

Stoke Fleming Primary

Phonics Policy

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Our vision:

Set sail in the world...

Our Values:

Considerate, Confident, Creative and Cultured

Our mission:

Our 'charted curriculum' inspires everyone to explore, dream and discover the world around us

PHONICS POLICY

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Achievement

Community

Opportunity

Character

Introduction

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. 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

To teach children to:

- Apply the skills of blending phonemes to read words.
- Learn that blending and segmenting words is a reversible process.
- 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 then be used to comprehend what they are reading.
- Spell effortlessly so that all their resources can then be directed towards composing their writing.

Teaching of Read Write Inc will:

- be pitched at the correct level for each child, ensuring every child is sufficiently challenged while able to make clear progress.
- excite and stimulate children through active learning in which they enjoy achieving and progressing
- uses phonics, reading and writing skills together to connect and support each of these aspects
- ensure consistency of teaching and learning across the school in this area
- accelerates children's literacy learning leading to improvements in attainment, both in relation to the Phonics Screening Check in Year 1 and throughout the school.

Outcomes

By the end of year one for all children to have passed the phonics screening check and by THE END OF Key Stage 1, we aim for **all** of our children to read aloud age-appropriate texts accurately and with sufficient speed. This means that we can then focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject across the curriculum.

Teaching and Learning Style

Read Write Inc is based on 5 P's

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 the teachers put into the lesson that brings the teaching and learning to life.

Participation: A strong feature of Read Write Inc lessons is partner work and the partners 'teaching' others.

Planning

Planning for Read Write Inc is completed with support from handbooks, considering the individual needs of each group. This planning identifies the phonics, ditties or storybooks and activities for the sessions targeted at the current attainment of the children. Lessons follow set routines and timings, ensuring consistency across the groups.

Assessment

Children are assessed throughout every lesson. This is done through observations and the written work completed by the children.

The teacher will assess how children:

- recognise and say the sounds.
- Read the green and red words lists (green words can be segmented and then blended, red words cannot be sounded out)
- Decode the ditty or story
- Comprehend the story

Formal assessment is completed once per half term by the Read Write Inc Phonics Leader. This checks the individual children's ability to recognise and say each sound and blend and say real and nonsense (alien words). This is done on a 1:1 basis and is then used to place children in groups with other children at a similar stage to them. Read Write Inc promotes that children are placed in groups by their stage, not age. Although the assessments take place at the end of each half term, the child can be assessed earlier than that if higher attainment is being shown. Read Write Inc grouping at Stoke Fleming changes regularly and is completely based on the needs of our children.

Provision

Provision varies between year groups and phases.

Reception (EYFS)

We emphasise the alphabetic code (the relationship between sounds in speech and letters which are code for the sound). The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. We make sure that pupils read books that are exactly matched to their increasing knowledge of phonics and the 'tricky' words. This is so that they experience success and gain confidence that they **are** readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Read Write Inc is fully implemented in Reception but the classes will not be split into groups until the initial sounds have been taught. Once the sounds have been taught, assessments will take place to determine groupings. In the EYFS, children receive a daily 40 minute Read Write Inc session. The sessions take place at 10:00-10:40. The sessions are led by a highly trained member of staff up to date with the latest training of RWI. Groups will be as small in size as possible. Children are regularly assessed by the Read Write Inc leader and placed in their groups accordingly.

Key Stage 1

Phonics sessions take place from 9- 10am. Children are in groups to make sure teaching and learning is at the correct level for their current phonics stage. Some groups will contain a mix of Year 1 and 2 children, and later in the academic year, can be joined by Reception children too. Groups are led by highly trained staff with up to date knowledge of the RWI programme. KS1 children are assessed at least once per half-term by the Read Write Inc Leader. Teachers use Read Write Inc reading books during these sessions which vary in colour, dependant on their attainment group.

Spelling for Key Stage 1

Spelling lists are sent home on a weekly basis. The spellings will be words in line with their current learning. They will either be words from their reading books, green or red word lists or the next words on our high frequency word lists their year group.

SEND Children

SEND pupils are fully involved in Read Write Inc lessons as children work in groups with other who are at their level. Teaching is geared to the speed of progress in each individual group. Additional 1:1 tuition may take place outside of our designated Phonics time, this will be organised by teachers in conjunction with the Read Write Inc Leader.

Additional Support

The Read Write Inc Leader identifies children who are below expected attainment for the age. These children will receive additional 1:1 or small group phonics teaching from support staff in class, timings at the teacher's discretion. Children significantly below expected attainment are regularly assessed to support progression.

Monitoring and Review

The Read Write Inc Phonics Leader:

- assesses all children on the programme and designates pupils to the correct groups.
- 'drops in' on Read Write Inc groups to give advice and informally check that pupils are in the correct groups.
- Where necessary will model lessons.
- speaks with the phonics staff team regarding grouping, teaching spaces and other pertinent matters.
- tracks children throughout the year to ensure progression through groups and to identify children who require additional support.