



Phonics Policy

Date Agreed: August 2020

Review Date: August 2022

Aims

- To teach children aural discrimination, phonetic awareness and rhyme awareness in order to encourage good reading and writing across the curriculum.
- To teach consistently across the school in line with our phonics' scheme; Read, Write, INC (RWI).
- To encourage repetition and consolidation so that reading and writing becomes fluent.
- To equip children with the skills needed in order to segment and blend known and unknown words.

Teaching and Learning

All staff will model and teach through the agreed phonics' scheme, RWI. Direct, focused phonics is taught everyday throughout F2 and Year 1.

When using RWI to read the children will:

- Learn 44 sounds and the corresponding letter/letter groups using the simple picture prompts.
- Learn to read using Fred Talk.
- Read stories featuring words with corresponding graphemes they have already learnt.
- Show that they comprehend the stories by answering questions and talking about the book.

Learning will be based on the RWI 5 p's:

Praise: Children to learn in a positive environment.

Pace: Efficient pace is essential within every lesson.

Purpose: Every lesson and part of a lesson has a specific purpose.

Passion: With the delivery of a very prescription programme, enthusiasm and passion is needed in order to bring the teaching and learning to life.

Participation: A strong feature of the Read, Write, INC programme is partner work.

What is Read, Write, INC?

Read, Write, INC (RWI) is a phonic programme which helps children to read fluently and at a speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is design for children aged 4 – 7. Some children will continue learning through RWI beyond the age of 7 if they need support in their reading.

RWI was developed by Ruth Miskin and more information on this can be found at

<https://www.ruthmiskin.com/en/find-out-more/parents/>

Organisation of teaching and learning

Early Years Foundation Stage (F2)

Read, Write, INC is fully implemented into F2 during Autumn 1 (see Long Term Plan in Appendices 1). Children receive phonics teaching every day in Foundation Stage. The Foundation Stage Leader keeps the Phonics Lead informed of children's progress and assessments.

Group Reading

In line with the RWI programme, children in F2 take part in daily small group reading led by an adult from Spring 1. This is based on phonics assessment data as well as teacher judgement. All children read a phonics book matched to their phonic ability within this group reading session. The session is planned



to build upon existing phonic knowledge and develop skills in comprehension.

Year 1

Whole class teaching

Year 1 fully implement the RWI programme for whole class teaching of phonics (see Long Term Plan – Appendices 1). Targeted children receive daily phonics intervention in addition to everyday whole class teaching of phonics.

Group Reading

In line with the RWI programme, all children in Year 1 read daily in a small group led by an adult. This is based on phonics assessment data as well as teacher judgement. All children will read a phonics book that is matched to their phonic ability within this group reading session. The session is planned to build upon existing phonic knowledge and develop skills in comprehension.

Year 2

In Autumn 1, children will receive daily RWI phonics lessons. Thereafter, targeted children will receive RWI teaching through interventions. Throughout the year, lessons are planned in order to develop children's learning of Year 2 reading as well as spelling rules in line with the National Curriculum.

Planning

Teacher planning is minimal as it is integrated into the teacher's handbooks and follows set routines.

Assessment

All assessment data is shared with Bethany Jackson (Phonics' Lead), Samantha Harries (Head Teacher), Gail Edwards (English Lead and Assistant Head Teacher) and Sam Marriot (SENCo and Assistant Head Teacher). Learners who have not met expectations outlined in Appendices 1 will receive targeted intervention.

Formative Assessments

All children across the school are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children.

The teacher or group leader assesses how children:

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

Summative Assessments

F2 and Year 1

In F2 and Year 1 all children are assessment every half term on the sounds they know and their ability to apply these sounds when reading (see appendices 1). Year 1 children will also complete Phonics Mock Screening Checks. This is to support and track progress from January onwards.

Year 2

Children who did not pass their phonics screening in Year 1 will be assessed every half term on all 44 sounds and corresponding letter/letter groups. These children will also complete Mock Phonics Screening Checks from September onwards. This is to be done every half term.

Key Stage 2

Where appropriate, regular assessment will be completed by children in Key Stage 2 who did not pass the Phonics Screening Check in Year 2. These assessments will be used as part of targeted phonics/alternate phonics intervention.



Roles and Responsibilities

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| | All children should be able to recognise and apply |
| Foundation Stage | Set 1 and some Set 2 (ay, ee, igh, ow, oo) sounds in line with the Read, Write INC program for teaching of phonics. |
| Year 1 | Set 2, Set 3 sounds and alternate sounds (au, oe, e-e, ie, ph, ue, wh, ey, edge, kn). |
| Year 2 | Recap all Set 2, Set 3 and alternate sounds. |

Sam Marriot (SENCo and Assistant Head Teacher) oversees progress tracking with Bethany Jackson (Phonics Lead).

The Phonics Lead:

- oversees the assessment of all F2, KS1, Year 3 and 4 pupils (still requiring phonics interventions) and designates pupils to the correct groups. Tracks children's progress and analyses data
- 'drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- where necessary models lessons
- speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards
- oversee intervention groups for children not making progress

Group Leaders:

- deliver daily small group reading sessions
- provide feedback to class teachers and phonics lead regarding progress of children within the small group
- Identify children who are absent from sessions or pupils that need extra reinforcement of a particular element that has been covered

Appendices 1 - KS1 Phonics Long Term Plan
Phonics Teaching



Reading Books Progression

| | Expectations |
|------------------|--|
| Foundation Stage | By end of year children should be on pink Read, Write, INC books |
| Year 1 | By end of year children should be on blue Read, Write, INC books |
| Year 2 | Children should continue on Read, Write, INC books until grey before going onto Purple 'book band books'. |

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| Ditty Stage - reading a few words together |
| Green Stage |
| Purple Stage |
| Pink Stage |
| Orange Stage |
| Yellow Stage |
| Blue Stage |
| Grey Stage |