



# LITERACY POLICY

## SCHOOL INFORMATION

**ST GEORGE'S LOWER SCHOOL**

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**RUTH MISKIN AND OXFORD UNIVERSITY PRESS HAS SELECTED ST GEORGE'S LOWER SCHOOL AS ONE OF A SMALL GROUP OF MODEL SCHOOLS.**

**WE WERE CHOSEN BECAUSE OUR CHILDREN CONSISTENTLY MAKE OUTSTANDING PROGRESS THROUGH OUTSTANDING TEACHING. TEACHERS FROM ACROSS THE COUNTRY VISIT TO LEARN FROM US.**

**ANDREW SELOUS, MP, TWEETED, "VISITED ST GEORGE'S LOWER SCHOOL IN LEIGHTON BUZZARD & SAW FANTASTIC PHONICS TEACHING, HELPING THE CHILDREN READ."**

## **READ, WRITE, INC.**

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Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. It is aimed at children reading at Year 2 Emerging or below and teaches synthetic phonics. 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. The R.W.I 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.

# AIMS AND OBJECTIVES

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To teach children to:

- apply the skill of blending phonemes in order to read words.
- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so all their resources can be used to comprehend what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing.

# TEACHING AND LEARNING STYLE

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At St George's we very much focus on the 5 P's that is instrumental in achieving success with the Ruth Miskin scheme of phonics teaching:

Praise – Children learn quickly in a positive climate.

Pace – Good pace is essential to the lesson.

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 teachers put into the lesson that bring the teaching and learning to life!

Participation – A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

# PLANNING

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Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested every half term and the groups are reorganised accordingly.

The RWI tutor follows the relevant handbooks in order to teach the session. Each group leader has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

TA's will be responsible for planning for their R.W.I groups, with the support of the R.W.I Lead, Mrs Ravilious, as required. TA's will be given preparation time prior to the sessions on a weekly basis.

# DELIVERY OF PHONICS

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- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. eg bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

# R.W.INC AT ST GEORGES

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Foundation Stage: R.W.I. is introduced in Nursery and Reception in the first term.

In Nursery, there are 5 minute fun sessions teaching the initial sounds. Some of the older children will use the 'lift-off to language' sessions to enhance their spoken language. These include EAL children. Extension activities are provided as and when the children are ready.

In Reception, initially the phonics lessons are 30 minutes per day. TA's have a small group each and the session runs from 9:00 until 9:30. TA's will then work with a group from a higher year group. By Christmas the children should have built up enough stamina to complete a full hour of Read, Write Inc every day. This falls in line with the rest of the school's literacy hour, between 9:30 and 10:30. The class will be split into groups based on their assessments.

Key Stage One: R.W.I. groups will be set following assessments carried out by the R.W.I lead. The sessions will occur daily for 1 hour. These sessions will replace literacy teaching from the Literacy Framework with a 10 minute Speed Sounds session followed by Reading and Get Writing! sessions. Once children 'come off' the programme they will then access literacy sessions from the Literacy and Language Framework, also produced by Ruth Miskin. We call this 'Off the programme'!

Sessions will take place daily for one hour.

Key Stage Two: For children in Key Stage two that are still behind with their reading or writing, children will remain in Read, Write Inc groups until they become confident enough to access the 'Lit / Lang' curriculum. Additional intervention occurs in the morning by the R.W.Inc lead and TA's also run intervention strategies in the afternoons.

#### SEN/Able Pupils

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the RWI lead if required.

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children.

#### Parental Involvement

At St George's, we are fully committed to working in partnership with parents, as we believe that these are the key to successful learning.

An introductory letter will provide parents with information about RWInc. Information will also be placed on the website and parents will also have access to the policy. Parent information meetings will be scheduled during the current academic years

As well as daily reading with their child, parents will also, at times, be required to support with RWI homework. Weekly 'Watch me learn' sessions occur in Year R and often there is a strong emphasis on the key skills required to teach children phonics and how to read. Other year groups hold training sessions for parents to help the children to read.

For more information about how to help your child using the RWInc programme, please use the following link.

<http://www.ruthmiskin.com/en/parents/>

## READ, WRITE, INC. LITERACY AND LANGUAGE

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Read Write Inc. Literacy and Language is a complete literacy programme for fluent readers - all children in Years 2 to Year 4 read, write and discuss texts with maturity. The programme is totally aligned to the new National Curriculum in a fun and meaningful way.

Literacy and Language:

- Gives every child a deep understanding of what they read using the special 'three reads' approach
- Fully prepares every child for writing using a planning, drafting and revising method
- Teaches grammar in context so that children can apply it seamlessly in their own writing
- Supports the grammar and punctuation aspects of the Key Stage 1 and Year 3 and Year 4 tests
- Includes practice tests to build confidence prior to statutory assessment
- Creates articulate speakers where children justify their answers and learn how to debate.

Literacy and Language children write confidently and enthusiastically because they have something to say. And they love reading at home – the biggest indicator of success.

At St George's we follow the Year 2, 3 and Year 4 Lit / Lang programmes. As soon as the children have the necessary reading skills gained from the Read, Write, Inc lessons, they will move to the 'off-the-programme' Literacy and Language Literacy lessons. These are taught for one hour a day by the Year 2, 3 and 4 class teacher.

## ASSESSMENT AND RECORDING

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Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of his / her children. The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Formal assessment is carried out periodically by the R.W.I. lead using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants. Children are able to move from one group to another depending on their progress. The children are assessed each half term and the groups are reviewed during this time.

Children on the Lit/Lang programme are assessed against the National Curriculum guidelines regularly. Where necessary, intervention will be introduced to support pupils. This data is entered onto our School Pupil Tracker system and reviewed each half term. Please see our 'Assessment Policy' for more information.

## MONITORING AND REVIEW

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The R.W.I. lead

- tests all KS.1 pupils and designates pupils to the correct groups.
- assigns leaders to groups
- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models lessons
- attends up-date meetings when they occur and reports back to the R.W.I. group leaders
- speaks with the Assistant Headteacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.

- undertakes regular training sessions with staff.
- ensures that all the correct books are ordered throughout the year.

This policy will be reviewed in full by the Governing Body on a yearly basis.

This policy was reviewed and updated in August 2016.

Next review date: September 2017