TILERY PRIMARY SCHOOL

PHONICS POLICY

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What We will Offer

At Tilery Primary School children follow a structured synthetic phonics programme; Read, Write Inc (RWI) by Ruth Miskin. This programme helps get children off to a confident start with their literacy and language. RWI is a teaching method based on phonics (the units of sound within words) and we teach children to recognise and apply the phonics in both their reading and spelling. Evidence suggests that fidelity to a well-structured and systematic phonics scheme is the best, and fastest, way of teaching children to decode. Read, Write Inc also supports children's ability to read high frequency, common exception words as well as teaching the skills required for effective comprehension of a text including vocabulary knowledge, reading fluency and inference and deduction skills. We recognise that the development of spoken language and the enjoyment and comprehension of quality literature go hand in hand to develop a lifelong love of reading and aim to nurture and develop these attributes alongside the phonics program.

Aims & objectives

Using RWI, we aim to teach children to decode texts effortlessly so that they can put all their energy into comprehending what they read. With this, we hope that every child will grow to find pleasure and enjoyment through reading. Being a fluent reader enables children to not only learn across the curriculum but also access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.

A sound understanding of phonics also supports children to spell effortlessly so that they can write fluently, accurately, and with confidence, focusing on the composition of their writing.

Through Read, Write Inc lessons children will:

- Learn 70+ sounds and the corresponding letter/letter groups using simple picture prompts
- Learn to read words using 'Fred Talk' (sounding words out) to start, then as they progress without 'Fred Talk'
- Read stories featuring words they have learned to sound out
- Show that they comprehend the stories by answering questions
- Learn to write the letters/letter groups which represent 70+ sounds
- Learn to spell words by saying the sounds in 'Fred Talk'
- Write simple and complex sentences.

Progression of Knowledge & Skills

The following table shows expectations of progress as the children move through the RWI phonics programme:

	YR Children will	Y1 Children will	Y2 Children will
End of Autumn 1	Read single-letter set 1 sounds (first 16)	Read purple story books. Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension.
End of Autumn term	Read 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 increasing fluency and comprehension
End of Spring term	Read Red Storybooks Read Set 1 Special Friends	Read Yellow Storybooks Read 17 Set 3 sounds	Access school reading and comprehension programme
End of Summer 1	Read Green Storybooks Read 4 double consonants	Read Yellow Storybooks Read 22 Set 3 sounds	Access school reading and comprehension programme
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 school reading and comprehension programme

Sequencing

The RWI programme has a strong focus on teaching children to know and remember more. Previously taught sounds and words are continuously reviewed and revisited at the beginning of every RWI Phonics lesson. Children will also re-read storybooks throughout the week at school and then again at home to improve their fluency and understanding.

Cross curricular links

The RWI programme ensures children have a wide variety of both fiction and non-fiction texts which provide cross-curricular links during phonics lessons. The strategies and skills that the children use during their RWI phonics lessons, such as Fred Talk read the word, spelling with Fred Fingers and hold a sentence, are used within other subject lessons.

Inclusion – curriculum for all

All RWI lessons are pitched at the appropriate level for the needs of the pupils in the group, as groupings are based on assessment of children's prior phonics knowledge. For children with significant additional needs, smaller groups and/or 1:1 support (where possible) is provided. The RWI scheme uses a combination of pictures and rhymes/phrases to support children to remember the sounds being taught, and the direct instruction format of the lessons further aids children with EAL and SEND to retain the learning.

Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy. The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching phonics.

Preparing for the Next Steps

The RWI phonics programme aims for all children to reach the expected standard of the phonics screening check, develop fluency and read with comprehension, develop co-operative behaviour, articulate their ideas and understanding, spell and write with confidence. In acquiring these skills on their early reading journey, children are then prepared for the next stage of that journey at KS2.

How We will Deliver It

CPD

We invest highly in quality staff CPD training. This training supports staff in building secure subject knowledge and skills, boosts staff confidence to deliver the RWI programme and enable them to tackle any challenges. Staff have received RWI training through whole school phonics training days and regular development days all led by an approved RWI trainer. Staff have weekly phonics training sessions in school and have access the RWI online training portal, which ensures staff have the most comprehensive, up-to-date, online support for the teaching of RWI phonics. The online training portal provides pathways for every member of staff to continue their own ongoing professional development. The Reading Leader works alongside staff to support them on a daily basis, building a team of excellent reading teachers, to ensures that all RWI lessons are effective and that staff are given the necessary training and CPD to deliver this effectively.

