

Phonic 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

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 by learning key skills for a RWI lesson such as my turn, your turn, talk partner talk and how to

stop. They will be taught this through RWI gestures. 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. In these groups children will learn directed sounds, access the RWI books and build on their appropriate writing skills linked to the sounds using writing materials. Each lesson will follow the format provided in RWI. Teacher will introduce a sound, look at green words with a combination of nonsense words to recognise the 'special friend'. Children will be encouraged to use 'fred talk' and follow the adults lead in 'my turn your turn'. Children will then practise the words in writing and complete the directed book for lesson over a the period of the week. 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 within groups. Children will follow the RWI lesson plan on a reading basis. Learning a new sound, looking at speedy green words and following the use of the RWI book. In year 1 children will have phonics books to support their writing in lessons and follow the RWI gestures like in reception. Children will sit at a table to write to support their posture as suggested by RWI training. A long with RWI phonics assessment to support progress and groupings the children in Year 1 will prepare for their phonics screening.

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).

All children in KSI and Reception will read at home using specific Read Write Inc books matched to what they are learning in class.

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 Red Hot Tutor 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 every 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.

Through advice from a RWI advisor children that have shown through assessment and evidence that they are not adapting to phonics there may be changes made in the scheme to fit their needs.

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.