



**RomanRoad  
Primary School  
Phonic/RWI Policy**

## **Content:**

This policy outlines how children at Roman Road are taught to read through phonics. It is intended to ensure that there is a consistent and progressive approach to teaching phonics across the school.

### **INTENT**

### **IMPLEMENTATION**

### **UNDERLYING PRINCIPLES**

### **DELIVERY OF PHONIC**

### **PHONIC IN EARLY YEARS FOUNDATION STAGE (EYFS)**

### **PHONIC IN KEY STAGE 1 (KS1)**

### **PHONIC IN KEY STAGE 2 (KS2)**

### **EQUAL OPPORTUNITIES**

### **ASSESSMENT AND PROGRESS**

### **LOWER 20%**

### **SPECIAL EDUCATIONAL NEEDS**

### **PARENT PARTNERSHIP AND HOME LEARNING**

### **PROFFESIONAL DEVELOPMENT**

### **ROLE OF THE PHONIC LEADER**

## **INTENT**

We believe that every child can and will read. Reading is our highest priority at Roman Road. Reading is fundamental to ensuring success in all areas of life and must start early. Our school promotes a love for reading and we want our children to develop a passion and joy for reading. It is therefore important that our children become independent readers as early as possible so that they can go onto independent reading for pleasure and guarantee success in all areas of their school life and in the wider community.

At Roman Road Primary School, 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
- ✚ Develop good level of comprehension
- ✚ 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 and thus develop a personal joy for reading. We aim for the majority of our pupils to exit the programme by the end of year 2 so that they enter KS2 as confident readers.

## **IMPLEMENTATION**

At Roman Road Primary School, we develop our pupil's early reading through teaching synthetic phonics. As a school, we have implemented Read Write Inc (RWI) as our validated reading programme. Our pupils learn to read and write successfully and confidently through this programme. We use RWI essentially as a reading programme but we also use the programme to develop early writing – especially in EYFS and KS1. The programme is aimed at:

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

Teaching reading and developing confident independent readers is at the heart of our school as our RWI lessons take place daily as the very first lesson for 35-40 minutes. Having RWI as the first lesson enables our pupils to then go onto to apply their reading writing strategies and knowledge into their other lessons and curriculum that follow on. The RWI lessons are delivered by trained staff and includes teachers and teaching assistances.

Children across Reception, KS1 and KS2 are assessed and grouped every 6 - 8 weeks using the RWI assessment. Grouping is very important to ensure that all children receive the correct input that will help them to progress through the programme at a steady pace. Therefore, children are carefully grouped according to their reading level and also teacher's judgement. Our pupils have the pleasure of reading

storybooks that are matched closely to their reading level so that they can confidently develop their reading skills and have early success in reading!

We keep our RWI groups small so that RWI leaders can effectively manage and teach and tailor lessons better to accommodate the pupil's needs.

### UNDERLYING PRINCIPLES

Our RWI lessons are delivered with the underlying principles in mind as outlined by the RWI programme and these are:

- ✚ **Pace:** Lessons should be fun and ensure that all pupils are actively involved and on task. No time should be wasted.
- ✚ **Praise:** Teachers help build children's confidence through continuous praise by focusing on the positive behaviour and learning. Through creating a positive learning environment, children will grow confidence and learn quicker.
- ✚ **Purpose:** Each activity in the lesson has a clear purpose. Children understand what they are learning, how and why. Teachers will set this at the beginning of the lesson.
- ✚ **Participation:** All children must actively take part in all parts of the lesson. This is achieved through constant partner work and coral response. Teachers also use "magnet/super eyes" and "Super ears" to gain full participation and attention.
- ✚ **Passion:** As a school, we are determined and passionate about making every child a reader. Our RWI teachers teach with enthusiasm and this radiates onto our children.

### DELIVERY OF PHONIC

Phonic is delivered systematically in the following way:

- ✚ Children are taught the sounds that individual and groups of letters make.
- ✚ Children are encouraged to hear the initial sounds in words.
- ✚ Children are taught how to form each letter sound to write. This is done through using the picture mnemonic that each letter sound has and a phrase to go with it.
- ✚ There are three sets of sounds that children need to learn – set 1, set 2 and set 3. These sets are taught in order. Children must be confident in a set before progressing onto the next. It must also match their storybook.
- ✚ Sounds need to be "pure" such as "mmm" and not "muh". This is important to phonic teaching.
- ✚ Children are taught to read words through segmenting (sounding out) and blending (merging the sounds together). This is initially done orally and then represented through sound cards and then eventually showing the words card. Children then progress into reading speedily by being encouraged to segment in their heads and gradually this will progress into not needing to segment at all and become more fluent readers.

