



The Walter Halls School Phonics Policy

Policy date: 26/27

Review date: 28/29

Phonics Intent

At Walter Halls, we understand that reading is a vital skill that will support children's learning across the whole curriculum and is the key for every child to reach their full potential. We know that early reading needs to be taught effectively, systematically and robustly which is why we use the Read Write Inc (RWI) phonics scheme.

How Read, Write Inc delivers the aims of the National Curriculum.

The National Curriculum requires that *'children are taught to read easily and fluently'*. RWI is a fast-paced, rigorous and structured phonics programme which helps to get every child reading quickly *'children should be taught to read with good understanding'*. Every child is encouraged to read the text for meaning with at least three readings of each story to ensure that the story is understood and read with fluency and expression. *'Children should acquire a wide vocabulary'*. Vocabulary is taught in the context of the stories. The teacher uses the words and phrases and the children are encouraged to use them in their talk. Children read powerful words to develop a knowledge of exciting vocabulary. *'Children should be able to discuss, elaborate and explain their understanding and ideas'*. RWI has partner work at its heart. Children work in pairs, reading and talking together at every stage of the lesson to enhance their spoken language and embed their understanding.

Implementation

FS1

From Summer 1, children identified by the class teacher who are phonics ready are taught a sound a day for 20 minutes using the RWI format. They move towards blending sounds as they become more familiar with them. Other children will participate in listening and sound games and will be taught to make links with letters through continuous provision and adult led activities. By the end of the Summer Term, some children will know many of the Set 1 sounds. They will be able to read them and write them on a whiteboard during the phonics lesson. A few children will be able to independently isolate an initial sound and record it, with the support of a sound mat. They will be able to orally blend simple CVC words using 'Fred talk' Higher attainers will begin to record these words using their RWI scaffolding.

FS2

All children will participate in 20-30 minutes daily phonics RWI lesson from Autumn 1. After being 1:1 assessed at the start of the Autumn Term, children will be placed into groups according to their ability to decode single sounds, segment CVC words and then segment and blend. These groups will be taught by adults across F2 and movement across groups is fluid as well as the regular 1:1 assessment. It is in their RWI daily phonics lesson that they will be taught to say a sound for each letter in the alphabet and at least 10 digraphs. In each group, they will read words consistent with their phonics knowledge by sound-blending. The children will begin with Ditties which are a series of simple sentences formed as short narratives moving onto coloured story books which are consistent with their phonic knowledge and include some common exception words. These are interwoven into daily phonics lessons as well as continuous provision and planned reading and writing sessions. During their daily RWI phonics lessons, the children will write recognisable letters and spell words by identifying sounds in them and representing the sounds with a letter or letters. They will work towards writing simple phrases and sentences that can be read by others.

Phonics and reading at home

Children will begin by bringing home high-quality story books to share with an adult. Once they are able to recognise and blend a number of sounds, they will bring home the lilac sound blending books with CVC words containing sounds they have learnt. They will then move on to the ditty sheets with words containing the sounds they have learnt featuring in simple sentences and short narratives. Once they have learnt a wider range of sounds, children will move on to the colour banded books that match the stage they are at on the RWI programme. Each book should be read 3 or more times at home to embed fluency and develop comprehension. QR codes from the Ruth Miskin RWIInc portal will be regularly sent home. These QR codes link to videos on the website that have been selected to match next steps in learning.

KS1

Continuing to be regularly 1:1 assessed using both the RWI and phonics practice screening checks, KS1 children have daily 45 minutes phonics lessons following the reading, spelling and comprehension elements of the RWI programme. A large part of this is based on: well-paced recap of previously taught sounds and words, reciprocal reading, reading for meaning, comprehension and spellings. When necessary, throughout the year, the children in Year 1 will have several afternoon phonics sessions to revisit sounds that they have been taught but may need consolidating.

Read Write Inc colour band progression chart

| | |
|--------|----------------------|
| F2 | Sound blending books |
| | ditty sheets |
| | ditty books |
| | green |
| Year 1 | purple |
| | pink |
| | orange |
| | yellow |
| | blue |
| Year 2 | blue |
| | grey |

How we support the different needs of learners - Alternative and additional provision

Some children will receive a modified RWI teaching session as they will have been identified as individuals who need a more personalised programme to support engagement/learning behaviours or their own needs. In order to help the children, in differentiated groups: the adults will plan specific supporting specific activities linked to the children's next steps such as; finding objects with given sounds; 'splating sounds and digraphs' in a tuff tray, revisiting sounds with greater frequency, matching initial sounds to real objects, clapping syllables in words to break them up to support segmenting.