Teaching and Learning

The RWI scheme advocates that phonics lessons should be delivered using the 5 Ps:

- **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 group leaders put into the lesson that bring the teaching and learning to life!
- **Pace** – good pace is essential to the lesson

- **Participation** - a strong feature of RWI lessons is partner work (based on research which states that 70% of learning comes from partner talk
- **Praise/Positive** Teaching – children learn more effectively in a positive climate

Consistent teaching and behaviour management strategies create a climate in which children can learn effectively. Children's minds need to be free to learn to read and write. This means practising routines until they become second nature. During phonics we use the same routines and learning strategies in every lesson so that the children can concentrate on the new learning/one clear purpose for that lesson.

Foundation Stage 1

Throughout FS1 (Nursery) children experience phonics activities that promote general sounds discrimination (environmental sounds/instrumental sounds/body percussion), rhythm and rhyme, alliteration and voice sounds. In FS1 children will develop their oral blending and segmenting skills through Fred Games and will be introduced to RWI vocabulary – linked to the letter sounds picture cards they will be learning later in the year. RWI Set 1 Speed Sounds are first introduced in the summer term of FS1. These sounds are then revisited once the children start in Foundation Stage 2 (Reception) in the autumn term. Alongside this the children in FS1 will develop a love of reading through listening to and retelling familiar stories and rhymes repeatedly.

Foundation Stage 2

Children in FS2 (Reception) are taught daily phonics lessons. During the first weeks of reception, children are taught in class groups following the guidance from the RWI document 'Making a Strong Start'. After this period, children are individually assessed and grouped homogeneously according to their stage. From then on, children will then take part in a daily RWI lesson which consists of both the RWI Speed Sounds lesson and a reading lesson. Children complete the spelling part of the speed sounds sessions in their phonics books Children will also receive extra daily practise sessions in the form of whole class speed sounds lessons and regular 'Pinny Time' throughout the day – where staff ensure any gaps in sound knowledge are addressed.

KS1

Children in KS1 will continue to be taught phonics in homogeneous groups, depending on their stage not age. The children will take part in a daily 45min RWI lesson which consists of both the RWI Speed Sounds lesson and a reading lesson. Children complete the spelling part of the speed sounds sessions in their phonics books. KS1 children will also receive extra daily practise sessions in the form of whole class speed sounds lessons and regular 'Pinny Time' throughout the day – where staff ensure any gaps in sound knowledge are addressed. Children in Year 1 complete the phonics screening check at the end of the year.

KS2

Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention to ensure they catch up with their peers. A small number of children may reach upper KS2 and continue to require support for reading. These children will be assessed and complete a more age-appropriate phonics and reading programme called 'Fresh Start' which, like RWI, will teach the children the reading and comprehension skills required at this development stage in a more age-appropriate way using anthology text rather than story books.

Children continue to access Read, Write Inc lessons until assessment shows that they are confidently using 70+ sounds to decode and read both real and 'nonsense' words of multiple syllables. Ability groups are organised using on-going assessments carried out every half term by the Reading Leader. Struggling readers and those at risk of falling behind are taught by the most skilled members of staff.

Interventions

Children who are not making expected progress within RWI will be given additional 1:1 tutoring in phonics (RWI Fast Track Tutoring). These interventions follow a set structure based on the RWI 1:1 intervention set out in the RWI Handbook. Senior leaders and the Reading Leader specify which children require which interventions based on half termly analysis of RWI assessments.

Resources

Resources in the classroom support the children in applying phonics to reading and writing. In each classroom throughout FS2, KS1 & KS2 a large speed sounds chart is displayed. In FS and KS1 (and KS2 where appropriate) grapheme/phoneme friezes are displayed in classrooms along with table mats to support children to be independent in their spelling, whilst at the same time reinforcing the link between discreet phonics teaching and learning and its purpose in reading and writing.

Parental Involvement

Parents meetings are held during the autumn term of FS2 to introduce parents to RWI, and the way in which we teach their children to read. A parents meeting is also held early in the spring term to discuss the Y1 Phonics Screening check and offer advice to parents on how they can support their children with this. Other parents' meetings are also held throughout the year to help parents further understand how they can support their child at home.

