



Phonics Policy

Aspects of the 2014 National Curriculum for English that are applicable to the early stages of the teaching of reading, aim to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Write clearly, accurately and coherently, adapting their language style in and for a range of contexts, purposes and audiences.

At Our Lady of Lourdes (OLOL), we strive to teach children to read effectively and quickly using Read Write Inc (RWInc) which includes synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation.

These are some of the principles that highlight our approach to teaching of early reading at OLOL:

- Teachers/Teaching Assistants teach RWInc using a detailed, proven step-by-step teaching scheme; where pupils are taught simple GPCs, to accurately blend 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.
- Pupils are taught in ability groupings across key stages which then reflect their performance in the RWInc phonic assessments.
- Regular assessment ensures that pupils are taught in groups that match their phonic knowledge and reading level. Pupils making accelerated progress move groups quickly and reading book levels are changed appropriately.

Teaching and Learning

The children in Reception start RWInc as soon as the baseline has been completed. They start with daily phonic lessons, starting with the set 1 sounds. Pupils practise Fred talk, to develop their decoding skills, and they learn to write the corresponding graphemes for the sounds they have been taught.

At the end of autumn term 2, the children are then assessed according to the RWInc assessment and are then grouped according to their ability. This may mean that they are grouped with children from KS1.

Daily KS1 RWInc lessons commence at the start of the academic year; children are grouped according to their phonic knowledge as well as their reading accuracy, fluency and comprehension. Five RWInc lessons are taught every week and each lesson lasts for 30 minutes.

Both the Reception and KS1 RWInc lessons start with a 10 minute phonic input session where new sounds are taught or reviewed depending on the grouping. Pupils learn how to apply their grapheme/phoneme knowledge to read simple words- initially sounding out these words and then progressing onto speedy reading of real words and also pseudo (alien) words. They also learn how to read irregular and multisyllabic words. The children then read a variety of words found in the RWInc storybooks that are set at their phonic level.

Assessment

The programme's 'cycle of instruction' means that, after direct instruction and guided practise, the pupils then teach their partner. The children rehearse and consolidate what they have been learning. This helps the pupils make their understanding clear to themselves and helps the teacher deal with any misconceptions.

Assessment is fundamental when monitoring children's progress. The teacher will assess:

1. pupil's phonic knowledge
2. the speed at which pupils are able to read the text.
3. their understanding of the stories they read.

Formative assessment happens on a daily basis at OLOL and it is built into every RWInc lesson. Small group sizes allows teachers to evaluate pupil's phonic knowledge and adapt their pace of the lesson to suit the children's needs. Using formative assessment allows teachers to monitor children who perhaps work at a slower pace and use 'pinny time' to assist those children who may need extra sound intervention. It also gives teachers the opportunity to talk to the RWInc leader and assess children who may be making accelerated progress to move groups.

All children at OLOL are assessed termly using the RWInc assessment resources. Class teachers carry out these assessments and these are then fed back to the RWInc leader who compiles the new groupings.

The children at OLOL are all tracked on a RWInc tracking document and the RWInc leader discusses with teachers who has moved and who perhaps hasn't moved that term. A discussion then takes place as to why that child has not moved and if any intervention can be put in place to support that child.

Planning

At OLOL, we follow the set structure of the RWInc handbooks and the lesson plans that are provided to support each colour group. This ensures that all teachers are consistent in their approach to teaching RWInc. The handbooks also outline the resources that are needed to support the teaching of any specific colour book.

Equal Opportunities

At OLOL, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities. OLOL strives to ensure the active participation and progress of all children in their learning.

Inclusion

All pupils are entitled to access RWInc resources and teach at a level appropriate to their needs. A range of inclusion strategies are embedded in practice and teacher are aware of the special educational needs of the children in their RWInc group, class and those with English as an additional language.

Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

Role of the Subject Leader

- Oversees the assessment of all Reception and Key Stage 1 pupils, reviews assessment data to organise pupils to the correct RWInc groups.
- Provides RWInc teachers with a list of graphemes that their group requires and any other additional materials.
- Assigns teachers/teaching assistants to RWInc groups.
- Termly learning walks to check on the teaching and learning of phonics.
- Organise any additional CPD training to new teachers/teaching assistants that join OLOL.
- Liaise with the Principal regarding groupings, teaching spaces, staffing, training, progress, additional support and other relevant matters.

- Organises phonic meetings with new reception parents and provide a mini workshop of RWInc and the expectations at OLOL.
- Organise KS1 meeting about the phonic screening test and what is expected of year 1 children.
- Ensures that children are reading the correct RWInc home book, which correlates to their phonic ability.
- Ensure that the teaching of reading at OLOL follows current guidance and advice e.g. The reading framework, EYFS Development Matters and Birth to Five Matters.

Parents

We invite Reception and this year all KS1 parents to a meeting/workshop at the start of the academic year. This is where the RWInc leader can show parents how they can support their children to read at home, depending on which stage of the RWInc scheme they are on. The KS1 workshop allows parents to see what the expectation is for a child who will take the phonic screening check in the summer term.

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