

# **Phonics Policy**

## **Intent**

A fundamental part of our reading policy is the teaching of phonics. At Windmill Primary School we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children all their lives.

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

The use of phonics is one of the many skills needed to be able to be a reader and writer. We aim to teach high quality phonics using the Read Write Inc scheme to ensure the children have the best start possible in reading. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read. In order to read and understand texts children must learn to recognise/decode the words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows children to read fluently.

## **Implementation (September 2022)**

In line with the School's policy and commitment to excellence in Phonics, each class in Reception and KS1 will teach phonics as a discrete lesson every day.

### **Reception**

In reception children will begin on Set 1 sounds as part of the RWI scheme as whole class groups. Using the RWI assessment children will then be grouped into appropriate groups for Autumn Term 2. Children will regularly be assessed at the end of each term to monitor progress and groupings. Phonics will be taught each day.

### **Year 1**

At the end of reception children will complete a final assessment to support the instant and initial groupings for year 1. Throughout year 1 phonics will be taught each day within groups. Along with RWI phonics assessment to support progress and groupings the children in Year 1 will prepare for their phonics screening.

The children will receive homework and reading books to take home closely matched to the sounds they have been learning in their phonic groups that week.

## **Year 2**

In year 2 we aim to continue the children's phonics journey. The children will continue with RWI lessons until they are ready to progress away from this. They will then move onto guided reading extract sessions (see reading policy). Those children who do are not ready to move on and need extra support will have interventions and specific grouping (see intervention below).

## **Intervention**

### *Children*

Children who still need extra support to develop their phonic knowledge across the EYFS, Key Stage 1 and 2 are identified and targeted for intervention. These interventions follow the RWI scheme and involve the Fast Track Tutoring process for 1:1 intervention and Fresh Start also. Children may also continue with separate phonics lessons in small groups.

### *Adults*

All adults will be giving support to develop CPD very two weeks. They will have supportive tutoring within lessons and larger end of term meetings. This is to ensure each person teaching phonics is confident in their approach.

## **Impact**

A key part of measuring the impact of our phonics teaching and policy is assessment. Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their phonic ability. Each individual child has their own phonics tracker, which is updated termly and continues to be updated as the child moves through school.

