



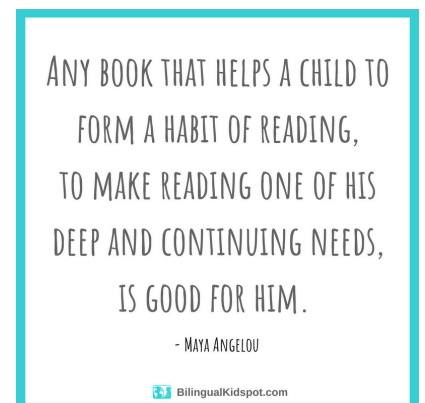
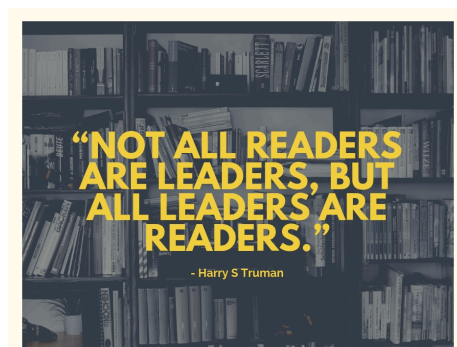
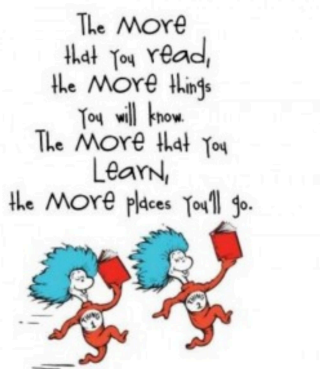
INTENT

Our aim at Co-op Academy Portland is to deliver phonics teaching excellence to enable our children to become fluent, confident and eager readers. We do this through a structured, tailored phonics program: Read, Write Inc.

Our goal is that all children develop a life-long passion for reading. Reading is a vital skill needed throughout our lives and it has been noted that, "Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status" (OECD, 2022).

Diana Gerald (CEO of BookTrust) also said, "During times of adversity, reading for pleasure can be a protective force, providing escapism and relaxation".

We can therefore note that our children deserve the very best phonics education to help them achieve throughout school and life as well as support their mental well-being and health.



CO-OP WAYS OF BEING



Through following Read, Write, Inc. we can achieve our trust's Ways of Being.

- **Do what matters most:** Reading is a critical life skill. Through our teaching of phonics we are working hard to ensure each child is equipped for school and beyond. The Inc. in Read, Write, Inc. stands for inclusive. By grouping through stage not age each child is receiving a phonics education suited to their



developmental level.

- **Be yourself always:** A wonderful aspect of the phonics lessons are the chances children have to share their opinion about texts when answering questions. This engages and allows children to develop creativity and imagination.
- **Show you care:** We celebrate each child's personal development in phonics and award a phonics star of the day in each group.
- **Succeed together:** Through weekly training and engaging lessons our staff and children succeed together in their learning and professional development.

IMPLEMENTATION

Children begin their reading journey with us in Nursery. EXTEND HERE WITH INFORMATION ABOUT NURSERY PHONICS.

When children begin their Reception year at Co-op Academy Portland we use the 'Making a strong start: a guide for Reception/Primary 1 teachers' document to help us progress through the first few weeks with some of our youngest readers. We start by ensuring our children are familiar with our non-verbal cues, which continue to be used throughout the school all the way to Year 6. These signals include 'team stop' , TTYP - talk to your partner, MTYT - my turn, your turn and 1, 2, 3.

We then progress on to teaching speed sound sessions with our Reception children as we expect by October children to know most of their single-letter sounds and to be starting to orally blend.

Assessment for Learning - Our Reception staff also check their children's progress weekly with quick assessments on their sound knowledge. This helps guide them with pinny time choices, speed minutes and focus children.

As we progress through the year and into Year 1, Read, Write, Inc is based upon a one hour lesson model. At Co-op Academy Portland we wish to expose our children to additional vocabulary rich texts and have further opportunities for extended writing through our **Literacy Counts** programme. We have subsequently shortened our phonics session to 45 minutes. It has therefore been necessary to create our own bespoke timetables to ensure effective coverage of phonics and the wider English curriculum.

We use a daily Speed Sound lesson to ensure that our children are accessing as many new and review sounds as possible. We also use two review sessions a week to consolidate the new sounds that have been taught that week. These are taught on Thursdays and Fridays. The aim is that the speed of recall will increase as well as the children's confidence.