Home Reading

Nursery children are able to take home a book to share with an adult. These are taken from the class selection. Reception, KS1 and KS2 (where needed) follow the following guidelines for home reading:

- Children who are at the initial stage of learning set 1 sounds, but are not yet blending, take home the set 1 sounds cards they are learning and a book to share with an adult.
- Children who are able to blend but have not yet acquired a broad range of graphemes take home the RWI sounds blending book, green word cards with the words they have been working on in their RWI lesson and a book to share with an adult.
- Children working in the Ditty/Red Ditty groups take home the RWI ditty sheet or Red Ditty book, the matching book bag book and a book to share with an adult.
- Children working within the rest of the colour groups for RWI take home the RWI class book, the matching book bag book and a book to share at home.

Formative & summative assessment

The Reading Leader assesses all children every half term and will group the children in light of the outcomes of the individual assessments. Less able children will be placed into small groups, where possible. If a child is making faster than expected progress, they may be reassessed before the end of half term, and depending on the outcome of the assessment, they may move up a group if it is deemed in their best interests. Children new to the school will be assessed within their first few days and placed in an appropriate ability group as soon as possible so that no learning time is lost.

In addition to half termly Read Write Inc assessments, which assess the children's ability to use the phonemes they have learned to decode both real and made up words, teachers use ongoing assessment for learning within RWI lessons to assess how well children:

- read the grapheme chart
- read the green and red words
- decode the ditty/story
- comprehend the story.

In FS2 and KS1 class teachers use the sounds tracker grids to inform extra practise coverage and address any gaps in learning.

Reporting (governors & parents)

The subject leader will report annually to the Governing Body. This report will include: achievements, CPD, quality of teaching and learning, strengths, areas to improve, ways forwards and data. Parents of those children taking the phonics screening check will receive a report that shows their result. Parents will also receive annual information telling them where their children are working in relation to their age.

The Difference it Will Make

The impact of a high-quality synthetic phonics programme, coupled with vigorous assessment procedures, ensures that children feel confident in using their phonic knowledge and the strategies that they have been taught to read

words. This helps them to access a range of material and, in turn, fosters a love of reading. By taking home books that are closely matched to their phonic knowledge, children can celebrate reading success with their parents and carers which will give them the confidence and motivation to read regularly. This will have a positive impact on the progress that they make. Children will be able to make phonically plausible attempts at spelling words and therefore communicate their ideas in writing across a range of subjects and for a range of purposes both in and out of school. Based on their phonic knowledge, children can make good spelling choices and spell many words correctly.

In short, we aspire for our pupils to:

- read at an age-appropriate level with fluency which enables them to access the broader curriculum
- develop a life-long love of reading where they read widely and often, with fluency and comprehension
- achieve well at EYFS, Key Stage 1 and Key Stage 2 assessment points
- have the required phonics skills to pass Year 1 phonic screening check on the first attempt.

Children will read at an age-appropriate level with fluency, which enables them to access the broader curriculum; develop a life-long love of reading where they read widely with fluency and comprehension and achieve well at EYFS, Key Stage 1 and Key Stage 2 assessment points.

Curriculum Enrichment

We continually enrich our phonics curriculum through a variety of activities that promote a love of reading. Reading is seen as a high priority and we ensure that children are exposed to a wide range of diverse books that children might not encounter away from school. Children have access to reading areas in classrooms where they can enjoy a wide range of high-quality texts. Each class has the opportunity to visit the mobile library every 3 weeks to choose books from a broad range of genres. Author visits/online meet the author sessions inspire our children to both read and write books for themselves. We have planned reading themed days throughout the year, such as world book day, where children take part in a number of reading activities and have lots of opportunity to talk about their favourite books or discover new books that they would like to read next.

Roles and Responsibilities

The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.
The Governing Body will also ensure that:

- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum.

Headteacher

The Headteacher has overall responsibility for the leadership and management of the school. As the leading professional, the Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body;
- The school's procedures for assessment meet all legal requirements;
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Role of the Subject Leader
The role of a subject leader is to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.
The subject leader ensures that the policy is adhered to and will:

- provide leadership and direction for the subject and ensure that it is managed and organised to meet the aims and objectives of the school and the subject;
- have responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice;
- ensure that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement;
- play a key role in supporting, guiding and motivating teachers;
- evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject;
- produce an annual action plan which will be part of a School Development Plan.

It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

Role of the Class Teacher
Classroom staff will ensure that the school curriculum is implemented in accordance with this policy.