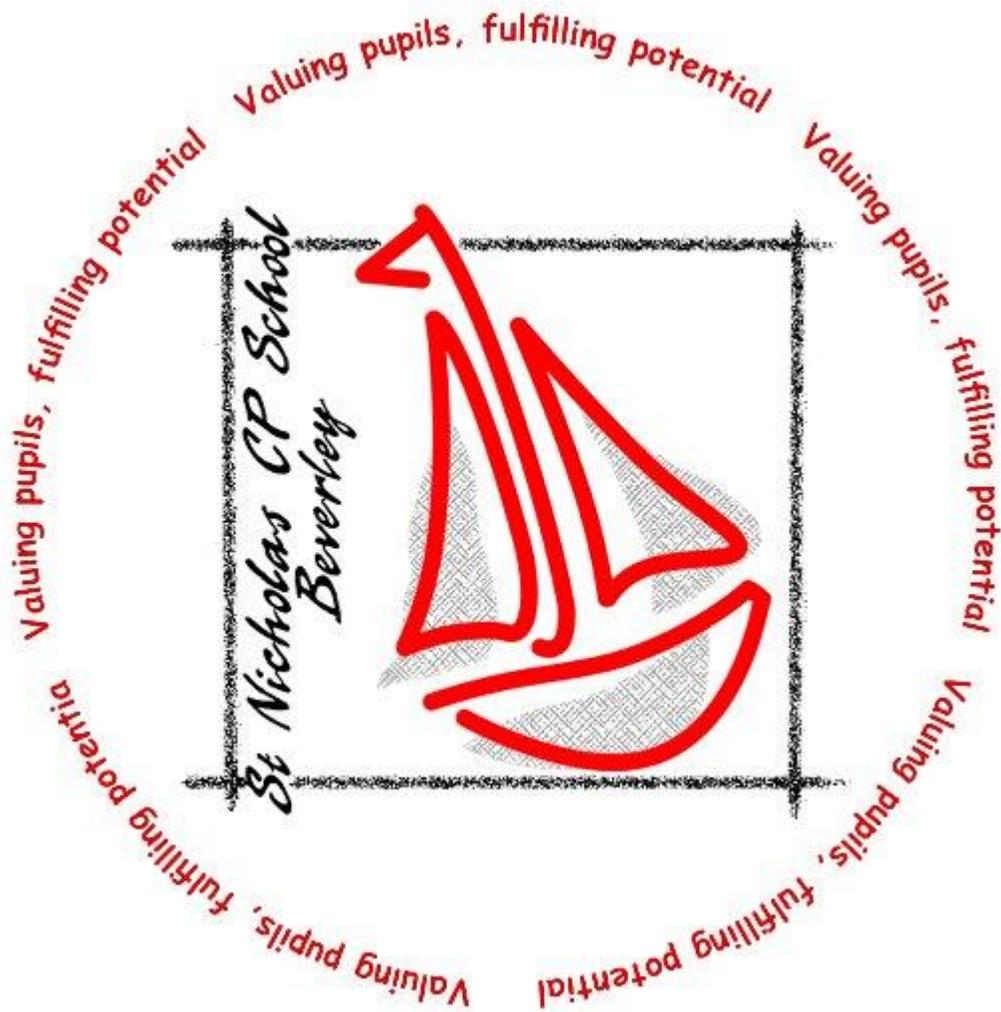


Beverley St Nicholas Primary School



Phonics Policy

Reviewed February 2020

Phonics Policy

Mission statement

Reading opens the door to learning. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who reads challenging material is a child who will learn. The more a child learns, the more he or she will want to find out.

At Beverley St Nicholas Primary School we believe that fostering the love of reading is the key to all learning and as such children are exposed to books on a daily basis from the moment that they enter our school.

As a school we teach synthetic phonics as the initial, and most important, approach to the teaching of reading. Our pupils learn to read and write effectively using the Read Write Inc Phonics Programme which is a systematic programme for the teaching of phonics, reading, spelling and writing.

We want all pupils at Beverley St Nicholas Primary School to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing. We use a consistent and structured approach to support a smooth transition as children progress and gain skills.

Aims

Our aims are:

- To ensure a consistent approach, to the teaching of phonics, across the school.
- To ensure that children are given opportunities to use and apply their phonics learning.
- To ensure that all children use phonics, as their first approach, when reading and writing.
- To ensure that all children entering KS2 are secure at decoding unfamiliar texts.

The Read Write Inc Programme is for:

- Pupils from Foundation Stage 1 to year 2 who are learning to read and write.
- Any pupils in Year 2, 3 and 4 who need to catch up rapidly.

In Read Write Inc pupils:

- Decode using letter sound correspondence
- Read common exception words on sight
- Develop reading comprehension
- Read with fluency and expression
- Write with a focus on vocabulary and grammar skills
- Spell by segmenting the sounds in words
- Learn letter formation and handwriting skills.

Organisation of Phonics

The RWI approach is:

- Initial sounds are 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.
- Blends are declustered. e.g. bl is two specific sounds.
- Children are taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are taught after Set 1 (initial sounds)
- Letter names are introduced with Set 3.

The RWI approach is taught considering the 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 teachers put into the lesson that bring the teaching and learning to life!

