GARWAY PRIMARY SCHOOL

PHONICS POLICY

Committee Responsible	Pupil
Approved Committee	14.5.2024
Ratified FGB Chair of Governors	22.5.2024 Tony Phillips
For Review	Summer 2026

Garway Phonics Policy

Introduction

This policy outlines the teaching and learning of phonics and early reading skills at Garway Primary School. It is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across foundation stage, key stage one and on into key stage two for children who still need this further support.

At Garway Primary School we follow the Read, Write Inc (RWI) programme to get children off to a confident start with their literacy and language skills. RWI is a method of teaching phonics (the units of sound within words) and we teach children to recognise and apply the phonics in both their reading and spelling. Evidence suggests that fidelity to a well-structured and systematic phonics scheme is the best, and fastest way of teaching children to decode. Read, Write Inc also supports children's ability to read high frequency, common exception words as well as teaching the skills required for effective comprehension of a text including vocabulary knowledge, reading fluency and inference and deduction skills. The 'Get Writing' part of each lesson also supports children's spelling, punctuation and grammar skills.

Aims (Intent)

Using RWI, we aim to teach children to decode texts effortlessly so that they can put all their energy into comprehending what they read. With this, we hope that every child will grow to find pleasure and enjoyment through reading. A sound understanding of phonics also supports children to spell effortlessly so that they can write fluently, accurately, and with confidence, focusing on the composition of their writing.

Through Read, Write Inc lessons children will:

- learn 70+ sounds and the corresponding letter/letter groups using simple picture prompts
- learn to read words using 'Fred Talk' (sounding words out) to start, then as they progress 'Fred in their head'
- read stories featuring words they have learned to sound out
- show that they comprehend the stories by answering questions
- learn to write the letters/letter groups which represent 70+ sounds.
- learn to spell words by saying the sounds in 'Fred Talk'
- write simple and complex sentences

Organisation (Implementation)

The RWI scheme advocates that phonics lessons should be delivered using the **5 Ps**:

- Pace – good pace is essential to the lesson
- Praise/Positive Teaching – children learn more effectively in a positive climate
- Purpose – every part of the lesson has a specific purpose

• Participation - a strong feature of RWI lessons is partner work (based on research which states that 70% of learning comes from partner talk)

• Passion – this is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life.

Children who are at an early stage of reading (either due to their age, developmental level, lack of prior schooling on entry to the school), will take part in daily, one hour long Read, Write Inc lessons. Children continue to access Read, Write Inc lessons until assessment shows that they are confidently using 70+ sounds to decode and read both real and 'nonsense' words of multiple syllables. Set 1 Speed Sounds are first introduced when children start school in the autumn term in September.

Groupings

Pupils work within ability groups across Reception, Years 1 and 2, and smaller groups in Year 3, 4 5 and 6 where needed. Ability groups are organised using on-going assessments carried out every half term. The phonics leader will group the children in light of the outcomes of the individual assessments. Less able children will be placed into small groups, where possible. However, at Garway School we follow a 'keep up not catch up' approach ensuring all children have access to the phonics learning.

Pre-school

Phase 1 phonics is taught in pre-school to embed listening skills, sound identification and rhyming and rhythm awareness. Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonics work which starts in Reception. There is a large emphasis on developing speech and language skills and teaching oral blending and segmenting. Pre-school children may be introduced to letter names and initial sounds in the Summer term.

Parental Involvement

Parents' meetings are held during the Autumn term to introduce parents to RWI. We also hold a Phonics and Early Reading information session for parents to help support their children at home with reading, phonics and writing. We also send home 'sound' sheets for the children for the parents to see what they have learnt that day and provie an opportunity to consolidate that learning at home.

Interventions

Any child who is not making expected progress within RWI will be given additional 1:1 tutoring in phonics. These interventions follow a set structure based on the RWI 1:1 Interventions set out in the RWI Handbook. Reading Leaders specify which children require which interventions based on half termly analysis of RWI assessments.

Inclusion

All Read Write Inc lessons are pitched at the appropriate level for the needs of the pupils in the group, as groupings are based on assessment of children's prior phonics knowledge. For children with significant additional needs,

smaller groups and/or 1:1 support is provided. The RWI scheme uses a combination of pictures and rhymes/phrases to support children to remember the sounds being taught.

Assessment and Recording of Work

Every half term the children will undertake either Assessment 1,2,3 RWI assessment from Oxford Owl. The Phonics lead will then monitor the children's results through their tracking to identify levels of progress.

Year 1 pupils will also undertake Y1 Phonic screening mock tests in preparation for their screening in the summer term. This allows teachers to identify pupils that need further support leading up to this.

In addition to half termly Read Write Inc assessments, which assess the children's ability to use the phonemes they have learned to decode both real and made up words, teachers use ongoing assessment for learning within RWI lessons to assess how well children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story.

If a child is making faster than expected progress, they may be reassessed before the end of half term, and depending on the outcome of the assessment, they may move up a group if it is deemed in their best interests.

Children new to the school will be assessed within their first few days and placed in an appropriate ability group as soon as possible so that no learning time is lost.

Children complete the spelling part of the speed sounds sessions in Phonics writing books. They will mark these through self-assessment.

The 'Get Writing' part of the session will be recorded in the 'Get Writing' worksheets relevant to the colour level they are working at. These will be marked according to the marking policy and with some parts self-assessed by the pupil.

Monitoring, Review and CPD

The Reading Leaders monitor the teaching and learning of early reading skills through lesson visits, analysis of half termly phonics assessments and monitoring of pupil's phonics and writing books.

Staff training for Read, Write Inc includes:

- Coaching sessions and modelled teaching from the Reading Leaders
- Whole school Read, Write Inc Development Days
- Inhouse RWI training for each new member of staff
- Access to online RWI training materials including model lessons
- Provision of RWI Handbooks with lesson plans

Responsibilities

It is the responsibility of the Phonics and Reading Leaders to:

- Organise half termly RWI assessments and group children accordingly
- Assign teaching staff to groups
- 'Drop in' on RWI groups to give advice on teaching and to informally check that pupils are in the correct groups
- Offer coaching sessions to staff to ensure the set routines in the handbook are being followed correctly
- Where necessary model lessons
- Liaise with the head teacher regarding groupings, teaching spaces and other pertinent matters
- Organise regular development days with for the school to improve practice and keep up to date
- Ensure staff have adequate level of training in place- this may be formal or informal
- Audit resources, ordering any new ones required
- Monitor marking (see above)
- Ensure staff have access to the correct planning for their group (provided by the handbook)

Resources

The following resources are required for effective teaching of Read, Write Inc:

- Fred (soft frog toy for younger children)
- Speed sound cards (A4 and smaller) set 1, 2 and/or 3
- Red words
- Green words
- Story books
- Story green words
- Story red words
- Get writing! Booklets
- IWB slide shows to go with story booklets – or printed equivalent
- Speed sounds chart
- Handbook (provides all planning for all colour groups).

Review and Adoption

This policy will be reviewed annually, and was last reviewed by the Phonics Leader in April 2024.

Further Documents: Reading Policy, Writing Policy