

Phonics Policy



Mowmacre Hill
Primary School

This policy was written in June 2016

This policy is renewed annually and so will be renewed: June 2017

Print Name _____

(Chair of Advisory Board)

Signature _____

General Statement

Mowmacre Hill Primary School we teach the children to read using the Read Write Inc. scheme of work. This is a whole school approach and includes teaching synthetic phonics, sight vocabulary, decoding and encoding words, spelling and letter formation.

Aims

By using the RWI scheme we aim 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

Roles and Responsibilities**English Leader**

- oversees target setting and tracking with RWI manager
- '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
- is responsible for reporting on the quality of the implementation of RWI and the impact on standards

RWI Manager (phonics leader)

- oversees the assessment of all Foundation & KS1 pupils and supports teachers when designating pupils to the correct groups.
- where necessary models lessons
- attends up-date meetings when they occur and reports back to the RWI group leaders
- speaks with English leader regarding groupings, teaching spaces and other pertinent matters

Phonics teachers

- made up of teachers and some TAs that teach and have responsibility for a number of grouped children

Organisation of Teaching and Learning**Planning**

Staff generated planning is minimised as the planning is integrated into the various handbooks and follows set routines. Each teacher has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

Teaching

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!

R.W.I. in the Foundation Stage

Foundation 1

Children in nursery learn set 1 sounds - listening for and distinguishing sounds in the environment. Initial letter sounds are introduced informally with the children contributing to a 'sound table'. The staff use 'Fred Talk' daily (saying words using pure sounds) with the children, with the expectation that the children will begin to encode the words. Foundation staff have phonic flashcards to introduce the letter picture, a phonic frieze and a Fred the Frog doll.

Foundation 2

R.W.I. is fully implemented in Foundation 2 and the classes are split into homogeneous groups following an initial assessment during autumn 1st half term.

RWI in Key Stage 1

In Key Stage 1, 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. The groups are set across their own year groups. The lessons last for 40 minutes.

RWI in Key Stage 2

In Key Stage 2, pupils who still require phonics teaching to support their reading development are identified through assessments and are taught in small groups by trained teaching assistants. If further support is required for pupils in upper key stage 2, then they are taught using RWinc Fresh Start programme. For pupils new to the school who have not completed the RWinc programme or for those with EAL, one to one phonics sessions are taught by trained teaching assistants.

Equal opportunities

The aim is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. All pupils are expected to achieve the highest standards possible regardless of race, culture, gender or disability. Whenever possible materials and images used reflect a varied cultural dimension e.g. fruit from different cultures or learning about scientists from around the world. School staff are fully committed to ensuring all pupils regardless of their differences have the opportunity and support necessary to enable them to achieve their full educational and social potential.

Differentiation and Inclusion

In accordance with the school's policies on SEND and Equality, all children are entitled to access science at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the difficulty of the task, support given and outcome. Notice is taken of targets within a pupil's PPP. Provision is made when necessary for pupils to extend their experiences beyond that of the majority of the class by providing further challenge

Assessment, Recording and Reporting

Children are assessed throughout every lesson.

Every time partner work is used the group leader assesses the progress of the children.

The group leader assesses how children

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story
- form letters
- write sentences

Each teacher 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.

Formal assessment is carried out periodically using the RWI phonic checks. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants.

Recording may take the form of dictation (hold a sentence), correcting sentences (edit a sentence) answering questions from the group texts.

Teachers will liaise with class teachers to discuss the progress of children in their group. A statement about children's reading ability will be included in the child's end of year report and their ability and progress will be discussed at parents evenings.

The children in Year 1 will take part in the Phonics Screening Check in the summer term. The data is submitted to the authority and appears on RAISEonline. It will not be published as a performance table. Teachers must tell Year 1 parents whether or not their child has reached the required standard in the Year 1 Phonics Screening Check. Pupils in year 2 who did not get meet the required standard in year 1 will be required to retake the phonics screening check in year 2.

Resources

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

one tutoring kit, Phonics handbook, writing handbook, speed sounds lesson plans book, ditty book, computer software.

Role of the Advisory Board

The purpose of the Advisory Board is to ensure the implementation of the Early Years Foundation Stage Framework, the National Curriculum and to review the policy. Additional meetings may be held to discuss English priorities across the school and to gain an overview of the teaching and learning of English.

Policy Review

This policy was written by the English Leader

It is due for review during the Summer term of 2017.

Signed Chair of Advisory Board