



Phonics Policy

2025 - 2026

Date written:	September 2025
Date to review:	Annually

'The Love of Christ Shines Here'

Our School is Christ-centred where Gospel values permeate our daily lives.

We extend our hand of friendship to the wider community in the spirit of love, peace and justice.

We create opportunities to celebrate the uniqueness of every child and nurture them through a stimulating and enriching curriculum.



Phonics Policy



Introduction

Read, Write, Inc. (RWI) Phonics is an inclusive, systematic synthetic phonics programme for all children learning to read. It teaches the 44 common sounds in English and how to blend them to read and spell. The programme includes both reading and writing components.

Reading is the key to accessing the whole curriculum; the ability to decode efficiently is essential. RWI sessions occur daily to ensure continuity, pace, and rapid progress in reading development.

This policy ensures compliance with statutory requirements in the EYFS Framework and the National Curriculum for English, ensuring all pupils are taught systematic synthetic phonics from Reception onwards.

Aims and Objectives

RWI teaches children to:

- Decode texts effortlessly so that all cognitive resources can be used for comprehension.
- Spell effortlessly so that all cognitive resources can be directed towards composing writing.

The programme is delivered following the 5 Ps:

- Pace – Lessons move quickly to maintain engagement.
- Praise/Positive Teaching – Children learn best in a positive climate.
- Purpose – Every part of the lesson has a clear objective.
- Participation – Partner work is key; research shows we learn 70% of what we discuss with a partner.
- Passion – Energy and enthusiasm from the teacher bring lessons to life.

Roles and Responsibilities

Headteacher / Assistant Head

- Oversees the overall implementation of RWI.

Reading Leader / Phonics Lead

- Oversees assessment of Reception, KS1, and Year 3–4 pupils needing phonics support.



- Assigns pupils to appropriate homogeneous groups.
- Tracks progress, analyses data, and reports to governors.
- Conducts learning walks, observations, and models lessons where needed.
- Organises 1:1 tutoring for children not making expected progress.

Reading Group Leaders (Teachers & TAs)

- Deliver daily RWI lessons to assigned groups.
- Monitor partner work and assess pupils' daily progress.
- Highlight children needing extra reinforcement.

Planning

- RWI lessons follow structured teacher handbooks; minimal teacher-generated planning is required.
- Lesson planning includes ditties, storybooks, speed sounds, and green/red word activities, following the RWI portal and Oxford Owl resources.
- Enhanced planning may occur for children needing additional support.

Progression in phonics

Organisation of Teaching and Learning

Nursery (EYFS Phase 1) - Letters and sounds introduced through discrete phonics lessons and a language-rich environment. - Focus on oral blending/segmenting using 'Fred Talk'. - Children tracked each term across seven aspects of Phase 1.

Reception - Full implementation in homogeneous groups following initial assessment. - Assessed every 4 weeks; EYFS lead monitors and reports progress.

Key Stage 1 - Pupils grouped by ability based on assessment. - Lessons last 45–60 minutes daily. - Groups re organised every 6–8 weeks.

Years 3–4 - Pupils who have not passed the phonics screening check receive RWI catch-up interventions.

Assessment and Recording

- Daily assessment via partner work, grapheme charts, green/red word reading, and decoding texts.
- Formal assessment every 6–8 weeks using RWI assessment tool on Ruth Miskin portal.
- Data informs regrouping and 1:1 tutoring.
- Progress reported to parents termly.



1:1 Tutoring

- Delivered by trained staff following the RWI 1:1 handbook.

Inclusion / SEND

- Pupils with SEND, EAL, speech, or language difficulties receive additional support:
 - Multi-sensory activities
 - Visual aids
 - AAC support where applicable
 - Adapted materials and pacing
- All interventions follow RWI fidelity guidance.

Resources

- Speed sound charts (simple & complex), phonics flashcards, magnetic letters, RWI books, green/red word flashcards, phonics wall friezes, Fred the Frog toys.
- Reading books sent home matched to the child's RWI group.

Monitoring and Quality Assurance

- Reading leaders conduct termly fidelity checks against RWI methodology.
- Lesson observations, learning walks, and work scrutiny ensure high-quality delivery.
- Registers monitor attendance and highlight children needing reinforcement.

Parental Engagement

- Parents supported via school website and Class Dojo/Seesaw.
- Videos model teaching of particular sounds and reading strategies.
- Information available at: <https://www.ruthmiskin.com/parents/>

References / Guidance

- National Curriculum for English
- EYFS Framework
- RWI Phonics Handbooks and Portal

M.Southern

Autumn 2025