Phonics Policy

Senacre Wood Primary School

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INTRODUCTION

The National Curriculum states that:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

At Senacre Wood Primary, we are committed to providing a high-quality education in phonics. We passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school.

INTENT

At Senacre Wood Primary, we follow the aims of the National Curriculum to ensure that all pupils:

- *Read easily, fluently and with good understanding.*
- *Develop the habit of reading widely and often, for both pleasure and information.*
- *Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.*
- *Appreciate our rich and varied literary heritage*

National Curriculum 2014

We recognise that phonics is integral to a child's development; reading is the key that unlocks the whole curriculum therefore the ability to efficiently decode is essential. The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1 to ensure that all children reach their full potential across all areas of the curriculum. At Senacre Wood, we want pupils to develop a love of reading and we acknowledge that, to do that, children need to be taught the key skills in segmenting and blending. We also want pupils to competently apply their skills to writing.

At Senacre Wood Primary School, we follow the Read Write Inc. phonics programme, which teaches the children to:

- Recognise and understand that sounds are represented by written/printed letters.
- Learn the letter formation for each sound
- Apply the skill of segmenting and blending phonemes in order to read words.
- Segment words into their constituent phonemes in order to spell words.
- Read high frequency words that do not conform to regular phonic patterns (red words).
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.
- Apply phonic knowledge to spell.

IMPLEMENTATION

A key element of Read Write Inc. is consistent whole-school practise. The Read Write Inc. Programme is for a range of pupils:

- Pupils from Foundation Stage 1 to year 2 who are learning to read and write.
- Any pupils in Year 2, 3 and 4 who need to catch up rapidly.
- Any pupils in Year 5 and 6 who need to catch up (delivered through the Fresh Start package).

Read Write Inc. phonics is taught following the following 5 key principles:

- **Purpose**- Every section of the lesson has one clear purpose. It is important to set the purpose at the beginning of the activity so the children understand what they are learning and why.
- **Passion**- Emotional engagement is necessary for children to learn something new. The greater their engagement, the more they learn. To encourage pupils to do this the teacher must be enthusiastic.
- **Pace**- Good pace is essential to the lesson. To support this, silent signals are used to keep the pace (see Appendix A).
- **Participation**- A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other. All children take part in all parts of the lesson; full participation is gained through partner work and choral response. (For details of this, see Appendix B).
- **Positive teaching and Praise**- children learn quickly in a positive climate. To encourage pupils who may be reluctant they could be given a responsibility.

SPEED SOUNDS

Each phonics session begins with a 10 minute speed sound session. When teaching Set 1, pupils should be introduced to a new sound each day. For Set 2 and 3, teachers should aim to teach 2-3 new sounds each week.

Within teacher handbooks, there is a clear order, in which sounds should be taught, as well as blueprint lesson plans for each type of sound. Each session should include:

- Oral introduction of the new sound- Say the sound using MTYT
- Read the sound using the large A4 Flashcard
- Using small speed sound cards, review the sounds previously taught (Maximum 10 sounds)

At this stage, the order varies depending on the Set-

Set 1	Set 2 and 3
Write the letter using the RWI rhyme to support letter formation. **Speed Write**- when pupils have learnt enough sounds, choose 3 sounds to review at speed. Say each sound and write on the paper. **Fred Talk**- say the words using Fred Talk and pupils jump in once they have orally blended to form the word. **Final Challenge** Check the children can read the new sound.	**Word Time** • Read the words linked with the new sound • Review words which pupils have previously learnt but need further practice • Reading Assessment- nonsense words **Spelling** Spell with Fred fingers- spelling words based on focus sound Spelling review- 2 previously taught words. *NB Spelling review for Set 3 includes 2 words with the same sound but different spellings.* For further details about spelling, please refer to spelling. **Final Challenge** Check the children can read the new sound.

SPELLING

Spelling is taught through RWI sessions focusing on phonetically plausible words and common exception words. This may be supported through tasks which pupils complete at home for additional practice.

Children are taught to use their fingers to help them write words. The children say the word out loud and break it down into its individual sounds; this is referred to as Fred Fingers. Fred Fingers are used to spell green words in speed spell sessions and in Yellow, Blue and Grey book band.

When using Fred Fingers each finger represents one sound and children say the sounds as they press the finger. In Speed Sounds Set 1, teachers tell the children the number of fingers that they need. Beyond this, children count the number of sounds in each word and then show the corresponding number of fingers.

It is important to note that **letter names** are not introduced, or used, until pupils learn Set 3 speed sounds.

RECEPTION

Children in Reception are taught daily phonics lessons. During the first four weeks, pupils will be taught as a whole class and they will learn the signals which are used throughout the RWI programme. They will also be taught to name the pictures on the Speed Sounds Cards and the initial sounds (Set 1 Speed Sounds). After this period, children are individually assessed and grouped according to their stage. Once in groups, children receive daily phonics teaching using the structured Read Write Inc. plan (see Appendix C). During Autumn and Spring Term, phonics sessions will be 30 minutes building to a maximum of 1 hour in the Summer Term (NB this may be taught in sessions across the day to total a maximum of 1 hour).

Pupils should also have daily handwriting practice. This is supported through the use of mnemonics to help children visualise the letter before they write it down- letters should not just be 'copied' as the focus needs to be on letter formation. Because of this, handwriting should be completed under the guidance of an adult so that they do not develop habits which will be hard to rectify once embedded.

