



Benthal Primary School

Phonics Policy

Approved by:	Chair of Governors
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Phonics Policy

At Benthall Primary School we are dedicated to ensuring that each and every one of our children learns to read with accuracy and confidence. We use the Read Write Inc (RWI) phonics programme designed by Ruth Miskin to get children off to a flying start with their literacy. RWI is a structured synthetic phonics programme and we use it to aid children in their reading and writing.

Aims

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

1. Roles and Responsibilities:

Senior Leadership Team (SLT)

– line manager oversees target setting and tracking with the assigned teacher.

–assigned teacher will:

- assesses all Reception & KS1 pupils and designate pupils to the correct groups
- assign Reading Teachers to groups
- speak with line manager regarding groupings, teaching spaces and other pertinent matters
- when possible, 'drop in' on RWI groups to give advice, ensure lessons are taught with fidelity to RWI strategies and to informally check that pupils are in the correct groups
- when possible, model lessons

Reading Group Leaders/Reading Teachers - teachers and TAs that teach and have responsibility for a number of homogeneously grouped children.

2. Teaching and Learning:

Planning

Staff generated planning is minimised as the planning is integrated into the handbooks and follows set routines.

Teaching

The RWI scheme advocates that lessons should be delivered using the 5 Ps.

Pace – Good pace is essential to the lesson.

Praise/Positive Teaching – Children learn more effectively in a positive climate.

Purpose – Every part of the lesson has a specific purpose.

Participation - A strong feature of RWI lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner).

Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!

Delivery of Phonics

- initial sounds are taught in a specific order
- sounds taught should be 'pure' i.e. 's', not 'suh' as this is central to phonic teaching and the ability to recognise sounds in words
- blends are de-clustered. e.g. bl is two specific sounds
- children are taught that the number of graphemes in a word always corresponds to the number of phonemes - this greatly aids spelling
- Set 2 sounds are taught after Set 1 (initial sounds)
- letter names are introduced with Set 3

3. Assessment and Reporting

The reading group leader assesses the progress of the children throughout every lesson. Group leaders will liaise with class teachers to discuss the progress of children in their group.

Formal RWI phonics assessments are carried out on a regular basis by an assigned teacher. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants.

At the end of Year 1, children take the national Phonics Screening Check. Children who do not achieve the national standard in Year 1 are re-assessed in Year 2.

4. Read Write Inc across the school

Key Stage 1 - In Year 1, pupils work within ability groups that are defined by their performance on RWI phonic assessments. Pupils are re-assessed during the year and the groups are reorganised accordingly. The sessions comprise of a 10 minute Speed Sounds lesson followed by timetabled Reading and Writing Activities and will occur daily for 45 minutes.

In Year 2, those pupils for whom it would be beneficial will continue to participate in the full RWI programme alongside the Year 1 pupils. For the remainder, a short 10 minute Speed Sounds Lesson will be included at the beginning of an adapted DR lesson. All Year 2 pupils will continue to be monitored and assessed until they have completed the programme.

Key Stage 2 - RWI groups will take the form of daily small group or 1:1 interventions for those children with the greatest need, including those who have not achieved the appropriate standard in the Year1/2 Phonics Screening Check.

5. R.W.I. in the Foundation Stage

Nursery - Nursery staff will use oral 'Fred Talk' informally throughout the day (saying words using pure sounds) with the children, with the expectation that the children will begin to encode the words. Letter pictures and graphemes will be taught on a more formal basis in Spring or Summer Terms depending on the pupils' readiness.

Reception - RWI is fully implemented in Reception. The classes 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.

6. Equal Opportunities

All pupils, irrespective of ability, gender or background, are fully involved in RWI lessons. Pupils work in ability groups and teaching is geared to the speed of progress of each group. We understand that children originate 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.

7. SEND/Able Pupils

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 reading teachers and the phonics leader if required.

Able pupils are catered for as groups are based on ability.

(see separate SEND policy).