



OUR LADY & ST PHILOMENA'S CATHOLIC PRIMARY SCHOOL
PHONICS POLICY

Approved by:	Governing Body	Date: September 2024
Last reviewed:	September 2024	
Next review due by:	September 2025	

Read, Write, Inc Phonics Policy

Introduction

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Aims and Objectives

To teach children to:

- decode texts effortlessly so all their resources can be used to comprehend what they read
- spell effortlessly so that all their resources can be directed towards composing their writing

The RWI scheme advocates that 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 we learn 70% of what we talk about with our partner)
- 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!

Roles and Responsibilities

The Head Teacher oversees RWI with the reading leader and phonics lead.

The Reading leaders:

- oversee the assessment of all Reception & KS1 & Year 3 and 4 pupils (still requiring phonics interventions) and designates pupils to the correct groups.

Tracks children's progress and analyses data.

- assigns leaders to groups
- 'drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- where necessary models lessons
- attends up-date meetings when they occur and reports back to the RWI group leaders
- speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to governors about the quality of the implementation of RWI and the impact on standards
- Organise 1-1 tutoring groups for children not making progress

Reading group leaders

– made up of teachers and TAs that teach and have responsibility for a number of homogeneously grouped children.

Planning

Teacher generated planning is minimised as the planning is integrated into the teacher's handbooks and follows set routines. The format for planning ditties or storybook lessons is available for all staff on Oxford Owl website and Ruth Miskin portal.

Progression in phonics

Organisation of Teaching and Learning

RWI in the Early Years Foundation Stage

Nursery:

Phase 1 - Children will be introduced to letters and sounds through discrete Phonics lessons and the environment, which should be language rich – displays, squidgy letters, letter stamps, listening games etc. Children will be tracked and assessed each term against the seven aspects of Phase One. The staff use 'Fred Talk' with the children, with the expectation that's the children will begin to orally blend. Nursery staff will have phonic flashcards to introduce the pictures, a phonic frieze and a Fred the Frog toy for the summer term.

Reception:

RWI is fully implemented in Reception and the classes are split into homogenous groups following an initial assessment. Children are then assessed four weeks later to track progress made. The

EYFS lead works with the reading leader and informs her of the children's assessments and progress.

RWI key stage 1

In these year groups, pupils work within ability groups that are defined by their performance on RWI phonic assessments. Pupils are re-assessed during the year and the groups are reorganised accordingly. This means children from both year groups may be taught in one group. The lessons last for 1 hour and take place each day.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children.

The teacher assesses how children:

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

Each group leader is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

The RWI lead will inform staff when to carry out assessments in order to regroup the children but this usually takes place every 6 – 8 weeks. This assessment follows the assessment laid out in the Phonics handbook

1-1 tutoring

When the assessments and regrouping have taken place the RWI lead will also identify the children who need 1-1 tutoring. Support staff will deliver these sessions according to the 1-1 tutoring handbook.

Resources

Resources are listed in the RWI handbook and include simple and complex speed sounds charts, small and large phonic flash cards, magnetic letters, fiction and non-fiction graded reading books, green and red word flash cards, phonics wall friezes, Fred the Frog toys.

Information for Families

The link below will be shared with families through the school website and Dojo / Seesaw which will give more information about RWI. Videos modelling teaching particular sounds etc will also be shared once taught.

<https://www.ruthmiskin.com/find-ouy-more/parents/>