



## **Foxyards Academy – Phonics Policy**

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### **Our Mission Statement**

*To foster and grow a love of learning that enables our children to access the wonderful world of opportunities that await them. To create a harmonious and tolerant community that is built on our school values of care, respect, creativity and resilience. We do this as a family, our Foxyards Family.*

### **Curriculum intent**

Children learn to read and write effectively and quickly using the Read Write Inc. (RWI) Phonics programme.

The programme is for:

- Children in Reception to Year 2 who are learning to read and write.
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly.

In RWI pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words by sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Develop excellent handwriting skills

We teach pupils to work effectively with a partner to explain and consolidate their learning. This provides opportunities for practitioners to identify issues such as difficulties in articulation or blending.

Children are assessed every half term and are grouped according to their reading progress.

It is our intention that every child will pass the phonics screening check at the end of year one, and for those that don't rapid intervention is put into place. Children need to leave KS1 being able to fluently decode and blend words to become fluent readers and to fully engage with what they are reading. This will support in every aspect of school life and significantly improve their life chances as adults.

### **Curriculum Implementation**

#### **RWI in the Foundation Stage**

Children entering Nursery follow activities from Letters and Sounds Phase 1. They listen and distinguish environmental sounds. Once these skills are developed, the children are then moved to more formal teaching of the RWI programme. Staff use 'Fred Talk', phonics flashcards and a phonic frieze to encourage the children to encode the sounds.

RWI is fully implemented in Reception. Children are assessed on entry and allocated to the relevant group. Phonics is used throughout the school day to reinforce the children's learning.

#### **RWI in the Key Stage 1**

Pupils are allocated to groups according to the outcome of their RWI phonics assessment. This means that pupils from Key Stage 1 and Reception may be taught in the same group. Phonics lessons last for 45 minutes and are taught every day.

#### **Structure of the RWI programme**

Policy Created January 2023

Policy to be reviewed January 2024



Throughout the week, pupils access a similar structure. They will be taught how to :

- Read the appropriate graphemes, green and red words
- Decode the ditty/story
- Comprehend the ditty/story

### **Fast track 1:1 tutoring**

Following assessments, the Phonics Leader identifies children that need 1:1 tutoring. These sessions are delivered by support staff. The children are frequently reviewed according to their needs.

### **RWI in Lower Key Stage 2**

Some pupils do not meet age-related expectations, including those that did not pass the Phonics screening check resit in Year 2. These children are assessed and receive the appropriate Fast track 1:1 tutoring. Teachers and support staff provide opportunities to learn and rehearse their phonic knowledge throughout the school day.

### **Inclusion**

All pupils are entitled to access RWI resources and teaching at a level appropriate to their needs arising from race, gender, ability or disability.

A range of inclusion strategies, as listed on the school's inclusion planning key, 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.

The 2014 National Curriculum states that: 'Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'

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. If appropriate, further intervention will be provided to support their phonic development.

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

### **Role of the Phonics Leader**

The RWI leader :

- Oversees target setting and tracking, including the assessment of all pupils in Reception, Key stage 1 and Lower Key stage 2 and allocates pupils to the appropriate group.
- Tracks children's progress and analyses data.
- Coaches other members of staff, offers advice and checks pupils are in the correct groups through weekly continued professional development, learning walks, work scrutiny and modelling lessons.
- Organises 1:1 tutoring groups.
- Keeps parents and carers informed about how the programme operates within school and how they can support their children at home. This may include sharing information and providing workshops within school.

Group leaders are teachers and support staff that have responsibility for the teaching and progress of their group. All staff have access to the Ruth Miskin School Portal to support their training and development.



## **Parents/Carers**

We endeavour to involve and train parents/carers in supporting phonics and reading at home through workshops, information sessions, newsletters and online resources. Through the rigorous assessment of pupils through this scheme, we ensure that pupils select appropriate books to take home for reading.

We encourage parents to help their child learn to read. Use the following link to gain further information: <https://www.ruthmiskin.com/en/find-out-more/parents/>

## **Shared Vision**

A key element of the Read Write Inc Programme is consistent whole-school practise. This is underpinned by continued professional development. The school ensures that all teachers and teaching assistants are trained in this approach to teach reading. All staff receive regular Development Days throughout the school year supported by a consultant from the Ruth Miskin training team; attend weekly phonic CPD sessions where an element of the RWI programme is discussed, taught and practised in a supportive way; receive in lesson coaching for the teaching of the RWI programme from the Reading Leader and have access to training videos and additional support materials via the Ruth Miskin school portal. The Reading Leader ensures that the RWI phonics programme is taught with consistency and fidelity.

## **Curriculum Impact**

We assess all pupils following Read Write Inc. Phonics using the Entry and Assessment 1, at least half termly and the Reading Leader rearranges groups accordingly. Regular assessments ensure that children receive targeted teaching quickly according to their needs. Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support.

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 allows teachers to evaluate pupils' phonic knowledge and hence modify the pace and focus of their lessons. Formative assessment opportunities provide 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 / slower progress, using RWI Assessment materials. The assessment is conducted by the Reading Leader and the materials assess a pupils' sound to grapheme correspondence, ability to apply phonic knowledge to decode regular, common exception words and alien 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 to update AWL 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