St Levan Primary School



where all children SHINE…for life

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| **Phonics Policy** | |
| School | St Levan Primary School |
| Date Written | May 2017 |
| Reviewed on | September 2019 |
| Next Review Due | September 2021 |
| I confirm that this policy has been reviewed and adopted by the Governing Body of  St Levan Primary School.  Chair of Governors: Sharon Brolly Date: 7th October 2019 | |



**Phonics Policy**

**St Levan Primary School**

**where all children SHINE-for life**

**Monitoring and review**

The Headteacher is responsible for monitoring the implementation of this policy and for seeking the views of staff, children and parents. The Headteacher will report to the governing body on the effectiveness of this policy.

This policy was approved by the full governing body in May 2017. It is due for review by September 2021.

**Introduction to Read, Write, Inc. Phonics**

Read, Write, Inc. (RWI) Phonics is an inclusive literacy programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. As much as possible, the RWI sessions should occur daily, as the continuity and pace of the programme is key to accelerating the progress of children’s reading development.

**Aims and Objectives**

To teach children 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 (known as ‘tricky’ or ‘red’ 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 their resources can be used to comprehend what they read.
* spell effortlessly so that all their resources can be directed towards composing their writing.

**Teaching and Learning Style**

This is based on the 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 bring the teaching and learning to life!
* Participation - A strong feature of RWI lessons is partner work and the partners ‘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).

**Planning**

Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested during the year and the groups are reorganised accordingly.

Teacher generated planning is minimized as the planning is integrated into the teacher’s handbooks and follows set routines. Each group leader has a printed format/plan to follow as well as a record sheet for noting which sounds have been covered when, what children were present and any excelling/requiring extra support.

**Delivery of Phonics**

* Initial sounds are to be taught in a specific order.
* Sounds taught should be ‘pure’ ie ‘b’, not ‘buh’ as this is central to phonic teaching and ability to recognise sounds in words (this is ‘schwah’ is discussed with pupils)
* Blends are to be de-clustered. eg 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: RWI is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught. Sessions will take place daily between 9.05 and 9.30. Within this time a 10 minute speed sounds session will occur with follow up handwriting sessions while children access continuous provision, in line with the EYFS.

Key Stage One: RWI groups will be set following assessments carried out by the Class teacher. The sessions will occur daily for between 9.05 and 9.30. These sessions will often feed into the English lesson occurring immediately after the session and often incorporate spelling patterns, grammar and punctuation (especially for Year 2 pupils) as well.

Key Stage Two: RWI sounds will continue to form the basis of reading and spelling. If necessary, intervention groups will work with a TA during English sessions for those children with the greatest need in Year 3/4.

**SEND/Able Pupils**

Pupils with SEND pupils are fully involved in RWI 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 teacher if required.

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children.

**Assessment and Recording**

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

* read the grapheme chart
* read the green and red word lists
* sound out green words
* spell green words

Each group leader is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

Formal assessment is carried out periodically by the Class teacher using theRWI phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants.

**Monitoring and Review**

The class teacher

* tests all KS1 pupils and designates pupils to the correct groups.
* assigns leaders to groups
* ‘drops in’ on RWI groups to give advice and to informally check that pupils are in the correct groups
* where necessary models lessons
* attends update meetings when they occur and reports back to the RWI group leaders
* speaks with the Headteacher regarding groupings, teaching spaces and other pertinent matters
* is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards.
* administers the Year 1 Phonics Screening Check each June
* forges links with other schools and providers of RWI to share best practice

**Resources**

Each group requires:

* Fred the frog
* Small flashcards for each sound (sets 1, 2 or 3 as appropriate)
* Large flash cards for each sound (sets 1, 2 or 3 as appropriate)
* Green words for each sound
* Red words
* Simple (Reception)/complex (KS1/KS2) speed sounds chart for display