Participation - A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

Foundation Stage

Foundation Stage 1 (FS1)

During the Autumn and Spring term, children in foundation one spend their RWI time listening to, learning and joining in with carefully chosen stories, rhymes, poems and songs. They then use this to role-play together, grow vocabulary and build sentences orally and make up stories through planned talk experiences.

In the summer term, the focus of learning at this stage is to learn the initial letter sounds and introduce oral blending through 'Fred Talk' (throughout the day). This will progress to letter sound blending and segmenting for writing by the end of FS1. Children are taught the correct letter formation using the RWI mnemonics and we ensure that children achieve the correct pencil grip. It is our aim that all children leave Foundation Stage 1 being able to orally blend and know all initial letter sounds in set 1 to be on track to reach the expected standard for the Year 1 phonics screening check.

Foundation Stage 2 (FS2)

The children in the Foundation Stage 2 are taught daily phonic lessons. In the first six weeks of Foundation stage 2, the initial sounds are revised in class groups. After this period of the children

are individually assessed and grouped according to their stage. Children will receive daily phonics teaching in these groups using the structured speed sounds lesson plan.

It is our aim that all children leave Foundation Stage 2 at green RWI band to be on track to achieve the expected standard for the Year 1 phonics screening check

Key Stage One

The children in Key Stage one are assessed half termly and are taught phonics in small groups where children are placed depending on their stage not age. They have a daily Read Write Inc Lesson lasting an hour. This lesson starts with a 20 minute speed sounds lesson which teaches oral blending, new and revision of sounds, decoding of words, reading of common exception words, decoding of 'alien words' and spelling using decoding skills. The remainder of the session uses a closely matched book to read and comprehend over a 3 day/5 day plan. (depending on the stage). The learning in the remaining part of this session includes spelling, grammar and other writing activities.

At Beverley St Nicholas Primary School we do not want any child to fall behind their peers in learning. A major focus of the RWI programme is 'to keep up not catch up' Children who fall into this category are quickly identified through the rigorous 6 weekly assessment. Any child who is seen not to be on track to reach the age related expectation is given either daily 'Pinny time' (short 5-10 mins intervention) or a more formal 20mins intervention programme depending on the individual needs.

Children in year one will be assessed at the end of year one with the national Phonics Screening Attainment test.

It is our aim that children in year 2 are off the Read Write Inc programme by end of the Autumn term in year2, where they will move on to an alternative programme to develop their reading, spelling, handwriting and wider literacy skills.

All class rooms and teaching spaces across the school will display the RWI Speed Sounds chart to help children with their reading and spelling

Key Stage Two

The expectation at Beverley St Nicholas is that by the time children complete the transition from Key Stage one to Key Stage two they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the Ruth Miskin spelling programme throughout Key Stage two.

Those children who have not reached this level by the time they leave Key Stage one 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 then be assessed and complete a more age appropriate 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 texts rather than story books. Similarly, to the RWI programme, Fresh start pupils are assessed, and progress is reviewed on a half termly basis.

Additional Support for lower attaining pupils

Pupils in the lowest attaining groups often have the widest variety of needs. These pupils will have one-to-one tutoring for 10 minutes at least 3 times a week in addition to their group sessions in a morning. This tutoring helps us meet their individual needs. The effectiveness of these sessions and the impact on progress will be regularly evaluated by the reading leader.

Assessment and Monitoring

All children on the RWI phonics programme will be assessed half termly by the reading leader for consistency. The reading leader will then group children according to ability. This ensures that children receive targeted teaching quickly according to their needs. Children who are moving quicker than their peers are moved into a different group and those who are not maintaining progress will be given additional support.

Marking and Feedback

We emphasise constructive feedback. For example, we ensure children are praised for how hard they work together to ensure that their learning is successful. In our marking policy we have clear systems for marking of children's work which is adhered to throughout our RWI sessions. Teachers ensure that pupils understand their expectations of each activity. We mark some short activities with the pupils in lessons where quick instant feedback is needed to aid understanding and progress. Extended pieces of writing are marked afterwards in accordance with the marking policy

Homework

Whilst this programme does not have specific homework we endeavour to involve and train parents in supporting phonics and reading at home through parent workshops, information sessions and newsletters.

However, through the rigorous assessment of pupils through this scheme we can ensure that pupils select appropriate books to take home for reading.

Reading Leader Role

A key element of Read Write Inc is consistent whole-school practise. This is underpinned by appropriate professional development. Beverley St Nicholas School ensure that all teachers and teaching assistants are trained in this approach to teaching reading. All staff have received regular Development Days throughout the school year supported by a consultant from the Ruth Miskin training team; attend weekly phonic CPD sessions after school were an element of the RWI programme is discussed, taught and practised in a supportive way; receive daily, in lesson support for the teaching of the RWI programme from the Reading Leader and have access to training videos and additional support materials via the Ruth Miskin school portal.

It is the role of the reading Leader to ensure that all RWI lessons are effective and that teachers are given the necessary training and CPD to deliver this effectively.

The reading leader assesses pupils every half term and rearranges groupings and one to one intervention accordingly.

Date policy written: February 2020
Policy Written by: L. Holland
Date to be reviewed: February 2022