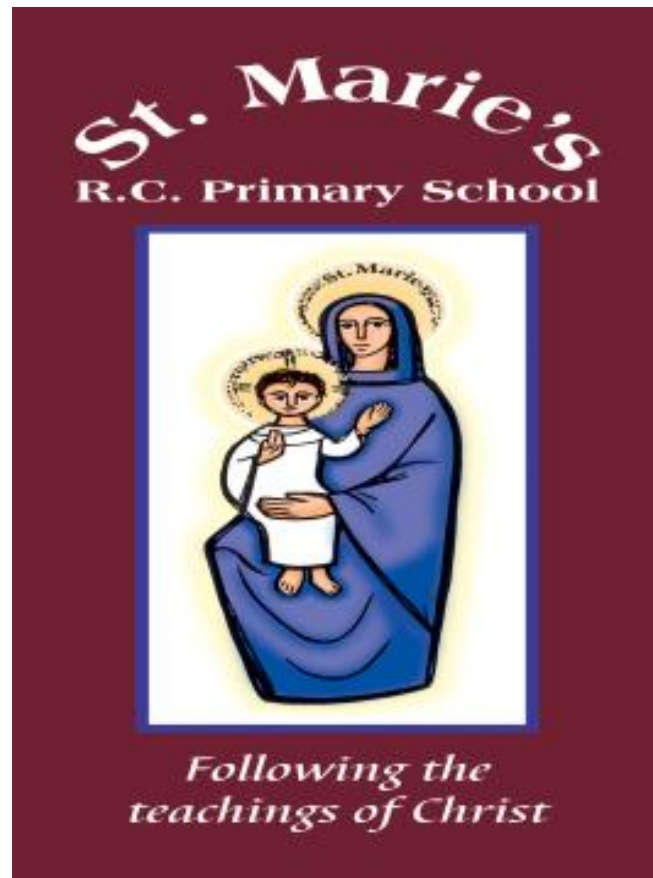




Phonics Policy



St. Marie's R.C Primary School

Mission Statement

Our Mission

As Christ's hand and feet on earth, we will...

-  Follow the teachings of Christ so that all may grow in faith
-  Recognise and value each child as a loved and unique child of God
-  Treat each person with respect, tolerance and honesty in an atmosphere of love and security.
-  Celebrate, nurture and strengthen the relationship between our school family: Our school, our families, our parish and our community
-  Inspire those within our care to become successful, caring members of our diverse society and transform the lives of others.

St Marie's RC Primary School is a place where children can safely learn through outstanding, innovative teaching, build on their potential, fulfil their dreams and grow in faith and love. With the Gospel values of love and compassion at the heart of our curriculum we aspire to give our children the knowledge and skills they need to become successful, caring members of our diverse society. Our curriculum is bespoke and specifically tailored to the needs of our learners. Our curriculum is culturally diverse and reflects our community.

We recognise and value each child as a loved and unique child of God. As such, our curriculum aims to develop a strong self of self -identify and self-worth within our children, celebrating who they are, recognising their talents, their cultural heritage and their diverse backgrounds.

Our children are proud of who they are.

Similarly, developing a strong sense of compassion and empathy for others is a recurrent theme throughout our curriculum; the refugee, the isolated, the different.

Our children are caring and compassionate.

Developing a strong connection and appreciation of nature is a key component of our curriculum. We aim to immerse children in the natural world. Our children are knowledgeable about environmental issues and recognise their role in celebrating and protecting God's wonderful world.

Our children are ambassadors for creation.

Providing a wealth of enrichment opportunities through a creative, varied and inspiring curriculum, exposes our children to the world beyond their lived experience. Our curriculum aims to develop a strong cultural capital within our children

Our children are ambitious and aspirational.

The reading and sharing of high quality books form the starting point of our curriculum with texts specifically chosen to link with our overarching principles, topics and specific subject areas.

Our children love to read.

