘a’ into the shape of an apple, ‘f’ into the shape of a flower.These pictures help *all* children, especially slower-starters, to read the sounds easily. Children learn to read words by sound-blending using a frog called Fred. Fred says the sounds and children help him blend the sounds to read each word.

Then we teach children the different spellings of the same sounds, for example, they learn that the sound ‘ay’ is written ay, a-e and ai; the sound ‘ee’ is written ee, e and ea. We use phrases to help them remember each sound for example, ay - may I play, a-e – make a cake?

**How do we ensure children can read every book?**

The first thing we do is to give children books we *know* they can read – without any guessing. (We read lots of other stories *to* them, but do not expect them to read these for themselves until they start to read the Grey Storybooks.)

Before they read the story, they sound out the names of characters and new words, practise reading any of the ‘tricky Red’ words, and we tell them a thought-provoking introduction to get them excited about the story.

**Then, over three days, children read the story three times: first to focus on reading the words carefully. The second read to help them read the story fluently, we have worked closely with HFL to develop a bespoke Echo Read system which involves re-reading short phrases, sentences and then paragraphs; working on their story telling voices and leading to greater comprehension. On the third day, we talk about the story together for example, how characters might be feeling and why, using both retrieval and inference questions. By the time children read the story at home, they will be able to read it confidently with expression. Blue and Grey Storybooks have a five day timetable these storybooks have a greater word count and number of writing activities.**

**How do we teach children to spell confidently?**

We use just two simple activities: Fred Fingers to spell regular words and Red Rhythms for tricky words.

*Fred Fingers*

We teach children to spell using ‘Fred Fingers’: we say a word and then children pinch the sounds onto their fingers and write the word, sound by sound.

*Red Rhythms*

We teach tricky words with Red Rhythms. We say the tricky letters in a puzzled voice and build the letter names up into a rhythm, for example, s-**ai**-d.

Children learn to spell new words and review past words every week, they practise spelling them with a partner and – when they’re ready – we give them a test to celebrate their spelling success.

**How do we make writing simple for children to learn?**

We teach handwriting, spelling and composition separately, gradually bringing each skill together step-by-step.

We teach children to form letters with the correct pencil grip and in the correct sitting position from the very beginning. They practise handwriting every day so they learn to write quickly and easily.

Once children can write simple words, we teach them to ‘hold’ a sentence in their heads and then write it with correct spelling and punctuation.

Very soon children are able to write down their own ideas. We try out different sentences together, drawing on new vocabulary and phrases from the Storybook they’ve just read. They practise saying their sentences out loud first so they don’t forget their ideas while they’re writing. They also learn to proofread their own writing using ready-made sentences containing common grammar, punctuation and spelling errors.

**How do we assess and track children’s progress?**

For children to make the best possible progress, they will read Storybooks closely matched to their reading level, every day.

This means we group children by their word reading and fluency – not by their progress in comprehension or writing, or by their age

Every half-term, we assess all children in YR to Y4 who have not yet met end of Key Stage 1 National Curriculum expectations for reading.

We assess Years 5 and 6 children who are at risk of not meeting end of Key Stage 2 national expectations for reading using the Fresh Start assessment.

The Reading Leader carries out all the online assessments to ensure children are placed in the correct group.

We track each child’s individual progress on the online assessment tracker. We use this to identify children who need more support through daily one-to-one tutoring.

**How are slower progress readers supported?**

**We identify those children who are at risk of falling behind their peers immediately.**

**We make sure children ‘keep up not catch up’ from Reception.**

**The half-termly assessments identifies individual pupil sound knowledge gaps, giving the opportunity to deliver an individual bespoke intervention.**

**The slowest progress readers in both KS1 and KS2 receive daily one-to-one tutoring for 10 minutes, in addition to their group session in the morning. Children practise reading sounds speedily, learn to blend sounds into words and read a Storybook that is matched to the sounds they know and the quantity they can read. This is also supplemented with age appropriate Pinny-time, Speed Minute and Word Challenge Video’s from the Ruth Miskin Portal.**

**What are the expectations of children’s progress on the *Read Write Inc.* Phonics programme?**

**It is expected that:**

**During the Autumn and Spring Terms: Nursery children play Fred Games to introduce the individual sounds in words, such as h-a-t, c-oa-t, s-o-ck, b-oo-t and so on to develop their sound oracy.**

**Children in Nursery also access Stories, Nursery Rhymes, Poems and Songs, daily, linked to their project. They access Role Play and small world to practise these, developing oracy through all areas of the curriculum. Vocabulary progression is planned carefully to support. Launchpad for Literacy provides a range of activities to embed vocabulary and language skills and improve listening and attention in provision**

