



‘Caring, learning and achieving together as part of God’s family’

## Phonics Policy

### Intent

The primary intent of Phonics instruction at Margaret Roper Primary School is to provide all children with the knowledge and skills to become decoding experts, so they can read fluently and confidently by the end of Key Stage 1. Phonics instruction will be a high priority as a means of ensuring that all pupils, regardless of their background or prior attainment, are equipped with the essential precursor knowledge to become proficient readers.

### Aims:

- Become adept in recognizing set 1, set 2 and set 3 sounds
- Be proficient in blending real and nonsense words
- Develop their speed and fluency when reading
- Begin to use expression
- Show good comprehension skills
- Encourage a love of reading and writing through enabling children to be confident in their phonics.

### Implementation

To achieve our Phonics intent, we will implement evidence-informed best practices, making effective use of the ‘Read Write Inc’ scheme. Our Phonics instruction will be daily, structured and hyper-focused on systematic synthetic Phonics throughout EYFS and into Year 2. We will also work with those children from Years 3-6 who still require phonics as an intervention. Through using the ‘Read, Write, Inc’ scheme we will incorporate effective strategies such as speedy word recognition, phoneme-grapheme knowledge, and word reading, to ensure that our pupils become fluent readers and can apply their Phonics knowledge in all areas of their reading.

Pupils' progress in Phonics will be regularly monitored, and effective interventions will be implemented to support those who need extra help in acquiring decoding expertise. We will help pupils to develop their oral blending, segmenting, and Phoneme identification to become confident, enthusiastic readers.

### Impact

Our ‘Read, Write, Inc’ programme will result in pupils becoming speedy, fluent and confident readers who can apply their acquired decoding knowledge to read and comprehend age-appropriate books. We expect that this systematic approach will result in high levels of pupils achieving the expected standard in the

Phonics Screening Check, with a focus on all pupils making strong progress in Reading throughout their time at Margaret Roper Primary School. We also hope to see an increased number of pupils who have surpassed the expected standard for their age-group. Our approach aims to ensure that all pupils leave Margaret Roper Primary School with a secure foundation of core skills, knowledge and understanding upon which they can build lifelong learning.

### **Teaching and Learning**

Our 'Read, Write, Inc' programme focuses on ensuring that all lessons are taught in exactly the same way whether the lesson is being taught by a teacher or teaching assistant. We all use the same language to ensure consistency and to enable children to quickly adapt to a new group. We are all consistent in using the same terminology. Phonics is taught on a daily basis and all members of the RWI Team will:

- Ensuring everyone uses the same rhymes and displays the same pictures when introducing or re-visiting sounds.
- Everyone will teach the sounds in the same order.
- Everyone will follow the same format of every lesson dependent on what colour banded group they are teaching.
- Everyone will use the same terminology: Fred fingers, Fred in your head, speedy reading, magnet eyes, talk to your partner and my turn your turn.
- Everyone will use the same sitting rhyme and the same stop signal patten.

Lessons are sequential, allowing children to build their skills and knowledge. A range of writing outcomes are used whilst teaching key writing skills explicitly and systematically.

### **Equal Opportunities and Inclusion**

All staff will be expected to give every pupil the chance to experience success in their learning regardless of ability, gender, race or cultural background. The RWI and English Lead initially ensure that the curriculum is appropriate for the needs of the children. However, throughout the half term members of the RWI have regular discussions to ensure that the child's group is still appropriate for them.

Children have equal opportunities to develop their understanding and enjoyment of phonics regardless of race, gender and ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

### **Assessment, Attainment and Progress**

The RWI Lead assesses all children on the RWI programme on a half-termly basis using the RWI assessment. The RWI and English Lead then meet to discuss the outcomes and to place children into a group that best match their phonic ability. They also discuss which member of staff will be best matched to each group. The RWI ethos is that the most experienced practitioners in phonics should teach the groups that the most children below age related expectations. The RWI Lead uploads the groups onto an Excel spreadsheet and a meeting is then held with the rest of the RWI Team in order to discuss new groupings. The RWI also uploads a range of information onto the Ruth Miskin Portal.

Throughout the term the RWI Team have weekly meetings for CPD and to discuss any children that we feel are not in the correct group.

Throughout lessons children complete the tick and fix method and children are given verbal feedback throughout each lesson.

Fast Track Phonics is completed on a regular basis with the lowest 20% from Reception to Year 2.

### **Assessment, Recording and Reporting**

Pupils work will be recorded in their phonic books. All books are given back to class teachers every Friday so that they can keep up with the children in their class' progress.

Teachers can obtain evidence by direct observation of children reading, writing, questioning pupils or through class discussions when they are composing oral sentences.

Parents are given a letter every time their child goes into a different phonics group. There is also a link to the Ruth Miskin website in order to give parents even more information should they require it.

The parents of children requiring extra support are also given links tailored specifically to their child's needs.

### **Review**

This policy is monitored through:

- Daily and weekly scrutiny of children's work
- Regular coaching
- Evaluation and analysis of assessment evidence
- Weekly RWI training

Policy Created by: Carlie Chandler

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