

Read,Write Inc. Phonics

Intent, Implementation and Impact Statement

Intent:

At Burnham-on-Crouch Primary School we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers.

At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully chosen texts that spark imagination, provoke thought, celebrate culture and diversity and are language rich.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for future success. We use a balanced mix of approaches to reading so that all pupils are able to succeed, which include: Read Write Inc. phonics, Fresh Start Phonics, Guided Reading, teaching of reading comprehension, reading for pleasure, individual reading and sharing high quality texts within the classroom.

We believe that Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Through RWI phonics children learn a simple alphabetic code followed by a more complex code.

All reading books progress cumulatively, matched to the sound's children are learning and already know. The teaching of phonics is of high priority.

Implementation:

We follow the Read Write Inc. systematic synthetic phonics programme from EYFS until the completion of the programme. Throughout Foundation Stage and Key Stage 1, children receive daily phonics sessions and are regularly assessed and placed into specifically targeted phonics groups, which cater for their stage, not age.

Phonics groups continue into Year 3 and 4 for children who have not yet completed the programme.

A Fresh Start programme will be provided in Year 5 and 6 for children who still need additional support with their reading.

The programme ensures that children 'keep up' from the start and additional support is in place for those children who require it.

Children are taught to:

- decode letter/sounds correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' (red words) on sight
- understand what they read
- read aloud with fluency and expression
- write confidently, with a strong focus on vocabulary and grammar
- spell quickly and easily by segmenting the sounds in words
- acquire good handwriting

In addition, children are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as children's poor articulation, or problems with blending or alphabetic code knowledge.

Children are grouped, according to their progress in reading rather than their writing. This is because it is known that children's progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

Staff ensure that children read books that are closely matched to their increasing knowledge of phonics and the 'red words'. This is so that, early on, they experience success and gain confidence that they are readers. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to children: they are soon able to read these texts for themselves.

Adults read stories to the children every day where a love of reading is promoted.

For those children who are not making the expected level of progress in phonics and reading will have 1:1 or small group interventions. With RWI one-to-one tutoring for our slowest progress readers in YR to Y4 and RWI Fresh Start for those children in Y5/6 that are below age-related expectations, we ensure that no child gets left behind.

Impact:

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. The children read books in line with their phonics knowledge. Children can then focus on developing fluency and comprehension throughout the school. Embedding the alphabetic code early on means that children quickly learn to write simple words and sentences. Attainment in phonics is measured by the phonics screen Test at the end of Year 1 and ongoing assessment throughout the Read, Write, Inc programme.

Year 1 2022-23 Phonics Data:

Schools data: 91.7%

National: 81%

Local:

Y1 Phonics Screening Check

Y2 - All Pupils (60 pupils)

Year 2 (60 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At
All Pupils	60 (100%)	37.8	2 (3.3%)	55 (91.7%)
Males	32 (53.3%)	37.9	1 (3.1%)	28 (87.5%)
Females	28 (46.7%)	37.8	1 (3.6%)	27 (96.4%)
FSM	9 (15.0%)	36.6	1 (11.1%)	8 (88.9%)
Not FSM	51 (85.0%)	38.1	1 (2.0%)	47 (92.2%)
Pupil Premium	11 (18.3%)	37.2	1 (9.1%)	10 (90.9%)
Not Pupil Premium	49 (81.7%)	38.0	1 (2.0%)	45 (91.8%)
SEN Support	2 (3.3%)	36.0	0 (0.0%)	1 (50.0%)
Education, health and care plan	3 (5.0%)	37.0	0 (0.0%)	1 (33.3%)
Not SEN	55 (91.7%)	37.9	2 (3.6%)	53 (96.4%)

Year 1 2021-2022 Phonics Data:

Schools data: 86.2%

National: 75%

Local: 75%

Y1 Phonics Screening Check

Y3 - All Pupils (60 pupils)

Year 3 (60 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At
All Pupils	60 (100%)	36.2	7 (12.1%)	50 (86.2%)
Males	36 (60.0%)	36.2	5 (13.9%)	30 (83.3%)
Females	24 (40.0%)	36.3	2 (9.1%)	20 (90.9%)
FSM	17 (28.3%)	34.4	4 (23.5%)	12 (70.6%)
Not FSM	43 (71.7%)	37.0	3 (7.3%)	38 (92.7%)
Pupil Premium	17 (28.3%)	34.4	4 (23.5%)	12 (70.6%)
Not Pupil Premium	43 (71.7%)	37.0	3 (7.3%)	38 (92.7%)
SEN Support	3 (5.0%)	28.5	2 (66.7%)	0 (0.0%)
Education, health and care plan	0 (0%)	-	-	-
Not SEN	57 (95.0%)	36.5	5 (9.1%)	50 (90.9%)