**From the start of the Summer Term: all children will be exposed to the first 26 (Set 1) picture cards/ single letter sounds. Within small groups, children will access 1 sound per day, repeated throughout the term.**

**Reception Autumn Term children will continue to secure set 1 sounds and be introduced to set 1 special friends/double consonants**

**Autumn half term Set 1 Sounds 16 +**

**m a s d t, i n p g o, c k u b, f e l h , r j v y w, z x**

**End of Autumn term 25+**

**m a s d t, i n p g o, c k u b, f e l h , r j v y w, z x,**

**Spring half term 30+**

**m a s d t, i n p g o, c k u b, f e l h , r j v y w, z x, sh, th, ch, qu, ng, nk**

**End of Spring term Set 2 Sounds 31+**

**m a s d t, i n p g o, c k u b, f e l h , r j v y w, z x, sh, th, ch, qu, ng, nk, ck, ll, ff, ss**

**Summer half term 35+**

**m a s d t, i n p g o, c k u b, f e l h , r j v y w, z x, sh, th, ch, qu, ng, nk, ck, ll, ff, ss**

**End of Reception Year 41+**

**m a s d t, i n p g o, c k u b, f e l h , r j v y w, z x, sh, th, ch, qu, ng, nk, ck, ll, ff, ss**

**ay, ee, igh, ow (as in blow) oo (as in zoo) oo (as in look), ar, or, air, ir, ou (as in out), oy**

**Reception children:**

**Autumn term Children will work on building sound knowledge, word building CVC CCVC CVCC words from set 1 sounds.**

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| **By the end of each half-term children should be able to:** |
| **Word Reading** |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2**  | **Summer 1** | **Summer 2** |
| **- Read all single****letter set 1****sounds** | **- Read all set 1****sounds. - Blend sounds****into words orally.** | **- Blend sounds to****read words - Read****short ditty stories.** | **- Read** **Red storybooks**  | **- Read****Green****storybooks. - Read****some set 2 sounds.** | **- Read** **Green or Purple****storybooks. - Read****some set 2 sounds.** |
| **Comprehension** |
| **Listening comprehension of instructions.****Immerse children in topic related/unfamiliar vocabulary.****Recall simple definition for given vocabulary.** | **Retrieval comprehension through verbal guided questioning.****Expect children to use given vocabulary in appropriate context.** | **Simple, inference-based comprehension through verbal guided questioning.****Verbal, simple predictions.** |
| **End of Year Expectations ELG/National Curriculum****- Say a sound for each letter in the alphabet and at least 10 digraphs.** **- Read words consistent with their phonic knowledge by sound blending.****- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common****exception words.****Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.****Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play** |

**Year 1 children:**

**Autumn term expected baseline: 46 + sounds, children will continue to develop their sound 2, sound 3 and additional sounds knowledge:**