- ✚ Once children develop confidence to segment and blend words, they are then encouraged to segment in their head and not out loud so that reading is internalised. This progresses children onto reading more speedily and become fluent readers.
- ✚ Children are taught how to read simple captions at first and then sentences.
- ✚ Children move onto storybooks that closely match their reading ability.
- ✚ When children read storybooks, they are encouraged to comprehend what they read through careful questions and discussions. “Fastest Finger” (where children have to find the answer within the text) and “Have A Think” (where children create their own ideas and opinion based on the text they have read) questions help children to develop good level of comprehension. This also allows good progression into guided reading in upper key stage.
- ✚ Children are encouraged to use their phonic knowledge to write words through segmenting.
- ✚ Words that cannot be read or written by segmenting are taught as “red words”. Children must learn red words by sight.
- ✚ Children are also taught nonsense words referred to as “Alien Words” – these are words that are made up using sounds that children have learnt but the words are not real nor have any meaning. Nonsense words help deepen children’s knowledge and recall of sounds that they have learnt. This also prepares our year 1 pupils for their phonic screening test.

**Lessons:** Our RWI lessons are taught by teachers and Teaching Assistants (TAs) and referred to as RWI Group Leaders. Group Leaders teach and have responsibility for a number of homogeneously grouped children. We try to keep RWI groups small so that our group leaders can fully engage with all children. Our group leaders use the same behaviour strategies so that there is consistency of expectations across all groups. Our lessons consider the values of courtesy, kindness, consideration and praise to ensure that all our pupils learn within a positive environment and enjoy learning.

**Planning:** Planning is taken from the Phonics Planning Handbooks, which have a systematic guidance for teaching Speed Sounds Lessons, Ditty and storybooks. Each RWI Group Leader plans in accordance to the needs of his or her group, using the RWI planning templates. 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 RWI groups, with the support of the Phonic Leader as required. TA’s are given planning and preparation time once a week.

## **PHONIC IN EARLY YEARS FOUNDATION STAGE**

**Nursery:** We believe that phonic should start as early as Nursery and that any exposure to phonics in Nursery will help children with their early reading. Whilst listening to stories is still a priority, we start to teach the initial set 1 sounds to our Nursery children. We do this by teaching a sound a week. Each week, children explore one sound in various ways – hearing it on its own, hearing it in words, seeing it, finding the letter in their environment, making it through mark making and other medias. We even expose children to looking at and hearing sounds being segmented and blended. All this provides our Nursery children with a strong start and preparation for phonic when going into Reception and therefore creating a smoother transition.

**Reception:** In Reception, RWI lessons begin from second week in September. RWI lessons are delivered at the same time as the rest of the school as the first lesson in the morning. Children begin learning the initial set 1 sounds as a whole class but are grouped very early from week 3/4 as soon as teachers identify children who show confidence in blending and those who don't. Grouping the children very early has ensured that the teaching is pitched correctly and that children are being pushed according to their reading ability. In Reception, we use RWI as our main strategy for also teaching early writing. Our aim is for every child in Reception to leave Reception confidently knowing all the initial letter sounds and be able to segment and blend to read and write simple CVC words and for most children to be able to write simple CVC captions and sentences.

In Nursery and Reception, our continues provision provides many opportunities for children to experience and practise phonic throughout the day during their child initiated play and we believe this is important. We have a dedicated phonic area within every classroom and it is set up with various phonic resources and phonic activities. Other areas such as writing and fine motor skills is also sometimes provided with phonic resources and activities.

### **PHONIC IN KS1**

Children in year 1 and year 2 are assessed and grouped every half term and continue to have daily RWI lessons. Our children quickly learn sounds and the letters 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 (and year 1), who have successfully completed the Read Write Inc. programme and are confidently reading move on to doing daily reading comprehension. We provide them with ccomprehension activities that are designed to help children to infer, summarise, questions, clarify, predict and argue a point of view. The children also make connections between texts and their own experiences.

### **PHONIC IN KS2**

We continue to have RWI lessons in KS2 for any children who still remains on the RWI programme and are not ready to exit and also for any children who are new to the English language or have had to school experience. These children are provided with additional phonic intervention in the afternoon.

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

### **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 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.

## ASSESSMENT AND PROGRESS

All pupils in our Reception classes are assessed for an on entry assessment. This gives us a very clear insight into how well RWI is running and how well children are making progress compared to their starting points.

All new children who join us over the year and across the school from Reception to Year 6 are assessed upon entry. This ensures that we quickly identify children who require RWI and group them immediately so that they can benefit from our RWI lessons straight away.

