



Phonics Policy 2020

Intent

The school is determined that all pupils, regardless of background, needs or abilities, learn to read. We aim that every pupil makes sufficient progress in reading to meet age related expectations. Children should be sufficiently proficient in phonetic segmenting and blending and grapheme recognition to pass the Phonic Screening check at the end of Year 1, and progress to meet age-related expectations in the end of KS1 SATs.

We follow the **Read, Write Inc** (RWI) phonics scheme.

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for Early Years Foundation Stage (2018 update).

The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature. From EYFS to Year 6, the National Curriculum for English (2014) aims to ensure that all children:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



Key to the delivery of these curriculum aims is the provision of a robust and systematic delivery of Systemic Phonics in the Early Years and KS1.

Class 1

Children in Class 1 (Reception and Year 1 year groups) are most affected by the teaching of phonics. They have daily phonics sessions following the RWI programme of study, enabling them to decode efficiently by the time they leave the class. Reading, including the teaching of phonics, is taught from the beginning of the Reception year. Teaching follows the five principles outlined by Ruth Miskin in the RWI Handbooks:

- Purpose
- Passionate
- Praise
- Pace
- Participation

Aims and Objectives

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.

Organisation of Phonics Teaching

- 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.



- Graphemes written with more than one letter are described as 'Special Friends' to encourage children to pronounce the sound rather than trying to segment further.
- Blends are to be declustered. E.g. 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.
- Teaching of phonics will be pitched at the correct level for each child, ensuring every child is sufficiently challenged while able to make clear progress.

Provision

Children in Class 1 have a daily phonics session, lasting approximately 20 minutes and following the 4-part lesson plan outlined in the RWI handbooks (Review, Teach, Practise, Apply). Sounds are taught in a specific order, following the RWI programme. Children are grouped according to ability.

Assessment

A range of assessment strategies are used to ensure children are making progress. Children are assessed in every lesson via teacher or LSA observations, and assessment of the written work they produce. The teacher will assess how children:

- recognise and verbalise sounds (grapheme / phoneme correspondence)
- decode and blend green words.
- recognise and read red words

In addition, formal assessment is completed once per half term by the Class 1 teacher. 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. 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.

Home / School links.

Reception children are given a 'sounds keyring' to take home which they can use to practice their learned sounds at home. Once they have learned enough sounds to be able to decode full words, they are provided a home reading book or 'shared' reading



book that they can either access fully independently or with the support of an adult. Year 1 children are provided a home reading book from the RWI 'Book Bag' books, or 'shared' reading book that they can either access fully independently or with the support of an adult, which matches their developing phonic knowledge and is changed regularly. Children may be issued an independent reader and shared reader depending on their individual needs. Reading books are colour coded to ensure recognition of materials which match children's developing phonic knowledge, and both fiction and non-fiction books are available to the children. 'Shared' reading books are recognisable by a colour coded sticker (external) and "Read With Me" stamp in the front of the book.

SEND Children

Children identified as having a SEND requirement are fully involved in Read Write Inc lessons. Additional 1:1 or small group tuition may take place outside of designated Phonics time. All additional provision is detailed on the Class provision map and noted and detailed within the Class intervention folder.

Additional Support

Children in Year 2 who did not pass the Phonics Screening Check Year 1 will have targeted "catch up" sessions. These will be allocated dependant on need and may take place as either 1:1 or small group sessions. Sessions are timetabled via the class provision map, progress tracked and noted, and details maintained within each class's specific intervention folder.

Children in KS2 identified as being below national average for phonics and reading will receive additional support through targeted RWI sessions using the RWI 'Fresh Start' programme. These will take place on a regular basis and delivered by a trained member of our support staff. The sessions will include phonics teaching and reading using RWI books and Fresh Start anthologies. Sessions are timetabled via the class provision map, progress tracked and noted, and details maintained within each class's specific intervention folder.

As with all interventions, specific entry and exit data is expected.



Staff

It is vital that staff leading or delivering RWI sessions or interventions are experts. Training for staff is available via experts in the MAT.

The teaching of phonics will be monitored as part of the Literacy monitoring cycle, and feedback with strengths and development points personalised to all practitioners. RWI interventions will be monitored as part of the wider Literacy monitoring cycle.