The sessions follow a good pace and encourage pupils to maintain concentration throughout. The high quality texts, engaging delivery, high expectations and



half-termly assessments also allow for staff and children to make sure every moment of the lessons counts.

Organisation

Organisation of our phonics sessions is key to success. After our half termly assessments, children are placed in groups based on their stage not age.

This enables children to progress at the correct pace for them as individuals. Children are able to progress ahead of what is expected as 'age-related' or continue to further consolidate their learning.

Once children reach Year 5 and phonics is still required they will no longer attend phonics sessions but instead receive either 1-1 or small group tuition using Read, Write, Inc.'s Fresh Start program of intervention.

After every third read of their book, children take home what they have been reading in the phonics sessions. We never send home a phonics book that the children have not had the opportunity to become familiar with in school first.

Through these three reads children have first focused on decoding, then moved on to fluency and finally using their author voice to help them decipher meaning and intent. Their books go home after this third read to ensure that children go home accurate and confident with their reading of the text.

Afternoon sessions

For children in Reception - Year 5 there is a daily, 15 minute afternoon phonics session to start each afternoon. These focus on the learning of sounds identified as gaps from the most recent assessments and the associated green words (Monday, Tuesday and Wednesday) and reviewing sounds and red word learning (Thursday and Friday).

These foci are taken from the most recent assessments of those children still accessing daily phonics lessons. As children progress through the school and no longer attend phonics sessions the focus is chosen by the teacher as being the most pertinent, ie Set 3 sounds for KS2 children.

These sessions happen daily to ensure that:

- a. if children are still accessing phonics they are having review sessions to help them keep-up and help aid progression
- b. if children are no longer accessing phonics sessions, their phonics knowledge is still used daily to help them decode any new and unfamiliar vocabulary they may find in texts

Also included in our assessment cycle is a red word analysis. Each child is assessed on age appropriate red words depending on the stage of the academic year. This information is then fed back to the class teachers. Historically this has been an area of development and since we have driven a focus on red word learning children are



becoming more accurate and confident in identifying and reading these words.

These red word assessments are also used to help guide the teacher as to which words should be focused on on Thursdays and Fridays.

These afternoon sessions differ slightly between EYFS/KS1 and KS2. KS2 also includes the aspects of spelling and red rhythms. By the end of KS1 we also aim to see older KS1 children beginning to participate in these areas in addition to their daily sessions to help ease the progression into KS2.

ASSESSMENT

Each half term our children are assessed to check for progression and areas of further development. The findings from these assessments are used to enhance our practice, e.g. through 1-1 or small group tutoring, moving groups and feeding directly into our additional afternoon phonics sessions. The portal allows staff to access their group or class and see which areas should be their foci in lessons or afternoon sessions.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 5 Set 3 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words Read short Ditty stories	Read Orange Storybooks Read 11 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks Read Set 1 Special Friends	Read Yellow Storybooks Read 17 Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks Read 4 double consonants	Read Yellow Storybooks Read 22 Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green Storybooks Read first 6 Set 2 sounds	Read Blue Storybooks Read all Set 3 sounds and additional graphemes.	Access RWI Comprehension and Spelling programmes

Expected number of sounds

	YR	Y1
End of Autumn 1	16 sounds (first 16 Set 1 single-letter sounds)	47 sounds (all Set 1 and Set 2 sounds)
End of Autumn term	25 sounds (all Set 1 single-letter sounds)	52 sounds (first 5 Set 3 sounds)
End of Spring 1	25 sounds	58 sounds (11 Set 3 sounds)
End of Spring term	31 sounds (Set 1 Special Friends)	64 sounds (17 Set 3 sounds)
End of Summer 1	35 sounds (4 double consonants)	69 sounds (22 Set 3 sounds)
End of Summer term	41 sounds (first 6 Set 2 sounds)	75 sounds (All Set 3 sounds plus the additional graphemes)

(Expectations of progress - Ruth Misikin)

The assessment data is used to determine which group children should be taught in. As stated earlier, we group based on stage not age. However, we use the above information to help staff see at a glance which children may need additional support. This support may come in the form of Fast Track Tutoring for Reception- Y4, Fresh Start tutoring for Y5-Y6, pinny time, speed minutes and spotlighting children in lesson.

