

# West Melton Primary School



## Phonics Policy

# Phonics at West Melton

## Phonics Teaching

Here at West Melton, we recognise that effective phonics teaching and learning is essential for high attainment in both reading and writing. We also understand that, confidence with phonics is integral across the curriculum and essential in all subjects. We acknowledge that, achievement in this area benefits every area of a pupils' development.

As a school, we follow Ruth Miskin's, Read Write Inc (RWInc) scheme for the teaching of synthetic phonics, reading and spelling.

RWI sessions take place daily in both FS and KS1. Each session lasts 40 minutes. This continuity is essential in order for us to achieve the success our pupils deserve.

## Teaching and Learning style

We expect our teachers to deliver RWInc in the way that it is intended, according to the five Ps it is built upon.

1. **Praise** - We expect our staff to create a positive climate where children can learn quickly. We use numerous praise words and actions that all children are familiar with.
2. **Pace** - We expect our staff to deliver lessons in a pacy manner, not allowing time for children to become distracted. Hand signals are used to move children quickly and quietly from one place to another and also to keep them focused.
3. **Purpose** - Staff understand the purpose of their teaching, ensure all teaching is effective.
4. **Passion** - As RWI is a very prescriptive programme we deliver it with energy, enthusiasm and passion. It is this which bring the teaching to life and keeps the children engaged and motivated to learn.
5. **Participation** - Children are expected to participate throughout each session. There are many opportunities for partner work. This can be instigated using a hand signal with which the children are familiar.

Furthermore, all teaching will:

- Be pitched at the correct level for the child, ensuring they are sufficiently challenged whilst able to make clear progress;

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- Excite and stimulate children through active learning in which they enjoy achieving and progressing;
- Focus on phonics and reading;
- Encourage consistency of teaching and learning across the school;
- Be pacey and based around a positive learning climate;
- Incorporate partner work as often as possible to ensure that this is a strong feature of the session.

## **Teaching Aims and Objectives**

It is our intention that through the daily teaching of phonics, our children are able 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.

The teaching of RWInc 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.

## **Teaching Provision**

Provision varies slightly between the different year groups and phases, depending on the age range and needs of specific children but are, overall, as follows:

### Early Years Foundation Stage

In the 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 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. RWInc is fully implemented in Foundation, in the Summer Term of F1 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 a daily 30 minute RWInc session.

### Key Stage 1

In Key Stage 1 children receive a daily 40 minute RWI session. Again, children are grouped according to attainment to make sure teaching and learning is at the correct level for their current achievement. Groups may contain a mixture of Year 1 and Year 2 children.

### Key Stage 2

Children identified as being below the expected level of attainment for phonics and reading will receive additional support through RWI intervention sessions. These will take place daily during the afternoon. If considered appropriate, it may be that identified pupils will work within the KS1 groups.

### SEND Pupils

SEND pupils are fully involved in the RWI sessions but will also receive additional phonics teaching following the RWI method of teaching.

### **Expected Progression**

- EYFS- RWInc Set 1 and 2 sounds and words (Red Ditties to Pink Level books)
- Year One - RWInc Set 2 and 3 sounds and words (Pink to Blue level books)
- Year Two - RWInc consolidate Set 3 sounds and words (Grey level books)

## **Phonics Screening Check**

To ensure that all pupils are given the best possible opportunity to pass the PSC, children in Year 1 may also have an extra phonic session in an afternoon, where they will be exposed to some of the 'special friends' they have not yet come upon in their particular phonics group. This will not follow the RWI programme but will instead, allow the children to practise example PSC on an interactive whiteboard.

## **Planning**

Teachers follow the RWI Handbooks for each session they deliver. These handbooks are left open on the correct page each day, so that the adult can refer to them throughout their teaching should they need to.

Each member of staff also has a Timetable for them to follow which acts to remind them of the order of each individual session.

## **Assessment**

Each child is assessed before starting the programme. This first assessment takes place in the Summer Term of FS1. From this starting point, children are then re-assessed every half term. This data is used to create groups and inform teaching. Assessment data is also used to target small group and 1:1 support.

Children are also assessed throughout every session through the use of teacher observation. Teachers assess how children:

- Recognise and say the sounds
- Read the green and red words
- Decode the ditty/story
- Comprehend the story

If a child finds a sessions difficult this is followed up the same or next day. This ensures that we achieve the best possible outcomes for our pupils.

Any child not having completed RWI by the end of Year 2 will continue to access RWI phonics teaching but as part of an intervention.

## **Monitoring**

The English Lead and RWI Leaders will:

- Assess all children at the end of the summer term to ensure that children are placed in the correct groups to start in September.
- Collate data from end of each half term assessments to monitor progress of all groups and individuals.
- Monitor RWI teaching on a weekly basis, to ensure consistency, give advice and check that all children remain in the correct groupings.
- Set clear targets for staff and pupils

## **Teacher Support**

The English Lead and RWI Leaders will:

- Provide weekly training and support during Monday's assembly time. This will focus on findings following the previous weeks monitoring or on previously identified areas of development.
- Provide quick feedback there and then during monitoring.
- Step in and model good practise during monitoring or when passing.

In addition, teachers will also receive support from the schools RWI Consultant, on a termly basis.

## **Reading**

We show complete fidelity to the RWI phonics programme. Children will read during phonics the RWI Story Books. They will also have the opportunity to read these books during individual reading in school and at home. In addition, all children in FS and Key Stage 1 will also have the opportunity to take home the RWI Book Bag Books. This is the case for all children accessing the RWI phonics scheme.

Any children who have successfully completed the scheme, will become a free reader and will be able to choose from a wide variety of books in the Key Stage 2 Library, or indeed in their own classroom. Children in Year 2, who are able to do so, can access the free reader books also.