Our Phonics Intent

Here at St Marie's we teach synthetic phonics as the initial, and most important, approach to the teaching of reading. We use the Read, Write Inc Phonics Programme as the main approach for the teaching of reading, word writing and spelling. We aspire for our children to apply their phonics skills to read confidently, fluently and with expression; all underpinned by a deep love of reading.

We aim to ensure that all children can;

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words
- Learn letter formation and handwriting skills.

Implementation

RWI is delivered from pupils from the Nursery until they complete the RWI Programme.

Early Years Foundation Stage

F1 - Nursery

During the Autumn and Spring term, children in Nursery spend their RWI time listening to, learning and joining in with carefully chosen stories, rhymes, poems and songs. They then use this to role-play together, develop vocabulary and build sentences orally and make up stories through planned talk experiences. In the summer term, the focus of learning at this stage is to learn the initial letter sounds and introduce oral blending through 'Fred Talk' throughout the day. This will progress to letter sound blending and segmenting for writing by the end of Nursery. Children are taught the correct letter formation using the RWI mnemonics and we ensure that children achieve the correct pencil grip. It is our aim that all children leave Nursery being able to orally blend and beginning to recognise some of the letter sounds in Set 1.

F2 - Reception

Children are taught daily phonics lessons which begin within the first 2 weeks of Reception. The initial sounds (Set 1 Speed Sounds) are taught as a whole class for the first half term. We emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings (common exception words). After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan. It is our aim that all children leave Reception at green RWI band to be on track to achieve the expected standard for the Year 1 phonics screening check.

Key Stage 1

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have a daily RWI lessons lasting 40 minutes. This lesson starts with a 10minute speed sounds lesson which teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding 'alien' (pseudo) words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day/5 day plan (depending on the stage). Children are assessed every 8 weeks and those who are at risk of falling behind the programme's pace and expectations are identified early and additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Reading Leader.

Children in Year 1 complete the phonics screening check at the end of the year.

It is our aim that children in Year 2 complete the RWI programme by end of the Autumn term in Year 2.

All classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling.

Key Stage 2

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the school's spelling programme. Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted 1-1 intervention to ensure they catch up with their peers. A small number of children may reach upper KS2 and continue to require support for reading. These children will be assessed and complete a more age-appropriate phonics and reading programme called 'Fresh Start' which, like RWI, will teach the children the reading and comprehension skills required at this development stage in a more age-appropriate way using anthology texts rather than story books. Similarly, to the RWI programme, Fresh start pupils are frequently assessed, and progress is reviewed on a half termly basis.

Pupils are taught 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.

We group pupils homogeneously, according to their progress in reading rather than their writing. We use this program as our main method of teaching our children to read, with writing skills taught separately, so it is vital that we used reading assessments to inform our groupings.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Children begin their reading journey with wordless books where they talk about the pictures, characters and retell the stories in increasing detail. Once the children know at least half of the Set 1 sounds and can orally blend cvc words independently, children will begin to take home RWI sound blending books. Children who are reading ditties in RWI takes these home for additional practise. Once children are reading red books and beyond, they have their book changed on a Monday by their RWI teacher. Children will be heard to read this book by their class teacher or other suitable adult at least once each week.

Once off the RWI scheme, children will re-join the book bands, with the class teacher being in charge of changing this book weekly.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Alongside this, teachers regularly read a wide range of stories, poetry and non-fiction to pupils.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

The RWI approach is taught considering the 5 Ps:

Praise – Children learn quickly in a positive climate.

Pace – A good pace is the key to each session to ensure all children are engaged and on task.

Purpose – Every part of the lesson has a specific purpose.

Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation – A strong feature of RWI lessons is partner work and the partners 'teaching' each other.

Assessment and Monitoring

We assess all pupils following Read Write Inc. Phonics using the Entry and Assessment, every 8 weeks 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.

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.

Phonics and Inclusion

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 may have other barriers to learning. Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily one-to-one tutoring for 10 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when learning to spell.

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 regular 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.