Additional phonics support

So that all children can have access to all of the sounds, Year 1 children have an additional short 5–10-minute session daily to support sound gaps and consolidate blending both real and nonsense words in preparation for the Phonics Screening check (PSC) at the end of Year 1. Any children who do not pass the PSC at the end of Year 1 will receive additional phonics support in Year 2 and re-sit the check at the end of Year 2.

Completing the RWI programme

Children will complete the phonics programme at different points in the school year. When they are able to read the polysyllabic words at the end of the 1:1 assessment and have a reading speed of around 100 words a minute, they are placed in a daily Reading Comprehension group which teaches Greater Depth skills in reading for Year 2.

Summary of expected end points

| F1 | F2 | Year 1 | Year 2 | KS2 |
|---|---|---|---|--|
| End of Summer Term | | | | |
| All of the children will have played sound games | All of the children will have been taught all of Set 1 sounds and the following 6; ay,ee,igh,ow, oo, oo | All of the children will have been taught Set 1 sounds and exposed to Set 2 sounds. | All of the children will have been taught Set 1 and 2 sounds and been exposed to Set 3. | All of the children who have not completed the RWI programme past Blue Books will continue to be assessed and timetabled for regular phonics lessons. Pupils in Year 3 and Year 4 requiring phonics support follow the RWI Phonics Programme. Pupils in Year 5 and Year 6 requiring Phonics support follow the RWI Fresh Start Programme |
| Most of the children will be able to form links between letters and sounds. | Most of the children will be reading green story books and Set 2 sounds. | Most of the children will be reading the blue colour story books and Set 3 sounds. | Most of the children will have completed the RWI programme. | |
| Some of the children will know many of the Set 1 sounds. They will be able to write them on a whiteboard. | Some of the children will be reading beyond the green storybooks and Set 3 sounds. | Some will have completed the programme and are revisiting sounds and focusing on fluency and meaning. | Some of the children will have accessed the bespoke programme to suit their next steps. | |

Assessment

| F1 | F2 | Year 1 | Year 2 | KS2 |
|---|--|---|--|--|
| Assessed in the summer term ready for grouping at the start of F2 | <p>1:1 RWI Assessment every 6 weeks at the end of each half term.</p> <p>1:1 Phonics screening check mock assessment End of autumn 2 End of spring 2 During summer 1 (for those children 'not on track' to pass the Phonics screening check)</p> | <p>1:1 RWI Assessment every 6 week at the end of each half term.</p> <p>1:1 Phonics screening check mock assessment for children in Year 2 who did not pass the phonics screening check at the end of Year 1. End of autumn 2 End of spring 2 During Summer 1</p> | <p>1:1 RWI Assessment every 6 weeks for those children still on the RWI programme.</p> | <p>1:1 RWI Assessment every 6 weeks at the end of each half term for those children in Year 3 and Year 4 still on the RWI programme</p> <p>1:1 RWI FRESH START assessment every 6 weeks for those children in Year 5 and 6 still accessing Phonics</p> |

Leadership of phonics

At Walter Halls we have a small team of assessment leaders across the phases in order to keep the assessments consistent. Each trained leader in their own phase will;

- Every 6 weeks or as needed, assess on a 1:1 basis each child on the RWI programme. They will be assessed on sounds, nonsense words and real words. Children will be placed on the grouping tracker.
- Liaise with Subject and Phase Lead on the Grouping of the children so that they can be best placed.
- Instantly 1:1 assess any new children to Walter Halls in KS1 and in KS2 any new children who are new to English or working significantly below expected level in reading. From this, the children will be grouped accordingly or have appropriate phonics work planned to narrow the gap.

Impact and monitoring

Each half-term, the Phonics Lead will map out the focus for the Monitoring, Evaluation and Review (MER) overview. In order to ensure quality and consistency of provision, learning walks, observations and coaching of phonics will take place by the English Lead and Senior Staff, after which, feedback is given to staff. The Action Points given will then be revisited next time. These Action Points will be focused around consistency, cohesion and delivery as highlighted in the Reading Improvement Plan for each year group. We use NST support to aid us with new developments, CPD opportunities and rigorous in-house reviews with feedback that includes recommendations for development. As a whole staff team, we receive annual phonics training using internal lead practitioners as well as accredited providers. As part of this planned and reflective training, we deepen our understanding of pre-reading activities, skills progression and next steps for learners at any point in their reading. We recognise that Early reading and phonics has such a huge impact on a child's learning journey that we always seek to maximise any opportunity to further the quality of our teaching and their learning.