**EP Collier Phonics Policy**

**Aims of this policy**

• To have clear expectations around the teaching and learning of phonics at EP Collier Primary School

• To ensure high standards of phonic knowledge by the end of Year 1

• To ensure high standards of reading and writing by the end of KS1

• To ensure consistency of approach to our phonics teaching

• To allow new staff to quickly familiarise themselves with the expectations of teaching phonics in KS1

Teaching of RWInc will:

• Be pitched at the correct level for the child, ensuring every child is sufficiently challenged whilst able to make clear progress

• Excite and stimulate children through active learning in which they enjoy achieving and progressing

• Focus on phonics and reading and incorporate writing where appropriate

• Encourage consistency of teaching and learning across the school

• Be pacey and based around a positive learning climate

• Incorporate partner work as often as possible to ensure that this is a strong feature of the session.

At EPCollier Primary School, these skills are embedded within daily RWI lessons. By focussing on the teaching of

skilled word reading in the Early Years and KS1, using a synthetic phonics scheme, children learn to pronounce

unfamiliar printed words (decoding) and speedily recognise familiar printed words. We want all children to

enjoy and experience early success in learning to read. We are committed to developing children’s love of

reading and to help them to acquire knowledge and to build on what they already know.

These principles and features characterise our approach to the teaching of reading using RWI:

* Teachers teach RWI using a detailed, proven step-by-step teaching scheme; where children are first taught

simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and

then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.

* Within EYFS, Key Stage One and Key stage Two children are vertically grouped into phonic classes these are taught in sessions up to 30 minutes daily. Pupils are taught within small homogenous groups, which reflect their performance in RWI phonics assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read ‘tricky words’; so they experience early reading success and gain confidence that they are readers.
* RWI teachers have all of the RWI resources needed to teach RWI and they follow detailed lesson plans to

maintain consistency of the teaching of reading across every RWI lesson, irrespective of the RWI reading

teacher.

* Teachers have the opportunity to attend regular in-house CPD practise sessions, where they learn

about pedagogical changes, new RWI resources and to observe and practice specific parts of the teaching

process.

* Regular assessment ensures that pupils are taught in homogeneous groups which match their phonic

knowledge and reading level. Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their reading level. Those pupils making slower progress are usually taught in smaller groups and generally receive additional small group or one-to-one intervention.

* We assess all pupils using RWI Assessment materials and we use this data to assign them to their correct RWI Group and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points.
* We track the phonic progress that pupils make from EYFS to Year 2 and, at the end of Year 1; we evaluate pupils’ acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC). This ensures that we are able to maintain high standards in the teaching of the early stages reading in EYFS (using the Reading statements in the EYFS Profile), in Year 1 (using the PSC materials) and in Year 2 (using the statutory KS1 Reading assessment materials).

Key Stage 2 children identified as being below the expected level of attainment and New Arrivals who require additional phonics teaching continue with RWI in vertical groups until they are fluent readers.

**Inclusion**

All pupils are entitled to access RWI resources and teachings at a level appropriate to their needs arising from

race, gender, ability or disability. A range of inclusion strategies, are embedded in practice and teachers are aware of the special educational needs of the children in their RWI group, as well as those who have English as an additional language. Pupils making accelerated progress will move groups to ensure that an appropriate level of challenge is

provided. Pupils that need additional support to consolidate their phonic knowledge and its application will

generally be taught in smaller groups where they have the opportunity to consolidate their knowledge prior to

moving onto the next stage. There may be some children who are identified as needing a boost to their phonics knowledge. These children will be identified by the teacher and sessions will be delivered by trained LSA’s at designated times.

*SEND*

Pupils SEND pupils are expected to be fully involved in the RWInc sessions as children work in groups with others at their level. Teaching is geared to the speed of progress of each group. Additional 1:1 tuition may take place at other times; this will be identified by teachers in discussions with the SENDCo. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

*Gifted and Talented*

In phonics, staff will develop weekly plans to ensure pupils who are identified as gifted in reading and achieving exceptionally high levels of achievement are catered for. For these pupils accelerated learning experiences where programmes of study from the next school phase are accessed.

**Expected Progression**

• EYFS- RWInc Set 1 and 2 sounds and words (Red Ditties to Purple Level books)

• Year One - RWInc Set 2 and 3 sounds and words (Pink to Blue level books)

• Year Two – moving off the Read Write Inc programme and move to the Language and Literacy group focusing on reading inference and comprehension.

**Assessment and Monitoring**

* From EYFS – Year 2 children are vertically grouped into phonic classes these are taught in sessions up to 30 minutes daily. (Children who are assessed as still requiring phonics teaching in Key Stage 2 will follow this program).
* Children are assessed every 6-8 weeks and move fluidly through the groups.
* Year 1 use previous phonics screen checks and RWI phonics assessments to inform teaching
* All Year 1 children sit the phonics screen check at the end of the year.
* All children in Year 2 that failed the phonics screen check complete a practise Phonics Screen check every

term, to inform teaching and until they pass.

* Assessment information, from both the formative and summative assessment progresses, is used to provide

updates to parents via Parents’ Evening updates or more specific meetings with parents.

**Planning and Resources**

Planning is minimised as we follow the RWI Handbooks and plans. This ensures consistency across the program,

as well as freeing up time for teachers to source additional resources etc. to make the lesson come alive to the

class. Planning details the focus of each part of the RWI lesson and explains the purpose of the activity to both

the teacher and the pupil. Planning also explains the resources needed for each day in a 3 or 5-day teaching

cycle.

* There is a central Phonics Resource storage area.
* Each group has a phonics teaching box which contains all the resources required to teach that group. It is the responsibility of the member of staff to ensure that these resources are returned at the end of use ready for the next member of staff top use.
* Teachers have a login for Oxford Owl where resources linked to RWI books and interactive activities should be used to support teaching.

