



Phonics Policy

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Vision and Values

Knowing we are LOVED and through loving others, we live and learn with COURAGE and HOPE.

Through our core Christian values of Love, Courage and Hope, we aim to create an environment in which every child feels safe, secure and flourishes. Within a place of kindness, they will grow into individuals who believe in themselves and know that they are an important part of their community. They will show love and respect for themselves, others and the environment. Given outstanding opportunities for learning, they will have the drive to take on new challenges, the resilience to cope with life's hurdles and know that they can learn from mistakes made. By fostering positive relationships with themselves and others, our community will be empowered to be the best they can be, value everyone as individuals and embrace new challenges today and in the future.

At St Luke's C.E. Primary School, we strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation.

Using the RWI Scheme we aim to teach children from Early Years up to Year 2 to:

- Apply their phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes
- Read accurately by blending sounds in unfamiliar words containing the Grapheme Phoneme Correspondences (GPCs) that they have been taught
- Read common exception words, noting unusual correspondences between spelling and sound
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read words of more than one syllable that contain taught GPCs
- Read words with contractions and understand that the apostrophe represents the omitted letter(s)
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Reread these books to build up their fluency and confidence in word reading
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Spell words containing each of the 40+ phonemes already taught by segmenting the sounds in words
- Spell common exception words
- Add prefixes and suffixes to previously taught words
- Spell effortlessly so that all their focus when writing can be directed towards composition

At St Luke's C.E. Primary School, these skills are embedded within daily RWI lessons. By focusing on the teaching of skilled word reading in the Early Years and KS1, using a synthetic phonics scheme, children learn to pronounce unfamiliar printed words (decoding) and speedily recognise familiar printed words. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know.

Organisation of Teaching and Learning

Early Years Foundation Stage

RWI is taught daily as soon as the pupils begin in Reception. One Set 1 sound is taught each day by the class teachers during a whole class session, approximately 15 minutes in length. Fred Talk is used throughout the day to develop oral blending skills, as this is recognised as a crucial step to secure before blending independently.

In the spring term the children will continue to receive whole class speed sound sessions but are organised into groups according to their phonic knowledge and blending skills for their reading sessions. Speed sound

sessions are 20 minutes in length and the reading sessions are 25 minutes in length. The groups are taught by a RWI trained member of staff.

Key Stage 1

RWI is taught daily through two sessions that: a phonics session (20 minutes) followed by a reading session (25 minutes). For speed sounds, children are primarily taught within their class with the exception of the children who are working significantly below or above the expected level. For reading, children are grouped across Year 1 and 2 according to their phonic knowledge and blending skills. The groups also include Reception pupils from the Spring Term. Each group is taught by a RWI trained member of staff. The Reading Leader assigns RWI teachers to groups and provides them with a half-termly overview with the graphemes that should be taught and reviewed. Different learning spaces within the infant site are utilised during this time to allow the groups to work separately.

The focus of the phonics session is to teach the speed sounds and includes the following main elements:

- Teaching/reviewing speed sounds
- Reading green words and nonsense words using Fred Talk
- Spelling green words using Fred Fingers

During the reading sessions, pupils read the RWI storybooks that most closely match their current phonics knowledge, decoding skills and ability to read red words so that they experience early reading success and gain confidence that they are readers.

The main elements included in these sessions are:

- Saying the storybook focus sounds
- Reading green storybook words
- Reading red words
- Reading green speedy words
- Paired practice
- At least 3 reads of the storybook
- Questions to think about
- Hold a sentence

After three reads of the book and providing the children are reading the book fluently, pupils take home a black and white paper copy of the storybook they have been reading in school to re-read at home. Pupils should be able to read this book accurately and fluently to an adult at home. Pupils also take home a RWI book bag book which matches the colour of their RWI storybook and changed at the same time. In addition, the children will choose a 'Love to Read' book which is a book they can share with an adult at home. These are high quality children's books which are designed to foster a love of reading.

Key Stage 2

Pupils in Year 3 and 4 who require further additional phonics teaching continue with RWI in vertical groups until they become fluent readers. The sessions are 30 minutes in length and take place daily. The sessions are split into two parts: a speed sound session and a reading session, adopting a similar model to Key Stage 1. The groups are taught by RWI trained teaching assistants and take place in different learning spaces within the junior site. These sessions are planned, resourced, monitored and assessed in the same way as Key Stage 1.

Resources

Staff delivering RWI have access to all the RWI resources needed to teach as detailed in the RWI lesson plans to ensure consistency in the teaching of phonics and reading, in every RWI session.

Each RWI group has a tray containing the resources required to teach that group, including photocopies of the relevant RWI lesson plans, Fred the Frog, speed sound flashcards, green words, nonsense words and red words. It is the Reading Leaders responsibility to ensure that these trays are prepared and distributed at the start of each half term.

The RWI storybooks can be freely accessed as needed each week by the staff delivering RWI. With each set of books there is a printed version of the storybook green words and the storybook introduction.

