

St. Andrew the Apostle Catholic Primary School



Phonics Policy

December 2022

Succeeding Together in Faith and Love

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Introduction

At St. Andrew the Apostle Catholic Primary School, we strive to teach pupils to read effectively and quickly using Read Write Inc. Phonics programme (RWI).

Read Write Inc. produced by Ruth Miskin, is a method of learning centred on letter sounds, blending them together to read and write words.

Reading is the key that unlocks the whole curriculum, so the ability to efficiently decode is essential. We want all pupils at St. Andrew the Apostle Catholic Primary School to develop a love of reading and apply their skills competently to writing.

The RWI approach is taught considering the 5 P's

Praise – Pupils learn quickly in a positive climate.

Pace – A good pace is the key to each session to ensure all pupils are engaged and on task.

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 RWI lessons is partner work and the partners 'teaching' each other.

Intent

We aim to enable our pupils 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 resources can be used to comprehend what is read.
- Spell effortlessly so all resources can be directed towards composing writing.

Implementation

The RWI programme is delivered to all pupils in EYFS to Year 3 who are learning to read. Any pupils in Years 3 and 4 who need to catch up rapidly will receive RWI intervention. Years 5 and 6 pupils who are not reading fluently or struggling to read familiar words will follow Read Write Inc. Fresh Start programme.

EYFS

Pupils in Nursery follow Letters and Sounds Phase 1 - listening for and distinguishing sounds in the environment. Initial letter sounds are introduced in the Summer Term for those pupils that are ready. Adults use 'Fred Talk' daily (saying words using pure sounds) with the pupils, with the expectation that the pupils will begin to orally blend and segment the words.

In Reception, daily RWI phonics lessons are taught. During the first half term, the initial sounds (Set 1 Speed Sounds) are taught in class groups. After this period, pupils are individually assessed and grouped homogeneously according to their stage. Pupils receive daily phonics teaching in these groups using the structured speed sounds lesson plan. It is our aim that all pupils leave Reception at green RWI band to be on track to achieve the expected standard for the Year 1 phonics screening check.

Key Stage 1

Pupils in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage, not age. They have a daily RWI lessons lasting 45 minutes. This lesson starts with a 10 minute speed sounds lesson which teaches a new sound, revision of previous speed sounds, oral blending, decoding words and reading common exception words. Pupils then read and comprehend a book which is carefully matched to their phonic knowledge and follows a 3 day plan.

In Year 1, pupils will also receive an extra 25 minute phonics session in the afternoon focusing on a specific sound in order to hear this sound in words and write these words in sentences.

Key Stage 2

By the time pupils complete the transition from KS1 to KS2, we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the school's spelling programme. Those pupils 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 pupils may reach upper KS2 and continue to require support for reading. These pupils will be assessed and complete a more age-appropriate phonics

and reading programme called 'Fresh Start' which, like RWI, will teach the pupils the reading and comprehension skills required at this development stage in a more age-appropriate way, using anthology texts rather than story books.

Impact

Formal assessments are carried out every half term using RWI assessments. Pupils' progress is tracked, to record phonic knowledge and decoding skills, and this information is used to organise groups, RWI Storybook level and the focus of the phonic input of the lesson. Regular informal assessments ensure that pupils receive targeted teaching quickly according to their needs. Pupils who are progressing through the programme quicker are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support.

Similarly to the RWI programme, Fresh Start pupils are frequently assessed, and progress is reviewed on a half termly basis.

Attainment is reported during Parent/Carer reviews and in the yearly report.

Resources

RWI story books

RWI book bag books

Coloured lolly sticks

Pencils/coloured pencils

Pens/coloured pens

Teaching Handbook 1 & 2

Nursery Handbook

Fresh Start Handbook

Speed sound cards set 1, 2 & 3

Large sound/picture cards

Small sound/picture cards

Small picture word cards

Green words

Green story words

Red words

Alien words

Roles and Responsibilities

- Oversee the assessment of all Reception & Key Stage 1 & 2 pupils.
- Review assessment data to organise pupils to the correct RWI groups.
- Assign RWI teachers to RWI groups.

- Organise RWI Development Days, led by our RWI consultant trainer, where the teaching of RWI at St Andrew the Apostle Catholic Primary School is reviewed and assessed.
- Ensure that all staff are trained in RWI Phonics and organise regular Development Days with RWI consultant trainers.
- Liaise with the Head Teacher regarding groupings, teaching spaces, staffing, training, progress, additional support and other relevant matters.
- Produce reports for the governors about the quality of the implementation of RWI and the impact on standards.
- Organise workshops for parent/carers.

Monitoring

A key element of the Read Write Inc Programme is consistent whole-school practise. This is underpinned by continued professional development. The school ensures that all teachers and teaching assistants are trained in this approach to teach reading. All staff receive regular Development Days throughout the school year, supported by a consultant from the Ruth Miskin training team. Staff attend weekly phonic CPD sessions where an element of the RWI programme is discussed, taught and practised in a supportive way. Reading teachers will receive in lesson coaching for the teaching of the RWI programme from the Phonics Reading Leader and have access to training videos and additional support materials via the Ruth Miskin school portal. The Phonics and Reading Leader ensures that the RWI phonics programme is taught with consistency and fidelity.

Parents/Carers

We endeavour to involve and train parents/carers in supporting phonics and reading at home through workshops, information sessions, newsletters and online resources. Through the rigorous assessment of pupils through the RWI programme, we ensure that pupils are provided with the most appropriate reading books to take home. Home books match reading in school and support the reading of sounds that have already been learnt. This may mean that pupils who remain in the same RWI group for multiple terms, take home a book they have already read.

Equality, Inclusion and Support

At St. Andrew the Apostle Catholic Primary School we recognise the responsibility to provide a broad and balanced curriculum for all pupils. When planning lessons, teachers will adapt as necessary, to provide relevant and appropriately challenging activities in order to ensure a fully inclusive curriculum. This will ensure all pupils are given equal opportunities to develop their knowledge, skills, understanding and vocabulary. We recognise that the 2010 Equality Act provides a single, consolidated source of discrimination law.

During discussions, care is taken to present both sides of any debate clearly and fairly.

Review

This policy was written by the subject leader and reviewed by the governors of St Andrew the Apostle Catholic Primary School in December 2022.

Review Date: October 2023