**m a s d t, i n p g o, c k u b, f e l h , r j v y w, z x, sh, th, ch, qu, ng, nk, ck, ll, ff, ss**

**ay, ee, igh, ow (as in blow) oo (as in zoo) oo (as in look), ar, or, air, ir, ou (as in out), oy**

**Autumn half term 51+ sounds**

**+ ea oi a-e i-e End of Autumn term 57+ sounds**

**Spring half term 63+ sounds**

**+ o-e u-e aw are ur er ow ai oa ew ire ear ure**

**End of Spring term 68+ sounds**

**+ ue, ie, au, e-e, e, kn, wh, ph**

**Summer half term 74+ sounds**

**End of Year 1 All 75 sounds**

**Year 1 children: Autumn term children will continue from Green, Purple Storybooks**

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| **By the end of each half-term children should be able to:** |
| **Word Reading** |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2**  | **Summer 1** | **Summer 2** |
| **Children are****taught to read****words containing****set 2 sounds.****Children build****speed of reading****words containing****set 1 sounds,****particularly word****time 1.6-1.7.** | **Children build speed of****reading words****containing these set 2****sounds** | **Children to build****speed of reading****words containing****these sounds set****1,2 and beginning to read words with****set 3****sounds** **Children are****taught the rest of****the set 3 sounds.** | **Children to build speed****of reading words****containing set 1, 2 and the first set 3 sounds.****Begin to read****multisyllabic words,****including words with****suffix endings.** | **Children to build****speed of reading****words containing set****1, 2 and 3 sounds.****Read multisyllabic****words with increased****accuracy.**  | **Children to read words****containing set 1, 2 and****3 sounds speedily.****Read multisyllabic words****with increased****accuracy and pace.** |
| **Reading progression Storybooks** |
| **- Read** **Purple****storybooks. -****Read the first six****set 2 sounds****speedily (ay, ee,****igh, ow, oo, oo)** | **- Read** **Pink storybooks.****- Read all set 2 sounds****speedily. - Read****nonsense words****containing set 2 sounds.** | **- Read** **Orange****storybooks. -****Read some set 3****sounds.****- Read set 2****sounds within****nonsense words.** | **- Read** **Yellow****storybooks.****- Read some set 3****sounds speedily: (ea, oi,****a-e, i-e,oe, u-e, e-e).****- Read above sounds in****nonsense words.** | **- Read** **Yellow****storybooks.****- Read all of set 3****sounds.****- Read 60/70 words****per minute.** | **- Read** **Blue****storybooks.****- Read all of set 3****sounds speedily.****- Read 70 words per****minute.** |
| **Comprehension** |
| **Children are taught to:****- To participate in discussion about what is being read to them.****- To identify the title of a text.****- To discuss the significance of the title and events in a story.****- To answer questions verbally.****- Learn topic related/ unfamiliar vocabulary and use it mostly appropriately. (Plus, comprehension covered within Read, Write,****Inc. – retrieval and discussion/explain)** | **Children are taught to:****- To give simple prediction, based on what has****happened so far.****- Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts.****- Begin to explain the meaning of vocabulary. (Plus, comprehension covered within Read, Write,****Inc. – retrieval, inference and explain)** | **Children are taught to:****- To explain clearly what has been read to them.****- To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of****different contexts.****- Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of****different contexts.****- To make inferences based on what is said and done.****- To answer a range of questions, in simple, written form.** |
| **KS1 End of Year 1 Reading Expectations** **Apply phonic knowledge and skills as the route to decode words.****Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.****Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.****Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.****Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings****Read other words of more than one syllable that contain taught GPCs.****Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)****Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Reread these books to build up their fluency and confidence in word reading.****Children can read at a pace of 60 words per minute.****Develop pleasure in reading, motivation to read, vocabulary and understanding by:****Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.****Being encouraged to link what they read or hear to their own experiences.****Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.****Recognising and joining in with predictable phrases.****Learning to appreciate rhymes and poems, and to recite some by heart.****Discussing word meanings, linking new meanings to those already known****Understand both the books they can already read accurately and fluently and those they listen to by:****Drawing on what they already know or on background information and vocabulary provided by the teacher.****Checking that the text makes sense to them as they read, and correcting inaccurate reading.****Discussing the significance of the title and events.****Making inferences on the basis of what is being said and done.****Predicting what might happen on the basis of what has been read so far.****Participate in discussion about what is read to them, taking turns and listening to what others say.****Explain clearly their understanding of what is read to them.** |

**Year 2 children:**

**Autumn term expected baseline: 75 sounds**

**Gap analysis will be used to inform teaching/intervention and children will be taught suffixes tious, cious, tion, ible, able, ance, ence along with more challenging multisyllabic words**

