

St Martin's Catholic Primary School



Read Write Inc. Phonics Policy

Our Mission Statement

**"At St. Martin's Catholic Primary School,
the Governors and Staff, in partnership with the Parents,
aim to help each child realise their full Spiritual,
Moral, Academic and Social Potential in a
happy, caring, Catholic Community
in which each member feels valued"**

Introduction

This policy is intended to ensure that there is a consistent and progressive approach to the teaching of phonics throughout the school to meet the requirements of the National Curriculum. This policy should be read in conjunction with the school's Reading Policy.

Intent

As a school, we teach synthetic phonics as the initial, and most important, approach to the teaching of reading. Our pupils learn to read and write effectively using the Read Write Inc (RWI) Phonics Programme which is a systematic programme for the teaching of phonics, reading, spelling and writing. We want all pupils to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing.

We aim to ensure that **all** pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words
- Learn letter formation and handwriting skills.

Implementation

The RWI programme is delivered to:

- Pupils in EYFS to Year 2 who are learning to read and write
- Any pupils in Year 3 who have not passed the Phonics Screening Check.

Pupils are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously across EYFS, KS1 and Year 3 in order to ensure that all children are being taught at their challenge point.

In Reception, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings (common exception words).

We make sure 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. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, teachers regularly read a wide range of stories, poetry and non-fiction to pupils.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

The RWI approach is taught considering the 5 Ps:

Praise – Children learn quickly in a positive climate.

Pace – A good pace is the key to each session to ensure all children are engaged and on task.

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.

EYFS

Reception

Children in Reception are taught daily phonics lessons. In the first half term, the initial sounds (Set 1 Speed Sounds) are taught as a whole class. After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan.

It is our aim that children leave Reception at green RWI band to be on track to achieve the expected standard for the Year 1 phonics screening check.

KS1

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have a daily RWI lessons. This lesson starts with a 10minute speed sounds lesson which teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding ‘alien’ (pseudo) words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day plan.

Children are assessed at least half termly and those who are at risk of falling behind the programme’s pace and expectations are identified early and additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up and don’t have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Reading Leader.

Children in Year 1 complete the phonics screening check at the end of the year.

It is our aim that children in Year 2 complete the RWI programme by end of the Autumn term in Year 2.

KS2

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the school's spelling programme.

Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention to ensure they catch up with their peers.

Assessment and Monitoring

We assess all pupils following Read Write Inc. *Phonics* using the Entry and Assessment 1, at least half termly and the Reading Leader rearranges groups accordingly. Regular assessments ensure that children receive targeted teaching quickly according to their needs. Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support.