**Books to take home**

The children use Read Write Inc books within the session and take home a ‘book bag’ book closely matched to their phonics level. We want to ignite a love of reading in our children and believe that children need to have the opportunity to apply their early reading skills taught by using a variety of fiction and non-fiction texts from different decodable schemes eg Big Cat phonics, Lighthouse and Oxford reading tree phonics, This are referred to as our ‘*Reading For Pleasure Home Readers’*. Teachers use the Read write inc groupings/assessments to ensure the books the children take home match their phonics phase so can read these together with their parents/carers at home.

**Role of the RWI Reading Leader**

* Oversees the assessment of all EYFS & Key Stage 1/2 pupils and designate pupils to the correct groups
* Provide RWI teachers with a list of graphemes that their group requires consolidation of
* Assigns RWI teachers to RWI 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 model lessons
* Ensures that all staff are trained on RWI Phonics and book regular development days with RWI trainers
* Speaks with the head teacher regarding groupings, teaching spaces and other relevant matters
* Is responsible for reporting to the governors about the quality of the implementation of RWI and the impact
* on standards
* Organises regular workshops with parents
* Liaise with class teachers to discuss the progress of children in RWI
* Provides class teachers with a report on children’s RWI grouping, any sounds needed to be consolidated and also any additional comments

**Vocabulary**

* Teachers are to use the term ‘special friends’ to refer to digraphs and trigraphs.
* Children spot special friends in word before they decode them.
* We use ‘Fred’ frog and ‘Fred’ fingers to decode words.
* Decodable words are displayed in green and tricky words are displayed in red in all displays and on working walls

**Interventions**

Specific LSA have been trained to run interventions daily with targeted children identified through assessment. These interventions are tracked and monitored to ensure impact. As often as possible the interventions are 1:1.

**Parents**

* Parents are invited to the Phonics workshops school club x2 terms a year to have an insight and workshop into how their children learn phonics.
* Phonics packs are sent home to targeted children. These are individual packs are differentiated depending on the Phase their child is working within.

**Impact**

Through implementing the above and careful monitoring from the RWI coordinator:

• Pupils will be confident in their phonic knowledge

• Pupils will be able to blend and segment words confidently

• Pupils pass the Phonics Screening Test

• Pupils learn to love reading through fun but challenging phonic activities

• A culture where a secure knowledge

**Review**

The policy will be reviewed if the government introduces new regulations, or if the SLT/governing body receives recommendations on how the policy might be improved.

**Organisation**

Teachers follow the RWI lesson plans and ensure that the lessons are taught at a good pace to ensure that all

children are engaged and involved in the lesson. Children are praised for their contribution to lessons, reading

and effort so that a very positive and respectful teaching environment is maintained. Every part of the lesson is

explicitly referred to so that the teachers, and the children, know the purpose of the task. Use of effective

partner work, turn-taking and children taking on the ‘teacher role’, means that children have an active role in all

parts of the lesson. We teach pupils to work effectively with a partner to explain and consolidate what they are

learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as

pupils’ poor articulation, or problems with blending or alphabetic code knowledge. Teachers demonstrate their

enthusiasm and passion in the program and this has a very positive affect on the teaching and learning

environment.

**Assessment**

Assessment for Learning: The programme’s ‘cycle of instruction’ means that, after direct instruction and guided

practice, the pupils teach their partner. In this way, they all rehearse and consolidate what they have been

learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with

any misconceptions. ‘Partner teaching’ is a key assessment tool. Assessment is a critical element of our

programme. The teachers assess: - pupils’ phonic knowledge - the speed at which pupils are able to read the

text - their understanding of the stories they read.

Formative Assessment: Daily formative assessment opportunities are built into every RWI lesson. Choral

response, group work, partner work, the small class size all allow teachers to evaluate pupils’ phonic knowledge

and hence modify the pace and focus of their lessons. Formative assessment opportunities proved teachers with

knowledge of which children are making slow, steady or speedy progress and hence they can liaise with the

Reading Leader to provide additional support (for children making slower progress) or an immediate assessment

(for pupils making speedy progress) to allow such pupils to change group.

Summative Assessment: All pupils are assessed every 6-8 weeks, or more frequently for those making speedier

progress, using RWI Assessment materials. The assessment is conducted by a teacher and the

materials assess a pupils’ sound to grapheme correspondence, ability to apply phonic knowledge to decode

regular words and to read common exception words. Pupils reading fluency is also evaluated. Pupils’ progress is

tracked, to record their phonic knowledge and decoding skills, and this information is used to reorganise groups,

RWI Storybook level and the focus of the phonics input of the lesson. Summative assessment is used to update

RWI tracking sheets, which monitors pupils’ progress over time, and also to update the assessment grids.

Assessment information, from both the formative and summative assessment progresses, is used to provide

updates to parents via Parents’ Evening updates or more specific meetings with parents.

**Planning and Resources**

Planning is minimised as we follow the RWI Handbooks and plans. This ensures consistency across the program,

as well as freeing up time for teachers to source additional resources etc. to make the lesson come alive to the

class. Planning details the focus of each part of the RWI lesson and explains the purpose of the activity to both

the teacher and the pupil. Planning also explains the resources needed for each day in a 3 or 5-day teaching

cycle. Every RWI teacher has their own box of RWI Resources these include: simple and complex speed sounds

charts, small and large phonic flash cards, magnetic boards and letters, green 5 and red word flash cards, phonics

wall friezes and Fred the Frog. Set 1, 2 and 3 teaching sequence resources.

RWI storybooks (with Story Green words and Speedy Green words), ditties and linked texts and props are all

stored in a central location.