



PHONICS POLICY October 2019

- At Roman Road Primary School, we use Read Write Inc. Phonics, essentially as a reading intervention programme. The programme is aimed at:

- Pupils in Year R to Year 2 who are learning to read
- Any pupils in Years 2, 3 and 4 who needs to catch up rapidly
- Struggling readers in Years 5 and 6

Aims and objectives

Our aims are to teach our children how to:

- Achieve early success in reading
- Blend speech sounds into spoken words (decoding)
- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read high frequency words that do not conform to regular phonic patterns
- Read lively storybooks and Non-fiction books with words that they can decode
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words

We aim for pupils to complete the phonics programme as quickly as possible. We believe that the sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Organisation of Teaching and Learning

Reading group leaders are teachers and TAs that teach and have responsibility for a number of homogeneously grouped children.

Planning

Planning is taken from the Phonics Planning Handbooks, which have a systematic guidance for teaching Speed Sounds Lessons, Ditty and storybooks. Each group leader plans in accordance to the needs of his or her group, using the RWI planning templates (all of which can be accessed on Storage for teachers.) To make lesson preparations less onerous, our school subscribes yearly to RWI Phonics Online resources, which include green words, Speedy Green words, Red words, Nonsense words etc. TA's are responsible for planning for their R.W.I groups, with the support of the R.W.I manager as required. TA's are given planning and preparation time once a week when their classes do P.E with the coaches.

Teaching and Learning

The RWI programme promotes five underlying principles - also known as the five Ps, which are: **Purpose** - each activity has a clear purpose and children understand what they are learning and why?

Pace (key to the programme), **Praise**, **Participation**, **Passion** and **Perseverance** (we recognise how important it is to never give up! We believe that every child can learn to read if you persevere.) (*Progress one of our school's favourite 'P'*)

The RWI manager carries out learning walks every morning (from 8:50 to 9:25) monitoring/ observing/team teaching if necessary and gives face-to-face feedback and next development steps.

The head teacher and the phonics leader monitor pupils' progress to ensure that every child's learning needs are met and no child is left behind.

Delivery of Phonics

- Initial Set 1 sounds are taught in a specific order.
- Sounds are 'pure' when pronounced and not with a schwa i.e. 'b' 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Red words: common words with an uncommon spelling e.g. **said**
- Set 2 sounds are taught after Set 1 (initial sounds)
- Reading Nonsense words
- Letter names are introduced with Set 3 and are used during spelling.
- Three reading activities i.e. decoding to read, reading for meaning and reading with fluency and expression are taught in the course of the week.

Phonics across the school

Foundation Stage: R.W.I. is fully implemented in Reception classes and children are not split into groups until the initial sounds have been taught. Once the initial sounds have been taught, assessments takes place at the end of each half term, to determine groupings. Sessions happen daily between 8:50- 9:25am

KS1 and KS2:

Our children quickly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. We ensure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers.

Children in Year 2, who have completed *Read Write Inc. Phonics*, move on to doing daily reading comprehension. We provide them with

comprehension activities that are designed to help children to infer, summarise, question, clarify, predict and argue a point of view. The children also make connections between texts and their own experiences.

Once children in years 3, 4, 5 and 6 complete the phonics programme, they re-join their class for daily guided reading sessions.

R.W.I. groups are regrouped following half termly assessments. Lessons occur daily for 35minute from 8:50- 9:25am. Key Stage 2 children who are reading below age expected level, those who are 'New to English' and those with SEN work in groups alongside KS1 Children.

Special Educational Needs

Most children with SEN are fully involved in lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition is organised for some of these children, once identified by the RWI manager.

Equal Opportunities

We believe that every child regardless of ability, gender or background should be fully engaged and involved in RWI lessons. Pupils work in ability groups and teaching is at the speed of progress of each group. We understand that children come from a variety of cultures and have a wide range of skills. Talk partner work helps them to develop respect for the ability of other children and encourages them to collaborate and co-operate across a range of activities and experiences.

Home Reading: At the end of each week, children are given a Read Write Inc. s storybook to take home to read to their parent or carer if necessary, or share with a sibling.

Assessing and tracking progress

In first four weeks in reception, our children are taught Set 1 Sounds and are assessed using the Entry Assessment. Afterwards, both reception classes are split into at least four groups, based on according to the progress they made. Our assessments also give us a very clear insight into how well children are making progress compared to their starting points. We do this for all our children, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

Pupils who are making slower progress usually complete the programme by the end of Year 2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately - whatever their age.

Ms Joseph, who is a trained 1:1 RWI reading leader, tutors them for 10 minutes every day, using the One-to-one tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language, he or she will be taught phonics until they too catch up with their peers.

Narrowing the gap - and the pupil premium

The programme has been very effective in narrowing performance gaps between different groups, both within our school and nationally. For example

Over the last three years, our phonics data shows that the percentage of our children achieving the expected standard in Year 1 overall, is continuing to improve compared with national attainment. See table below

Phonics attainment by pupil characteristics

Year 1						
	2017		2018		2019	
	School	National	School	National	School	National
Pupils	88%	81%	88%	82%	89%	82%
Boys	77%	78%	92%	78%	81%	78%
Girls	94%	85%	84%	85%	100%	85%
Disadvantaged	100%	“	78%	71%	100%	71%
others						

The Phonics leader:

- Ensures that the teaching of phonics and reading are of the highest quality and that all our pupils make progress.
- Makes sure that the children in the 'lower progress' group are making good progress and organise one-to-one tutoring for the pupils who need extra support.
- Keeps groups at the same reading level
- organises training for the team (through daily monitoring, masterclasses, coaching/ observation and face-to-face feedback)
- reports to the HT, SLT and governors about the quality of teaching and the impact on standards
- attend up to date meetings when they occur and feedback to the team
- Organise parent workshop.

Professional development

We uphold a consistent whole-school practice, underpinned by appropriate professional development. The headteacher, every teacher and teaching assistants are trained to teach phonics and reading. All our staff have had a two-day Phonics training. In our masterclasses staff analyse teaching and behaviour steps that set the agenda for the next observation and feedback schedule.

Workshop for parents/Carers

In the course of the academic year, workshops are organised for parents/carers with children in Reception and KS1 to see not just, how the school teaches phonics but also:

- How to practise reading sounds
- How to read words by sound blending
- What the phonics screening check entails and how to support their children at home.

Parents are encouraged to use resources on the **parent page** on the Ruth Miskin Training website, our school's website and other useful websites.

October 2019

Ratified by *Governors*:

Review Date: November 2022

Mrs A. Clark - Phonics leader