

Phonics Policy

Meare Village Primary School



Approved by: Headteacher

Last reviewed on: June 2023

Next review due by: June 2024

Intent and aims

Phonics at Meare Village Primary

This policy sets out the expectations of phonics at Meare using the Read, Write, Inc. (RWI) scheme and its approach in ensuring that all pupils are able to read and write, learning in a positive learning environment. The policy also enables teachers to comply with the National Curriculum 2014 section 6.0 - set out by the DFE which states that all staff have a responsibility to develop pupils' reading and writing in all subjects to support their acquisition of knowledge.

Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.

Aims:

- To use Read Write Inc. so children learn to read effortlessly to enable them to put all their energy into comprehending what they read
- To provide a safe, secure environment where all members of the community can flourish, thrive and feel a sense of belonging and fulfil their potential
- To ensure that all staff are aware of the structure of RWI To promote self-discipline and learning behaviours
- To promote a positive environment of praise, reward, celebration and encouragement
- To provide information regarding Read, Write Inc. to staff and parents
- To monitor teaching and learning of RWI, Progress and Assessments

About Read, write, Inc:

What is Read, Write, Inc? Read Write Inc (RWI) is a phonics complete literacy programme which is produced by Ruth Miskin. It is a method of learning centred around letter sounds and phonics, blending them together to read and write words and using these learnt sounds in their reading and writing.

All staff at Meare Village Primary School have been trained in the delivery of this programme. It begins in the Early Years Foundation Stage and once your child is

reading at the acquired age related expectations (ARE) and assessed at ARE they will have completed the programme. The children are assessed and grouped according to their ability. They will work with a Teacher or Learning Support Assistant on the RWI programme. At the end of each half/term, the children will be assessed again and put into new groups to continue to make progress. All classrooms display the speed sounds posters to ensure pupils apply their phonic knowledge whilst writing. This is in a prominent place in each classroom and is referred to during lessons.

Curriculum

In Reception, Year 1 and Year 2 children will follow a daily phonic programme to create fluent, enthusiastic readers, confident speakers and willing writers. In KS2, some children who are not yet fluent readers and accurate writers will complete a 1:1 or a group intervention programme that equips them with the skills to read and understand texts confidently, write fluently, think critically and articulate thoughts and ideas clearly.

Read, Write Inc. has 5 underlying principles – the five Ps:

1. PACE – no time is wasted during teaching sessions! Children are active and involved in a fun and creative way. The aim is for the children to complete the programme and embed the skills as quickly as possible.

2. PRAISE – teachers praise the children constantly throughout the teaching sessions. Children learn more quickly when they are praised for what they do well, rather than approaching what they do wrong. The children are encouraged to praise each other and as a school we have adopted several 'Praise Phrases' and 'Praise Actions'. Ask your child to demonstrate!

3. PURPOSE – each activity has a very clear purpose. The teacher will set this purpose at the beginning of the lesson so that the children know exactly what they will be learning.

4. PARTICIPATION – all children take part in all parts of the lesson. Full participation is gained through partner work and choral response.

5. PASSION – as a staff we are passionate about our teaching and the benefits of the Read, Write Inc. programme! We love teaching the sessions and this enthusiasm rubs off onto the children. We know it has an impact.

At the core of the programme we deliver a lively and vigorous teaching of synthetic phonics. Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) at the same time as developing handwriting skills and spelling (encoding). The children have the pleasure of reading exciting story books which are matched to their level – so that they have early success in reading. Children are given home reading books which match their RWI level. The children follow a structured programme of reading and writing activities in small groups.

SMSC Opportunities / Cross Curricular Links

Books are a window to the world (as well as a mirror) and therefore we try to link our shared texts to the wider curriculum, thus allowing children to make links and connections beyond the classroom walls. Meare Village Primary School supports SMSC in all subject areas. In Reading this may look like the following:

Spiritual development

Through helping pupils to recognise the beauty and diversity of the world. Stories from afar and non-fiction texts will increase each child's awareness of the wider world and their place in it. Reading widely about other places and cultures will encourage children to explore the world around them.

Moral development

Through stories pupils will be encouraged to reflect on how their society is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by characters and situations that arise in stories and how this understanding can be applied to factors and dilemmas in their own worlds.

Social development

Through stories and non-fiction texts pupils will learn to understand the need to consider the views and needs of others when discussing a range of issues pertinent to their immediate environment and wider society.

Cultural development

By reading widely and sharing stories, non-fiction texts, poems, rhymes and songs, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Role of the Subject Leader

The School Reading Leader is responsible for:

- Ensuring that the School complies with this policy
- Ensuring that this policy is implemented in a fair and effective way
- Ensuring lessons are monitored
- Tracking the progress of each child and groups
- Identifying children at risk and organise intervention to enable them to make progress
- Ensuring that all staff receive appropriate support and CPD

Staff are responsible for:

- Being consistent in the teaching and learning of RWI
- Being a positive role model for pupils
- Ensuring they are fully prepared for each session
- Feeding back to the RWI lead about the progress of their pupils

Planning and Assessment

The programme is ordered through a series of colour-coded books, each progressively introducing new letters and sounds. Children are assessed every six weeks to review whether they are ready to progress onto the next book colour. This assessment is carried out by the Reading Leader who will also track children's progress on the scheme.

Equal Opportunities

All children have an entitlement to access the Reading Curriculum and all children will have access to the resources within the school.

All children will be given the opportunity to participate in all activities regardless of gender, race or ability. This will be supported by:

Providing differentiated work when needed Using TA/Teacher support and/or interventions for pupils who need to catch up (1-1 phonic tutoring)

Referring to ADPR plans or EHCP targets for SEND pupils

Supporting families so all pupils are able to take part in reading activities.