We assess all pupils following the RWI programme on a regular basis and this takes place every 6-8 weeks or every half term. Assessments are carried out using the assessment sheets provided by the RWI programme and administered by four of our Teaching Assistants. Once assessed, the Phonic Leader then analyses the assessments and rearranges groups accordingly. Our regular assessments ensure that children are always grouped accurately and therefore taught according to their reading levels and this allows for good steady progression.

Children are grouped by RWI storybooks as designed by the programme. It is the Phonic Leader's responsibility to ensure that pupils are grouped accurately. Assessment is therefore crucial to ensure that pupils read storybooks that closely match their phonic knowledge and reading ability. By doing this, we are ensuring that, early on, our pupils experience a sense of success and gain confidence to move into becoming confident independent readers.

The Phonic Leader uses assessment to also identify children who are falling behind and not making expected progress or working at the expected reading group. These children are then provided with daily additional phonic intervention lead by one of our teaching assistance.

## LOWER 20%

We aim to make all our pupils to become independent readers. To achieve this, we must identify our lowest 20% who are falling behind and not working at expected level quickly and take actions immediately. At Roman Road, we use our regular assessments and our teacher's judgement to identify our vulnerable children and we provide immediate intervention to help narrow the gap.

**Reception:** Our Reception, teachers have one-to-one phonic sessions with every child at least once a week and more with children who are falling behind. This ensures that every child in Reception is offered personalised teaching to help push its learning.

**KS1 & KS2:** Children who are working behind expected level are provided with daily additional phonic intervention. Children receive intervention in very small groups by our teaching assistances. Those who are extremely vulnerable receive one-to-one tutoring. Our interventions are carefully planned to meet the needs of our children.

Our interventions have a very positive impact and help to narrow the gap.

## SPECIAL EDUCATIONAL NEEDS (SEN)

Our children with SEN are taught RWI and 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. Our SEN children are placed in groups that match their ability. Our SEN children who struggle to work in big groups due to their needs are taught RWI through their one-to-one support teacher and lessons are adapted to meet their needs. Our SEN children make very good progress in RWI.

## **PARENT PARTNERSHIP AND HOME LEARNING**

At Roman Road, working in partnership with parents is a key principle of effective practice. We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate, confidently in their child's reading.

We seek to enhance parents understanding of teaching and learning how to read in order to ensure that there is continuity and progression of children's learning between the school and home. We want our parents to understand the importance of early reading and so we hold a phonic workshop for our Reception parents in the Autumn Term. We emphasise the importance of story time and explicitly demonstrate to parents how phonic is taught. We teach our parents all the sounds and the correct way of pronouncing sounds. We teach our parents how to segment and blend to read and write. This ensures that children are receiving the same teaching in school and home. We provide our parents with many activities, ideas and resources that they can use at home to support their child.

Every child in Reception and KS1 take home a reading book that is matched with their reading level to help develop their reading further. Every child has the opportunity to read their home book to an adult once a week as additional support in reading. Parents are provided with a reading journal to allow communication about their child's reading. In addition, children take home the storybook that they are reading in their RWI lessons to build their confidence further.

## **PROFESSIONAL DEVELOPMENT**

All staff in our school have been trained to teach phonics. This ensures that the strategies of RWI can be used across school. All our RWI Group Leaders have attended two day RWI training. Whole school training has also been organised.

The Phonic Leader holds regular practise sessions with all RWI Group Leaders to practise important elements of the RWI lessons and ensure that all leaders are confident to deliver their lessons. The Phonic Leader supports group leaders through team teaching/coaching.

## **ROLE OF THE PHONIC LEADER**

The phonic leader oversees the RWI lessons and progress that children make across the school. Our Phonic leader is here to:

- ✚ Support RWI Group Leaders and ensure that group leaders feel confident to deliver their lessons. This is achieved through regularly observing leaders and then team teaching/coaching in areas where support is needed.
- ✚ Have regular meetings with RWI Group Leaders. These are also known as practise sessions where the phonic leader practises elements of the RWI lessons to remind and ensure accuracy and consistency.
- ✚ Ensure that the teaching of phonics and reading are of the highest quality and that all our pupils make progress.
- ✚ Make sure that the children in the 'lower progress' group are making good progress and organise intervention for the pupils who need extra support.
- ✚ Organise assessment and grouping.
- ✚ Keeps groups at the same reading level
- ✚ Report to the HT, SLT and governors about the quality of teaching and the impact on standards



Meet with the Reading Leader to evaluate and plan RWI more effectively and look at RWI and Reading across school together.

- ✚ Purchase and organise RWI resources.
- ✚ Organise parent workshop.