



**Roe Lee Park
Primary School & Nursery**

Free to Flourish

***Phonics and Early Reading
Policy***

Our Mission Statement is;

'Children, parents, governors and all staff to work together to ensure that everyone fulfils their potential and enjoys a rewarding experience'.

1. Statement of Intent

We recognise that reading is at the heart of our whole school curriculum. The children at our School are taught to read through high quality, systematic Read Write Inc sessions. Within this, there is teaching and practising of sounds, accurate decoding of words and reading known words at speed, which include common exception words (tricky words). Once the children have mastered accuracy it enables them to read fluently and automatically. As the children become more fluent, they are able to concentrate on the meaning and comprehend what they have read.

'Opportunities will be made to develop our cross curricular themes of:

Vocabulary development- There is a strong emphasis on reading and understanding new words throughout the RWI sessions. The use of photos and images are used to promote and deepen understanding. Partner work is a key component of the session and this enables the children to practise and rehearse new words and their meaning.

2. Legal Framework

This Policy will have regard to the following statutory and non-statutory guidance:

DfE (2021) Statutory framework for the Early Years Foundation Stage

DfE (2013) English programmes of study: key stage 1 and 2

DfE(2009) Phonics Screening Check

3. Roles and responsibilities

Subject Leader-

- Ensure all staff are familiar with the phonics/RWI policy.
- When required support staff with the planning, delivery and selection of resources.
- Inform staff of any updates and actions decided on development days.
- Complete half termly assessments and regroup children accordingly.
- Assign children who require support to a one-to-one tutor.
- Observe/coach staff during RWI sessions to maximise the progress of all children.
- Ensure that all staff are fully trained by RWI consultants.

Teachers and Support staff

- Ensure that they are familiar with the phonics/RWI policy.
- Deliver high quality sessions that incorporate all key principles from the RWI programme.
- Aim to move children effectively through the RWI programme
- Provide extra sessions to ensure that as many children as possible meet the required pass mark for PSC.
- Deliver daily one to one sessions for children across all key stages who require additional support to enable them to make maximum progress.
- Implement daily RWI or Fresh Start sessions to those children who are not meeting ARE in Years 2-6.

4. Teaching and Learning

The structured and rigorous programme is taught in a fun and engaging way to maximize progress. Everything connects: children connect sounds with mnemonic pictures; words with their meanings; and stories with the sounds they know. They connect their own experiences to the stories they read and read with confidence. Children learn one thing at a time and practise it until it becomes second nature. Interactive practice keeps children focused, and their capacity to learn develops exponentially. They learn at their 'GOLDILOCKS' spot (not too easy, not too hard) with others at a similar challenge level. No time is wasted. Children remember what they learn by saying it out loud to a partner. If they can't explain it, the teacher repeats it until they can. They experience success from the very beginning, phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. Our teachers are trained so they have capacity to show love for what they do. The more they love teaching, the more the children love learning.

5. The Curriculum: EYFS/KS1/KS2

Nursery

Children begin Phase 1 (Letters and sounds) in the Autumn Term and this continues throughout the year. The emphasis on Phase 1 is to develop children's ability to tune into sounds around them and begin to develop their skills in oral blending and segmenting. Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning into sounds (auditory discrimination), listening and remembering sounds (auditory memory and sequencing) and talking about sounds (developing vocabulary and language comprehension). This phase concentrates on developing speaking and listening skills and builds the foundations for the children to move on the Read Write Inc programme. In the Spring term the children begin to learn the mnemonic pictures (RWI) and the vocabulary associated with them. Through the teaching of RWI the children are taught phonics through connecting sounds with mnemonic pictures. When appropriate the children are introduced to the concept that the sounds make words.

Reception

The children will be taught set one and two sounds of the Read Write Inc phonics programme. The children are streamed into ability groups informed by half termly assessments. The children in Reception will have daily RWI sessions implemented by teachers and support staff. Within the teaching of RWI the children are taught phonics through connecting sounds with mnemonic pictures, words with meaning and then read books where they can practise and embed the sounds they know. There are also enhanced activities within the environment for all children to explore independently throughout the day/week.

Year 1

Year 1 children are streamed into high quality phonics groups which are informed by regular assessments. The children follow a large element of the RWI programme, taught as a discrete session. Children will revise sets 1 and 2 and be taught set 3 to enable them to meet the requirements of the phonics screening check. Children who do not pass the test at the end of year one will continue to follow the programme and be re-tested at the end of year 2. Children are given opportunity to consolidate their learning and practise key skills throughout the day, within other aspects of the curriculum.

Year 2-6

For children who did not pass the PSC, have gaps in phonic knowledge or not meeting ARE in reading will continue the RWI programme in years two, three and four. Children in years five and six will access Fresh Start as an intervention programme. One-to-one sessions ensure that children work on individual targets set from their latest assessment. With daily one-to-one tutoring for the slowest progress readers, we aim to ensure that no child gets left behind and they achieve the best they can.

6. Planning Read Write Inc.

Phonics is a structured programme – designed to ensure all children learn to read accurately and fluently. Comprehensive planning is provided for teachers and support staff so they can channel their energy and creativity into teaching fun and engaging lessons.

7. Assessment and Recording

Half termly assessments are carried out for all pupils who access the RWI programme. Initially there is a focus on letter sound knowledge and the ability to decode words accurately. This gradually moves to reading alternative graphemes, decoding words and reading with fluency. The data collected allows the children to be suitably placed in the appropriate group. Our RWI consultant analyses the data and advises the RWI leader a series of actions to maximise progress.

8. Cross Curricular Links

Reading is at the heart of our whole school curriculum. To enable children to access learning effectively across the whole curriculum, reading skills must be practiced and embedded at every opportunity.

9. Homework

Parents can play a crucial part in securing letter sound knowledge and developing reading at home. They are regularly informed about various aspects of the teaching and learning of phonics and early reading. Parents are invited into school to observe a RWI session which provides them with a great insight and ways to support their child at home. We invest in an online learning portal and teachers and support staff regularly send home videos to reinforce learning that has taken place in school.

10. Equal opportunities

- All pupils will have equal access to the entire Phonics/reading curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all RWI lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- Roe Lee Park Primary School aims to provide more academically able pupils with the appropriate, yet challenging reading materials.

Policy reviewed: 04/03/22 by L. Gibbons (Phonics and Early Reading lead)
Next review date: March 2023