

Rosedale Abbey Community Primary School Phonics Policy

At Rosedale phonics is taught according to the Read Write Inc (RWI) programme. RWI is an inclusive literacy programme primarily for all children in EYFS and Year 1 learning to read and was introduced in November 2021, however for the first year we feel that pupils in year 2 and for some in year 3 they would benefit from the programme to secure their phonic knowledge. 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 RWI sessions occur each day as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Aims and Objectives

To teach the 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 a reversible process.
- Read high frequency words that do not conform to regular phonic patterns.
- 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 on 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 teaching and learning to life!

Participation – A strong feature of the RWI lesson is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

Delivery of Phonics

Children work within ability groups which are defined by their performance on RWI assessments. The children are assessed every half term and the groups are reorganised accordingly.

Sounds are to be taught in a specific order to the RWI programme. Sounds taught should be 'pure' i.e. 'b'. not 'buh'. This is central to phonic teaching and the ability to recognise sounds in words. Set 1 sounds are taught first, followed by set 2 then set 3. Letter names are introduced with set 3 sounds.

We use a puppet called Fred who is an expert on sounding out words! We call it 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck. This aids oral blending and is taught alongside learning initial sounds.



Blends are to be declustered. 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.

RWI across the school

Nursery

Phonics is taught as short, discrete sessions from the term children enter nursery. In nursery we set the foundations for early reading and secure children's understanding of books and sounds by following Letters and Sounds: Phase 1. This concentrates on developing children's speaking and listening skills that lay the foundations for phonic work. The emphasis during phase 1 is to get the children attuned to the sounds around them and ready to begin developing oral and blending skills (Fred Talk).

Phase 1 is divided into 7 aspects. Each aspect contains 3 strands: auditory discrimination (tuning into sounds), auditory memory and sequencing (listening and remembering sounds) and developing vocabulary and language comprehension (talking about sounds).

The first 6 aspects are dipped into ensuring there is a fair balance. Aspect 7 will be taught when the children have had plenty of opportunity to develop their sound discrimination skills.

Aspect 1 – General sound discrimination (environmental sounds)

Aspect 2 – General sound discrimination (instrumental sounds)

Aspect 3 – General sound discrimination (body percussion)

Aspect 4 – Rhythm and Rhyme

Aspect 5 – Alliteration

Aspect 6 – Voice sounds

Aspect 7 – Oral blending and segmenting

Reception

Phonics is taught daily for approximately 10 to 15 minutes in the first half term led by the class teacher. The children will learn how to 'read' the sounds using the RWI flashcards. Using magnetic letters and individual boards the children will learn to blend simple words containing sounds taught or reviewed, it is modelled and scaffolded by the teacher. This is assisted blending. The children will transfer these skills to sounding out and blending green word cards. This is called independent blending. To develop pace and fluency children are taught to blend silently then read the word, we call this Fred in your head!

The children will also learn how to 'write' the sound, using the RWI handwriting phrase. They will practice this in books using a pencil. Using magnetic letters and individual boards the children will learn how to segment simple words for spelling containing sounds taught or reviewed. It is carefully modelled and scaffolded by the teacher. At the end of the session children are challenged to spell a previously practiced word and write it in their book.

After the first half term, children are assessed and then placed in ability groups. This could be with children in year 1 and sometime year 2. Children will continually recap set 1 sounds but will be introduced to set 2 sounds as they progress through the programme (appendix 1). Some children who are confident with set 2 sounds and can apply them to their reading will be introduced to set 3 sounds.

Reading

The children will:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- develop comprehension skills in books by answering 'Find it' and 'Prove it' discussion questions
- work well and share ideas with partners

Writing

The children will:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred talk
- learn to write simple captions and sentences using 'hold a sentence' technique (practise sentences out loud before they write)
- learn to build their own simple sentences

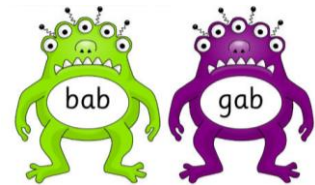
Talking

The children will:

- work in pairs so they answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

Nonsense words (Alien words)

As well as learning to read and blend real words the children will have plenty of opportunities to apply their sound recognition skills on reading 'nonsense words'.



