



# Phonics Policy

September 2021

To be reviewed annually

## Introduction

Prior to 2019/20 academic year, the Academy was using Letters and Sounds as our phonics programme. Frequent changes in staff had resulted in inconsistent teaching of phonics and guided reading and it was felt that a more structured approach should be implemented. Results from the Phonics Screening Check had also been inconsistent and lower than national averages. Meadow Park Academy is focused on improving attainment across reading and writing, with improved phonics and reading teaching integral to this.

## Rationale

Effective Phonics teaching and learning is essential for high attainment in reading and writing. Additionally, confidence with phonics is integral across the curriculum and used in all subjects. Achievement in this area benefits every area of pupils' development and the school as a whole. In order to move Meadow Park's phonics teaching forward it has been necessary to implement a clear and consistent inclusive teaching scheme. Our school's intake has a high proportion of children who are eligible for Pupil Premium, English as an alternative language and special educational needs so our Phonics programme needs to be one which will best serve this range of pupils. Mobility is also fairly high with many pupils joining or leaving the school midway through the school year so it is essential that our approach to teaching phonics and reading is adaptable to a range of experiences and abilities.

Read Write Inc is a literacy programme that helps children learn synthetic phonics. The scheme includes both a phonics and reading focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children's reading development.

## Teaching and learning Style

**Read Write Inc is based on 5 Ps.**

**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 brings the teaching and learning to life.

**Participation** – A strong feature of Read Write Inc lessons is partner work and the partners 'rehearsing and 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).

## Aims

The Read Write Inc curriculum will teach children to:

- apply the skill of blending phonemes to read words.
- segment words in 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.
- spell effortlessly so that all their resources can be directed towards composing their writing.
- access a diverse array of quality texts which will help them to develop a love of reading

## Teaching of Read Write Inc will

- be pitched at the correct level for each child, ensuring every child is sufficiently challenged while able to make clear progress;
- excite and stimulate children through active learning in which they enjoy achieving and progressing;
- uses phonics, reading and writing skills together to connect and support each of these aspects;
- encourage consistency of teaching and learning across the school in this area;
- accelerate children's literacy learning leading to improvements in attainment, both in relation to the Phonics Screening Check and throughout the Academy.

### Planning

Planning for Read Write Inc is completed with support from handbooks taking into account the individual needs of each group. This planning identifies the phonics, ditties or storybooks and activities for the sessions targeted at the current attainment of children. Lessons follow set routines, ensuring consistency across groups.

Support staff are responsible for planning for their Read Write Inc groups, with support from teachers and the Read Write Inc Reading Leaders as required.

## Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' i.e. 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be segmented. E.g. bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

## R.W.I across the school:

### Foundation Stage:

R.W.I is fully implemented in Reception where the class is split into groups after a baseline assessment is completed. Lessons take place daily. Within this time a 10-minute speed sounds session will occur with follow up writing and sentence writing.

## Key Stage One:

R.W.I groups are set each term following assessments carried out by the R.W.I Reading Leaders. Children are streamed into attainment groups to make sure teaching and learning is at the correct level for their current achievement. Some groups will contain a mix of Year 1 and 2 children. The sessions will occur 4 times each week. On day per week there will be whole class teaching of phonics.

## Key Stage Two:

It is proposed that R.W.I groups will take the form of an intervention during literacy sessions for those children with the greatest need in Year 3/4.

## SEN Pupils:

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the RWI manager as required.

## Monitoring and Review

The R.W.I Reading Leaders:

- Assess all YR and KS1 pupils and designates pupils to the correct groups.
- Coach R.W.I teachers and check that pupils are in the correct groups
- Attend up-date meetings when they occur and report back to the R.W.I teachers.
- Speak with the Head teacher regarding groups and a list of the lowest 20% pupils needing further 1:1 support.
- Are responsible for reporting to the governors about the quality of the implementation of R.W.I and the impact on standards.

## Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of her children. The teacher assesses how children:

- Read the grapheme chart
- Read the green and red word lists
- Decode the ditty/story
- Comprehend the story

Formal assessment is carried out every half term by the R.W.I Reading Leaders using the R.W.I. assessments and new entrants are tested on entry. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants.

## Reviewing the policy

We will review our policy at the beginning of every academic year in order to reinforce it with established staff and familiarise new staff with it.