

## WALBOTTLE VILLAGE PRIMARY PHONICS POLICY

### School Vision

*Our vision for Valour Academy is that all children will feel loved, happy and safe.*

*We will provide each child with many and varied opportunities to develop their character to feel accepted; to develop a sense of belonging; to be driven and resilient and to be inspired and be inspiring.*

Updated September 2024

### PHONICS

#### Introduction

Read, Write, Inc. Phonics is an inclusive 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. 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 skills of blending phonemes to read words.
- Learn that blending and segmenting words is a reversible process.
- 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 then be used to comprehend what they are reading.
- Spell effortlessly so that all their resources can then be directed towards composing their writing.

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
- encourages consistency of teaching and learning across the school in this area - accelerates children's literacy learning leading to improvements in attainment, both in
- relation to the Phonics Screening Check in Year 1 and throughout the school.

RWI is designed to teach children to develop accuracy, fluency and comprehension when learning to read.

### **Accuracy**

Children learn to:

- read new sounds and review previously taught sounds;
- sounds out the names of characters and unfamiliar words;
- understand the meanings of new words;
- read the story

### **Fluency**

Children learn to;

- read the words in the stories speedily
- track the story
- read stories with increased speed

### **Comprehension**

Children learn to;

- predict the outcome
- discuss and compare key moments in stories
- read the story with a storytellers voice
- answers questions about stories

### **Writing**

To teach children to develop knowledge of transcription, and composition.

### **Outcomes**

By THE END OF Key Stage 1, the vast majority of our pupils can read aloud age-appropriate texts accurately and with sufficient speed. This means that we can then

focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject across the curriculum.

### **Subject Organisation**

#### **Teaching and Learning Style**

Read Write Inc is based on 5 P's

*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 the 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 'teaching' others.

### **Planning**

Planning for Read Write Inc is taken directly from handbooks. This planning identifies the phonics, ditties or storybooks and activities for the sessions targeted at the current attainment of the children. Lessons follow set routines and timings, ensuring consistency across the groups. Support staff are responsible for planning and delivering the lessons for their Read Write Inc groups, with support from teachers and the Read Write Inc leader as required. Support staff are given preparation time for their planning.

### **Assessment**

Formal assessment is completed once per half term by class teachers. This checks the individual children's ability to recognise and say each sound and blend and say real and nonsense (alien words). This is done on a 1:1 basis. This assessment is then used to place children in groups with other children at a similar stage to them. Read Write Inc promotes that children are placed in groups by their stage, not age. Although the assessments take place at the end of each half term, the child can be assessed earlier

than that if higher attainment is being shown. Read Write Inc grouping at WVPS changes regularly and is completely based on the needs of our children.

Alongside formal assessment it is the teacher's role to observe children's decoding, blending, comprehension and writing skills.

### **Role of Subject Leader**

The Subject Leader is responsible for improving the standards of teaching and learning in Phonics through:

Monitoring and evaluating Phonics;

- Ensuring children are assessed regularly (half-termly) and grouped appropriately by their reading level to allow for best outcomes.
- pupil progress – this is done using the pupil tracker and follow up progress meetings
- Lesson Observations
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Phonics developments

### **Parental Involvement**

Parents are encouraged to read and write with their children. Home school reading diaries are used to aid communication.

Parent workshops are offered to our Early Years parents to ensure the best possible start to our children's reading journey.

### **Provision**

Provision varies between year groups and phases.

#### **Early Years Foundation Stage (EYFS)**

We emphasise the alphabetic code (the relationship between sounds in speech and letters which are code for the sound). The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky' words. This is so that, early in, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Read Write Inc is fully implemented in Foundation but 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. In the EYFS, children receive Read Write Inc session. At the beginning of the year Speed Sound Sessions take place daily from 9am – 9.20am. Once the children are familiar with Set 1 sounds the children are then grouped for daily sessions from 9.00am-9.30am. They are led either by the class teacher or by a trained member of support staff. Groups will normally be significantly smaller than full class sizes but can range in size. Children are regularly assessed.

### Key Stage 1

Phonics sessions take place from 10.00-10.30. 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. Groups are led by class teachers and trained member of our support staff. KS1 children are assessed at least once per half- term by class teachers. Teachers use Read Write Inc reading books during these sessions which vary in colour, dependant on their attainment group.

### Spelling for Key Stage 1

Spelling lists are sent home on a weekly basis dependant on the children's phonic attainment group. The spellings will be words in line with their current learning. They will either be words from their reading books, green or red word lists or the next words on our high frequency word lists for Reception, Year 1 and Year 2.

### Key Stage 2

Children identified as being below national average for phonics and reading will receive additional support through targeted Read Write Inc sessions. These will take place on a regular basis and delivered by a trained member of our support staff. The sessions will include phonics teaching and reading using Read Write Inc books.

### SEND Children

SEND pupils are fully involved in Read Write Inc lessons as children work in groups with other who are at their level. Teaching is geared to the speed of progress in each individual group. Additional 1:1 tuition may take place outside of our designated Phonics time, but their will be identified by teachers in conjunction with the Read Write Inc Leader.

### Additional Support

The Read Write Inc Leader identifies children who are below expected attainment for the age. These children will receive additional 1:1 or small group phonics teaching from support staff

in class, timings at the teacher's discretion. Children significantly below expected attainment are regularly assessed to support progression.

### **Handwriting**

At WVPS pre-cursive writing is taught from Reception. RWI resources have been adapted to include 'lead-outs' and join digraph and trigraphs. The introduction to pre-cursive letter formation has led to better presentation across school.

Green and Red words are presented to the children in print to support fluency in reading.