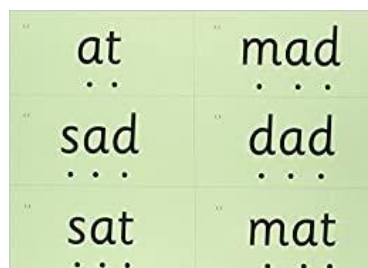
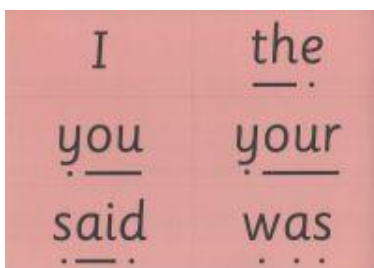
By the end of reception, we expect all children to be able to recognise, read and write set 1 sounds. All children will be able to blend and segment words containing set 1 sounds. The large majority will recognise, read and write set 2 sounds. Some children will be able to blend and segment words containing set 2 sounds. Some children will be able to recognise and read set 3 sounds. Please see appendix 2 for the RWI progression chart.

Year 1

Children follow the same format as Reception but will work on complex sounds. Daily sessions of RWI phonics will last for approximately 45 minutes.

In year 1 children will be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable, children are taught to identify the trickiness of the word to aid their spelling. **Green** words are linked to the sounds they have been learning and are easily decodable. Children will also be taught challenge words to extend their vocabulary.



The dots and dashes on the red and green cards represent the sound each letter makes. To develop fluency and speed the flashcards are reversed to show the word without the dots and dashes.

During the RWI session children will read a book appropriate to their phonics reading level. They will read the book three times and at each new reading they will have plenty of opportunities to practice developing their comprehension skills. At the end of the third read children will take these books home to practice further at home developing their speed and fluency.

Children will also spend part of their RWI session developing their writing skills through 3 different activities.

Hold a sentence is an activity that encourages the children to remember a whole sentence whilst focussing on spelling and punctuation.

Edit a sentence is an activity that allows children to critique a sentence using their knowledge of spelling, punctuation and grammar.

Build a sentence is to give children the opportunity to create their own sentences that shows the meaning of a new word, this helps develop vocabulary.

By the end of year 1 we expect the large majority of children will recognise, read and write set 1,2 and 3 sounds. The large majority of children will blend, and segment set 1,2 and 3 sounds to form words. The large majority of children will be able to apply their phonic knowledge to read and write sentences. (See appendix 2 for progression)

We expect the large majority of year 1 pupils to pass the phonics screening check at the end of the year.

Year 2 and 3

We recognise that some pupils will still require phonics and the RWI programme in year 2 and year 3, they will join children in year 1 to access RWI lessons taught by teachers and TAs who have been trained to deliver RWI.

Assessment

During each lesson reading teachers will be making informal assessments of all children and their phonic knowledge. Children who appear to have not secured sounds taught previously or the new sound taught that day will have a daily keep up intervention called '**pinny time**'. Pinny time involves the class teacher or TA reviewing and practicing sounds using flash cards in short bursts throughout the day.

Half termly phonic checks using the RWI assessment tool are carried out. The results of which will determine the ability groupings. These ability groupings are flexible. In Year 1 termly phonics screening tests will also be carried out to ensure children are on track to pass the phonics screening check in June. In year 1 children who have not reached the expected standard in each screening test will be placed in a phonics intervention group led by a TA.

The RWI Leader will track the progress of each child to ensure they are making the expected progress and will put in place small group additional tuition if required.

SEN Pupils

SEN 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. Small group or 1:1 tuition will be identified by the RWI Leader if required. Children will have access to a large complex speed sound chart and also an individual speed sound chart to support them both in RWI but also across the curriculum.

Classroom resources and environments

All RWI teachers have access to the handbooks and online resources. For each lesson RWI teachers should ensure they have the following.

- Speed sounds flash cards
- Red words
- Green Words
- Large Speed Sound Chart/Complex speed sound chart
- Magnetic boards and letters (1 per child) (Reception)
- Fred Frog (Reception)

Each classroom will display the following to support the use of phonics across the curriculum.

- Large speed sound chart (Reception)
- Large complex speed sound chart (Year 1 – Year 6)
- Picture frieze (Reception)

Monitoring and Review

The RWI leader:

- Oversees the assessment of all children on the programme and allocation to the correct group
- Monitors the quality of teaching in phonics and coaches reading teachers to ensure the teaching is of the highest quality
- Provides parents with an overview of the RWI programme, this may include updates in the weekly Friday Flyer, video links on Class Dojo or workshops for parents to attend
- Speak to the Head Teacher regarding groups and 1:1 hot list of children requiring further support.