All teachers and teaching assistants have a login to Oxford Owl where they can access the RWI handbooks and resources linked to RWI storybooks.

All teachers and teaching assistants also have a login to the Ruth Miskin Training website where they can access virtual classroom resources to support intervention in school and home learning. They can also access training videos and additional RWI documents.

Assessment

Formative assessment

Daily formative assessment opportunities are built into every RWI session. Choral response, partner practice and smaller group sizes enable the teachers to evaluate pupil's phonic knowledge and decoding skills, and modify the pace and focus of their teaching accordingly. Formative assessment opportunities provide teachers with knowledge of which children are making slow, steady or speedy progress. Pupils making slow progress, who have been identified as not keeping up with the group, are flagged up to the reading leader. Pupils making speedy progress can also be flagged up for the Reading Leader to re-assess and move group as appropriate.

Summative assessment

All the pupils are assessed every 6-8 weeks using the RWI assessment materials (or more frequently as required). The assessments are primarily conducted by the Reading Leader, with the exception of Reception in the Autumn term when class teachers conduct the assessments. The materials assesses the following areas:

- Knowledge of the speed sounds (sound to grapheme correspondence)
- Decoding regular words and pseudo words
- Reading red words
- Reading fluency

The Reading Leader uses the assessments to place the pupils into groups each half term and to inform the teaching of speed sounds within the phonics sessions.

The assessments are also used by the Reading Leader to track progress through the scheme and to identify pupils who are off-track.

Phonics Screening Check

All Year 1 pupils complete the statutory phonics screening check in June. The check is conducted by the Year 1 class teachers and reading leader in accordance to the DfE statutory guidance. All staff conducting the checks are required to read the updated DfE guidance and to watch the training video.

During Year 1, previous phonic screening checks are used to track pupil progress and attainment. These are also conducted by the Year 1 class teachers in January, March and May.

Any child in Year 2 who failed to meet the required standard in the phonics screening check at the end of Year 1, will also complete the previous checks and the statutory check in June. These are conducted by the Reading Leader.

It is the Reading Leader's responsibility to ensure that all the materials required to conduct the phonic screening checks are prepared for the class teachers and that there is quiet space allocated within the school to conduct the screeners uninterrupted and in accordance to the STA Phonics Screening Check Administration Guidance.

Intervention

Teachers and teaching assistants use 'pinny time' during the school day to reinforce sounds that have been taught with pupils that have been identified as not keeping up during the speed sound session.

Pupils who have been identified as making slower than expected progress with their phonics knowledge and decoding skills through the RWI assessments will receive planned 1:1 or 1:2 daily intervention with the Reading Leader.

Training

The Reading Leader uses the Ruth Miskin Training website to create training pathways that are tailored to the needs of individual staff. Teaching assistants are provided with time during the school week to watch the films (this is usually during afternoon Worship times). Teaching staff are required to watch the films as part of their directed hours each week at a time of their own choosing. The reading leader monitors staff access to the online training materials to ensure that these are being regularly utilised by staff.

The reading leader also coaches staff who deliver RWI sessions, with a focus on those staff teaching the lowest 20% of readers.

Parents

At St Luke's C.E. we appreciate the importance of parental involvement in the process of learning to read and ensure that parents/carers are involved from the very beginning.

At the start of Reception parents/carers are invited to a RWI workshop delivered by the Reception leader to introduce them to the RWI programme and to share how they can effectively support their child at home.

In Reception, whilst children are learning the Set 1 speed sounds at school, children will have the opportunity to practise the speed sounds that they have learned at school with their parents/carers using the speed sound practise books.

A letter is sent home to parents/carers each half-term to inform them of which colour RWI books their child is reading and guidance on how they can use the books together at home.

Red word bookmarks and word walls are sent home, together with guidance on strategies that can be used to help learn red words.

Links to access RWI film clips at home are also regularly shared with parents/carers via Marvellous Me (minimum of 1 video per week) so that sounds that have been taught in school can be further reinforced at home. In Reception parents are sent a QR code weekly to access the RWI film clips.

The school website has key information about the RWI programme and how to help children to read at home, with links to the Oxford Owl website to gain further information.

A Phonics Screening Check (PSC) meeting is held for Year 1 parents/carers during the spring term, to help parents understand the PSC and suggest ways to best support their child at home.

Parents are informed of their child's phonics and reading progress at parent consultations and in the annual school report.

Inclusion

All pupils are entitled to access RWI resources and teachings at a level appropriate to their needs arising from race, gender, ability or disability.

A range of inclusion strategies are embedded in practice and teachers are aware of the special educational needs of the children in their RWI group, as well as those who have English as an additional language.

Pupils making accelerated progress will move groups to ensure that an appropriate level of challenge is provided. Pupils that need additional support to consolidate their phonic knowledge and its application will generally be taught in smaller groups where they have the opportunity to consolidate their knowledge prior to moving onto the next stage.

If appropriate, further intervention will be provided to support their phonic development. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.