**Year 2 children will have completed the Phonics programme by the end of the spring term.**

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| **By the end of each half-term children should be able to:** |
| **Word Reading** |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2**  | **Summer 1** | **Summer 2** |
| **- Children to read****words containing****set 1, 2 and 3****sounds speedily.****- Read multisyllabic****words accuracy****and pace.** | **- Recap any missing****sound gaps and build****fluency when reading****stories.****- Read multisyllabic****words accuracy and****pace.** | **Read all words including nonsense and multisyllabic****words that include set 1,2,3 sounds speedily and accurately.****Children on track for expected will complete the****programme at the end of Spring 1.** | **- Children are encouraged to read a range of text types (fiction, nonfiction, poetry, rhymes).****- Daily opportunities for children to build pace and fluency of reading.****- Learn how and when to use expression in reading.****- Children to read multisyllabic words and words with suffix endings.****- Children to read topic related vocabulary.****- Children to read year 2 common exception words.** |
| **Reading progression Storybooks** |
| **- Read Blue****storybooks with****increased****fluency and****comprehension.****- Read all of set****3 sounds****speedily.****- Read 70/80****- words per minute.** | **- Read Grey****storybooks.****- Read all of set 3****sounds speedily.****- Read 80 words****per minute.****Read multi-syllabic****words****speedily.** | **- Read Grey****storybooks with increased fluency and****comprehension.****- Read all of set 3 sounds speedily.****- Read 80/90+****words per minute. - Read multi-syllabic words speedily.** | **During the Summer term children are expected to transition to Novel Study they continue to** **-Read with pace and fluency.****- Begin to use expression as appropriate.****- Read at a pace of 90 words per minute.****- Read multisyllabic words with little or no hesitation.****- Read year 2 common exception wordsThroughout Year 2 children are expected to:****Choose books to read for their own pleasure****- Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book)****- Answer a range of questions based on VIPERS – both verbally and in written form.****- Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context.** |
| **Comprehension** |
| **Children are taught specifically to:****- Use clues to predict.****- Answer and ask questions (verbally or in simple****written form).****- Discuss the sequence of events in books.****- Discuss and clarify the meaning of words.** | **Children are taught specifically to:****- Explain and discuss their understanding of books.****- Begin to answer questions about text in a written****form.****- Discuss their favourite books, words and phrases.****- Be introduced to non-fiction books that are****structured in different ways.****- Make inferences based on what is said and done.** | **Children are taught specifically to:****- Participate in discussion about poems.****- Continue to build up a repertoire of poems.****- Recognise simple recurring literary language in****poetry.****- Answer more complex range of questions about****longer pieces of text in a written form.** |
| **KS1 End of Year 2 Reading Expectations** **- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.****- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.****- Read accurately words of two or more syllables that contain the same graphemes as above.****- Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.****- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.****- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.****- Reread these books to build up their fluency and confidence in word reading.****- Children can read stories and passages at the pace of 90 words per minute.****- They can read all sounds in words, including multisyllabic words, with little or no hesitation.****Develop pleasure in reading, motivation to read, vocabulary and understanding by:****- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.****- Discussing the sequence of events in books and how items of information are related.****- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.****- Being introduced to non-fiction books that are structured in different ways.****- Recognising simple recurring literary language in stories and poetry. - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.** **- Discussing their favourite words and phrases. - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. - Understand both the books that they can already read accurately and fluently and those that they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher.****- Checking that the text makes sense to them as they read, and correcting inaccurate reading.****- Making inferences on the basis of what is being said and done.****- Answering and asking questions.****- Predicting what might happen on the basis of what has been read so far. - Participate in discussion about books, poems and other works that are read to them and****those that they can read for themselves, taking turns and listening to what others say. - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.** |

We have high expectations for our children to meet the expected standard in the Phonic Screening Check, and help *all* children to be accurate and fluent readers by the time they enter Key Stage 2.

**How is the programme led to ensure these expectations are achieved?**

The Reading Leader’s role is vital to ensure that the teaching of reading is of the highest quality and all children make rapid progress. They organise one-to-one tutoring for children who need extra support.

Importantly, they are released from class teaching duties during *Read Write Inc.* sessions so they can ensure reading teachers achieve a high standard of teaching. All staff have been thoroughly trained to teach reading. They attend a two-day Phonics training course and receive termly coaching from one of Ruth Miskin’s training consultants to ensure that children are making the best possible progress. They also have access to all the training on the Ruth Miskin Training School portal.

The Reading Leader organises further training in weekly practice sessions. These ensure teachers get better at teaching every week: everyone practises together so they can teach reading confidently. They underpin the progress of all teachers and children.

The practice sessions set the agenda for the weekly coaching and feedback schedule. Reading teachers are coached and receive face-to-face feedback and practise of any steps that need further rehearsal. **We use the Ruth Miskin Portal training videos to ensure we keep up to date with any improvements/amendments to the programme.**

**Story and poetry time**

Storytime is the highlight of every day. We have a canon of stories that children get to know really well, and others we read just for fun. Parents can find the list of stories on our school’s website so they can read these to their children at home. Children learn to retell the story, learn the refrains by heart and act out the stories in the role-play area. Children learn poetry too. We’ve chosen wonderful, memorable poems so children can learn them by heart. The poems focus upon feelings and situations with which young children are likely to be familiar, e.g. bedtime, siblings and feeling poorly.

**How can parents help at home?**

 The children take home two books every few days:  a *Read Write Inc.* ‘phonics’ Storybook for children to read to parents, and a picture book for parents to read to them.

We also send home interactive, animated lessons from our Virtual Classroom so you and your child can join in with lessons at home. The online teachers help children to practice the sounds and words they have learnt in school.

*Read Write Inc.*‘phonics’ Storybooks

Children will have already read the ‘phonics’ storybook two or three times in the reading lessons so they should be able to read it confidently. We encourage parents not to say 'this is too easy'! There is guidance in the storybooks to guide parents too.

Children also take home a Book Bag Book which matches the book they have read in school.

**Picture books**

We show parents how to read the picture book with their child; to read it expressively and, once they know the story, encourage their child to join in. We show parents how to talk about the pictures – to think about how the characters might be feeling and thinking.  We explain that it’s a great way for their child to learn new vocabulary – that even very early storybooks contain vocabulary that we don’t often use in conversations- scurry, delight, scamper.

The picture book is likely to be beyond their child’s decoding ability, so we don’t ask children to read the story *to* parents until they are able to read the later phonics storybooks.