



Woolton Primary school

Phonics Policy

Introduction

This policy is intended to ensure that there is a consistent and progressive approach to the teaching of phonics throughout the school to meet the requirements of the National Curriculum. This policy should be read in conjunction with the school's Reading Policy.

Intent

At Woolton Primary School our children learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. We acknowledge and celebrate that each child is unique and that they learn in different ways. At WPS, we provide a lively and engaging learning experience that allows children to develop their knowledge and abilities to their full potential. We understand that providing children with the phonics skills needed to read is key to success in all other areas in the curriculum. We have high expectations for all children, ensuring no child is left behind. We aim to ensure all children, even the lowest 20%, can make expected or above progress in their phonic development.

Our core aims are to provide a phonics and early reading curriculum that:

- Ensures all children make speedy progress in phonics and reading regardless of their ability and background
- Ensure all children are skilled readers who develop a comprehensive understanding of words, language and texts
- Promotes a love of reading

Implementation

At WPS our children's reading journey begins in Nursery, during the Autumn and Spring term, children in nursery spend their phonics time listening to, learning and joining in with carefully chosen stories, rhymes, poems and songs. They then use this to role-play together, develop vocabulary and build sentences orally and make up stories through planned talk experiences. Teachers are guided by Phase 1 of Letters and sounds which concentrates on developing children's speaking and listening skills and lays the foundations for phonological development. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

In the summer term, the focus of learning at this stage is to learn the initial letter sounds and introduce oral blending through 'Fred Talk' throughout the day. This will progress to letter sound blending and segmenting for writing by the end of nursery. Children are taught the correct letter formation using the RWI mnemonics and we ensure that children achieve the correct pencil grip. It is our aim that all children leave nursery being able to orally blend and know all initial letter sounds in set 1.





In Reception children are taught daily phonics lessons. Phonics is taught from week 3 in reception. The initial sounds (Set 1 Speed Sounds) are taught in class groups over a four week period. After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. Children also have frequent practice in reading high frequency words with irregular spellings – common exception words.

In Year 1, children are streamed according to ability across the cohort, this allows pupils to progress through the RWI Programme at a pace suited to their ability. Teachers can also plan more rigorous, ability specific lessons ensuring individual needs are met. Streaming also brings the advantage of more able children, who are secure in all sounds to progress to investigating spelling patterns, comprehension and aspects of grammar. The RWI Programme allows constant movement through the ability groups.

In Read Write Inc. Phonics children:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

The programme continues throughout Early Years into Key Stage 1. Teachers plan lessons following the RWI format. Lessons are therefore consistent throughout the key stages.

Key Stage 2

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the school's spelling programme.

Those children who have not reached the expected level by the time they leave KS1 will receive additional targeted intervention to ensure they catch up with their peers.

A small number of children may reach upper KS2 and continue to require support for reading. These children will be assessed and complete a more age-appropriate phonics and reading programme called 'Toe-by-Toe' which, like RWI, teaches children the reading and comprehension skills required at this development stage in a more age-appropriate way using anthology texts rather than story books. Similar to the RWI programme, 'Toe-by-Toe' pupils are frequently assessed, and progress is reviewed on a half termly basis. Some children access 'Toe-by-Toe', depending on their stage.





Assessment

At WPS there is a thorough assessment procedure in place for assessing the progress of all children. We assess all pupils following the RWI programme using the Entry Assessment. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively. Children are then assessed across the Early Years and Lower Phase on a half-termly basis. Children can be assessed at any time if teachers feel a child has made progress. The RWI Programme allows constant movement through the ability groups. The Phonics Leader also works closely with the EYFS Leader and Key Stage 2 staff to collect data and progress of children within their phases.

Staff Development

Staff development is paramount in ensuring the highest quality phonic lessons are delivered. We ensure staff training and development is on-going. All staff are trained in teaching Phonics using the RWI programme and are registered with the RWI portal which contains lessons plans, assessment documents and training videos for continuous virtual development. The Phonics lead also holds drop in sessions and model lessons for teachers to observe.

Impact

At WPS we aim for all children to have the skills, knowledge and ability to confidently read and develop a love for reading. Below show our detailed progression expectations during Reception and Year 1.

Reception

- End of Autumn 1: Read single-letter Set 1 sounds.
- End of Autumn term: Read all Set 1 sounds; blend sounds into words orally.
- End of Spring 1: Blend sounds to read words; read short Ditty stories.
- End of Spring term: Read Red Storybooks.
- End of Summer 1: Read Green Storybooks; read some Set 2 sounds.
- End of Summer term: Read Green or Purple Storybooks.

Year 1

- End of Autumn 1: Read Purple Storybooks; read some Set 2 sounds.
- End of Autumn term: Read Pink Storybooks; read all Set 2 sounds.
- End of Spring 1: Read Orange Storybooks; read some Set 3 sounds.
- End of Spring term: Read Yellow Storybooks.
- End of Summer 1: Read Yellow Storybooks; read all of Set 3 sounds.
- End of Summer term: Read Blue Storybooks.

Pupil Voice

Children at our school can confidently and happily talk about their Phonics lessons and the sounds they are learning. Children in Year 1 said; "I love phonics, we learn lots of new sounds." "I like it when we turn to our partner and use Fred talk." "It helps me to read and spell lots of new words."





Learning Together...Achieving Together!



Children also talked about the games we play during our revision day, "I love playing games, bingo, pairs and splat are my favourite."

