

St. Paschal Baylon Catholic Primary School



St Paschal Baylon
Catholic Primary School



Following In The Footsteps Of Christ

Phonics

Intent

At St Paschal Baylon, we strive to provide the highest quality care and education for all our children. We aim that all children become confident, fluent readers by the end of Key Stage One. We also aim to promote a love of reading, so children become lifelong readers. We believe that children should get the best teaching possible, as quality teaching is a prerequisite to successful reading. Therefore, we are faithful in our approach and ensure that all staff are fully trained. At St Paschal Baylon we use the Read Write Inc (RWI) programme to get children learning to read as soon as possible. Read Write Inc is a complete systematic phonic programme. By using this programme, children will learn to read effortlessly so their energy can be put into comprehending what they read. We follow the five core principals for teaching Read Write Inc. These are...

- **Purpose**- know the purpose of every activity and share it with the children
 - **Passion**- We are passionate about teaching phonics
 - **Pace**- Every moment is taken by teaching and learning
- **Participation**- Every child participates in the lesson through partner practice.
 - **Praise**- We praise effort and progress, not ability!

Implementation

Read, Write, Inc. Phonics

Teaching and Learning in EYFS

RWI Phonic lessons are embedded into the school time table in EYFS and KS1. This is achieved by daily 1 hour lessons where pupils are taught within small homogenous groups, across year groups, which reflect their performance in RWI phonics assessments. (Reception build up to the hour lesson throughout the year)

We start by teaching phonics to the children in reception. First the children learn the silent signals. These are...

- Team Stop
- Turn to your partner
- My turn, your turn
- Silent handwriting signal
 - 1,2,3, signal

The children then start to learn the 44 common sounds. Once they are confidently and quickly recognising the sounds they learn how to blend the sounds together to read and spell. During Autumn Term the children have a speed sounds phonic lesson for 25minutes, taught in their homogenous groups. During the Spring and Summer, the children build up to an hour phonic lesson and we begin streaming with KS1. This ensures that all children are always working in a group matched to their ability.

Teaching and Learning in KS1/KS2

Daily phonics lessons are taught in their homogenous groups every morning for one hour for children in KS1 and the children who still access the programme in KS2. These lessons consist of a 25minute speed sound lesson and a 35minute storybook lesson.

Reading Books

Once children can blend they begin to take home reading books. These books are closely matched to their phonic knowledge and the phonic group that they have been assessed in. Phonic videos from the virtual classroom are also sent home weekly for the children to watch and consolidate learning that has taken place in school.

- **Group A/B-** Learning to blend: These children will have phonic sounds cards and weekly videos matched to the sounds they have been taught
- **Group C-** Orally blending: These children will have RWI blending books and weekly phonic 'Fred Talk' phonic videos
- **Ditty Group-** Blending Independently: These children will take home the daily ditty that they have read in class and will have videos linked to the word time they are up to.
- **Red- Grey Group.** These children will take home the reading book they have read in class, this is usually a three-day or five-day rolling programme. They will also have a book bag book which is closely linked to the other book.

Assessment

We assess every pupil on the programme every six weeks, using the RWI Assessments. The Reading Leaders analyse this data to assign pupils to a group which matches their reading ability. Children who need any additional support are highlighted for one-to-one or small group interventions.

The tracking grids we use to analyse these are...

- Grouping Grid (Completed every 6 weeks)
- Teaching Grid (Updated every 6 weeks)
- Assessment Tracker (Completed every 6 weeks)
- Sounds Analysis grid (Completed every 6 weeks)

Reading Leaders attempt to hold weekly teaching practice sessions. These are either linked to data or what RWI teachers have brought to the Reading Leaders attention. These sessions ensure the consistency of teaching and also gives teachers time to share good practice and gives Reading Leaders insight into where all groups are up to.

Any children who have not completed the programme in KS2 continue to attend the phonic lesson in the group that they assessed at. The fluidity of the scheme also continues when the children have finished the phonic programme in KS1. They are then placed in the comprehension group, following the RWI comprehension scheme.

1:1 Intervention

Reading Leaders will analyse the data and identify children in each group who will benefit from extra intervention. Phonic teachers are given time throughout the day to deliver 1:1 intervention using the RWI Fast Track Phonic Programme. Children also have afternoon phonic sessions which can consist of pinny time, virtual classroom links or small group speed sound interventions.

Impact

At St Paschal Baylon we believe that reading unlocks a child's journey into learning. This is why early reading is made a priority. The impact of this is shown through the children's love of learning throughout the school. It is also shown in the confidence children have not only when reading books matched to their ability but also to tackle unfamiliar words. Children are engaged in lessons, as they are given the skills to comprehend what they are reading and to read fluently.

The impact is also clearly shown in attainment, last academic year our PSC results had a pass rate of 84%, which is 9% above National Average. We also had 81% of children reach the expected standard or above for reading at the end of Reception.