Assessments focus on sound knowledge, decoding (using Special Friends, Fred Talk, Read the Word), fluency and the reading of nonsense words. Each of these elements come together to highlight where each individual would be best placed.



Fluency

As a school we have identified that 'red words' fluency is an area that needs to continue evolving. Therefore, in the afternoon sessions class teachers also spend time focussing on age appropriate red words. We know that these words cannot be read by segmenting and blending and can therefore pose a challenge. We decided to give children further lesson time to familiarise themselves with these words. As stated earlier, red words is an additional assessment that we have added to our assessment cycle in order to best help our children.

To build on this, we know that not all red words cover the Year 1 and Year 2 Common Exception Words as set out in the National Curriculum. Those words not covered by Read, Write Inc. have therefore been called, 'rainbow words' and these too will be a focus to help our children develop their fluency both in and out of phonics lessons.

After consultation, we will initially remove dots and dashes from our word cards in lessons, thus only showing the children the word itself. This is done to encourage our children's independence and use of reading strategies. Previously, we have had an overreliance on scaffolding which resulted in a lack of fluency and a need to Fred Talk each word. Only if children continue to struggle will the opposite side of the card be shown, which contains the dots and dashes.

TUTORING

After each assessment cycle phonics leaders will determine which children require further support.

As stated earlier this may be in the form of quick review minutes during play time with designated staff, Fast Track Tutoring (Reception-Y4) or Fresh Start tutoring (Y5-Y6). Fast Track Tutoring is an intervention for individuals and uses the same terminology used in everyday phonics lessons. Whereas Fresh Start alters some vocabulary used and can be taught in small groups after Module 14.

After each session, as with phonics lessons, a video link is sent home by the tutor for children to watch at home to consolidate learning from that day.

A comprehensive record is kept to document each child's progress in the sessions. This is used to determine what is taught next and if further support may be needed.

USING EVERY MOMENT

Each class also has a handprint located outside the classroom. Children are encouraged to 'high five' this and say out loud the sound(s) and/or word(s) written on it. Based on their afternoon sessions teachers will decide which areas need further attention and will write these on the hand.



Group leaders and tutors also use sticky labels with a focus sound on. The sound will be that day's focus. Staff are encouraged to ask children, "What's today's sound?".

Children should respond back to the staff member with their sound.

This can be done whilst passing in the corridor, queueing for lunch or whilst on the playground.

Based on assessment data a core group of children and their gaps are identified. That child is then assigned to a staff member and when on playground duty staff will spend a few moments with that child quickly reviewing the sounds allocated. Once the child is secure with these sounds they can move on to another group of unknown sounds.

After each session group leaders will send home, via Class Dojo, a video link from Ruth Miskin portal based on their focus from that day. This is to encourage children to watch at home to further consolidate their learning. Parents are also encouraged to send back to school any questions, videos or additional work that may have been completed at home.

Within each child's phonics writing book there will be a post-it with their individual target(s) on. Before each writing element of a session staff and children are encouraged to remind themselves of these. These targets will vary depending on each child's needs, for example capital letters, full stops, finger spaces or the spelling of certain sounds. Also within each book there is a speed sound chart for children to refer to when spelling and completing their hold a sentence(s). These are both used to aid children's progression and independence.

FEEDBACK

Pupils

Children receive timely and purposeful feedback from staff both verbally and written. When marking our books we follow our school's marking policy of 'tickled pink' and 'green for growth'. This quickly allows children to engage in their feedback.

Also used are bookmarks with each child's personal target written on. When engaging in the written aspects of lessons, such as Hold a Sentence, children can be reminded of these targets and apply them to their work.

Staff use verbal feedback throughout lessons to encourage children to further their learning and maintain engagement.

Staff

Our staff have weekly phonics meetings. This time is used for continued professional development. We engage in practice sessions, ask questions, watch training videos and discuss progress. The staff leading phonics also meet regularly to again discuss and



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implement further progressive measures. Staff work closely with each other and discuss if they feel a change of group is suitable or to help solve queries. This then enables the phonics leads to assess progress and alter groupings where necessary. Discussions with the SENDCo also allow for further individual needs to be met, for example amending practice for those who struggle with working memory.

We strive to use every moment possible to engage our learners and promote learning. Our children love to be challenged and relish the opportunity to progress.

At Co-op Academy Portland our children are our focus and we strive to encourage every child to become an accurate and passionate reader.



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