

# West Haddon Endowed C of E School

## Policy Document

### Phonics Policy

At West Haddon we use the Read, Write, Inc scheme to deliver phonics.

#### **Read, Write, Inc. Phonics**

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. It is aimed at children reading at Level 2b or below and teaches synthetic phonics. 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. The R.W.I sessions are expected to occur each day with no exceptions, 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 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** – All children need to be able to participate at their level and with consideration of the learning style. Sessions should have elements of visual, auditory and kinesthetic.

Each phonics session must follow the 4 parts. Revisit, teach, practise, apply.

### **Planning**

Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested each term 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 set of ideas and prompts which they use flexibly while working through the RWI programme.

### **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.
- Blends are to be declustered. 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, Yr 1, 2, 3:** R.W.I. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught. Once the sounds have been taught assessments will take place to determine groupings.

Sessions will take place daily between 9.05-9.25 a.m. Within this time known phonics are revisited, next phonic taught, activities help to practise knowledge and formation. The new phonic pattern will then be applied to words.

R.W.I. groups will be set following assessments carried out by the R.W.I. manager. Reading and Get Writing sessions take place once per week for an ability group for a 20 minute session. Whole class sessions will take place for an hour each week to learn 'red' words and HF words.

When children have a thorough knowledge of sets 1, 2, 3 they will continue to work on spelling patterns, high frequency words and applying knowledge.

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 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. The teacher assesses how children:

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

Formal assessment is carried out termly by the R.W.I. manager using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants.

Phonics screening takes place in June, children either pass or fail and if they fail they will be re-tested at the end of Yr 2.

### **Monitoring and Review**

The R.W.I. manager

- Tests all KS.1 pupils and designates pupils to the correct groups.
- Assigns leaders to groups
- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- Where necessary models lessons
- Attends up-date meetings when they occur and reports back to the R.W.I. 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 R.W.I. and the impact on standards.