The teaching of sounds should be kept to the phonics sessions but Fred Talk, Fred Talk games and 'Pinny Time' can be used throughout the day. Fred Talk allows children to understand the words are made up of sounds; by using Fred Talk throughout the day, it helps children practice blending. Examples of games includes 'Fred Says' (similar to Simon says) and 'Fred I spy'. Rather than saying the word, use Fred Talk, e.g. I Spy something r-e-d? Pupils can then jump in with the word. 'Pinny time' allows children to practice reading the sounds taught so far speedily.

YEAR ONE

Children in Year One continue to be taught phonics in groups based on their stage as defined by the RWI assessment. They have a daily RWI lesson lasting an hour. This lesson starts with a speed sounds lesson- for more information, please refer to Speed Sounds section. 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). The learning in the remaining part of the session includes spelling, grammar, and other writing activities. For full details of the lesson structure, refer to Appendix C. Initially, pupils will not be expected to complete an hour lesson, they will have a teacher input followed by focused groups (based on the RWI lesson structure) and independent linked phonics activities.

Throughout year one, children continue to follow the RWI handwriting scheme. They continue using the rhyme until they are able to independently form all letters by the correct size, orientation with attention to ascenders and descenders. Extra handwriting sessions may be required depending on the needs of the children.

YEAR TWO

Year Two continues in a similar style to Year One but sessions are reduced to 45 minutes as they do not complete all of the 'Get Writing' activities. Again, the structure of the lessons are detailed in Appendix C. The focus remains on speed sounds, reading, comprehension and spelling. It is our aim that children in Year 2 complete the RWI programme by end of the Spring Term 1 at the latest.

KEY STAGE TWO

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. This being said, 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 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.

ENVIRONMENT

When arranging the reading area, it's important to check each place from the child's perspective to ensure that they can always see the teacher, the working displays and the whiteboard without needing to twist or change position. Children can sit on the carpet or at tables near the board but they should always sit at tables for any writing tasks. All classrooms and teaching spaces across the school should display either the simple of complex Speed Sounds chart (depending on pupils levels) to support children with their reading and spelling.

READING BOOKS

When reading at home, children need to be able to confidently practise what they already know. Read Write Inc. provide 'Book Bag Books' that closely match child's phonic knowledge. These books will have sounds and some words in that pupils will have already been taught, therefore enabling them to read the book with confidence. In turn, this will improve their pace, fluency and understanding of what they have read. The books will also link to a text they have already read in school, giving the text more context. To fully develop confidence, fluency and comprehension, children need to be re-reading their books at least three times a week.

STORY TIME

Storytime is used outside of the phonics lesson, to promote a love of reading, so that children encounter high-quality literature which promotes high level vocabulary and provides opportunity for oral comprehension and a knowledge of stories. These sessions also give children access to fiction, non-fiction and poetry at a level beyond which they could read independently. Storytime is also an opportunity to model pace, fluency and expression as children listen to teachers perform stories and poems.

Each class should build a class collection of 'favourites' which pupils are able to revisit. This ensures that children engage with the content of the stories and poems in terms of vocabulary, characters, settings and events. Read Write Inc. online provides example linked texts which can support pupils' contextual understanding of the books that they will be reading. For details of texts used, refer to class book maps.

ASSESSMENT

Children are assessed throughout every lesson. Every time partner work is used, the teacher uses this as an opportunity to assess the progress of the children.

Formally, we assess all pupils following Read Write Inc. Phonics using the Entry assessment followed by Assessment 1, 2 and 3. These are complete at least half termly and the Phonics/English Leader rearranges groups accordingly. Those who are at risk of falling behind the programme's pace and expectations are identified early and additional 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. For the expected progress through Read Write Inc. please refer to appendix D.

At the end of Year 1, pupils will also complete the compulsory phonics screening check.

EQUAL OPPORTUNITIES AND INCLUSION OF ALL LEARNERS

All children have equal access to Read Write Inc. SEND pupils are fully involved in RWI lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. Praise (a core principal of Read Write Inc.) and positive attitudes towards phonics are encouraged, so that all children, regardless of race, gender, ability or special needs (including those for whom English is a second language) develop their phonic understanding which enables them to read and promotes a love of reading.

Where required, children's EHCP's incorporate suitable objectives. These targets may be worked upon within the lesson (either in class or in a small group/1:1) as well as on a 1:1 or small group basis outside the phonics lesson.

1:1 tuition will be identified by the Phonics/English lead if required. Class provision maps are used to track early interventions for children who may require support with reading, writing, handwriting or fine motor control. Tuition and interventions are delivered by trained support staff and overseen by the SENCO and/or the class teacher.

IMPACT

In order to ensure we measure impact, we gather a variety of data and feedback to check whether learning has been retained. The information gathered impacts the future planning of teaching and learning opportunities, ensuring we are responsive to the needs of our learners. Formal pupil progress meetings are held 3 times a year. During this process, progress is measured within the year group as well as from benchmark assessments (e.g. ELG or End of Key Stage One). Read, Write Inc. is assessed each short term and the pupils progress is tracked based on this. Where pupils have not made progress, they become 'spotlight' children to ensure they do not fall further behind. Percentage of pupils 'on track' in the RWI programme is also monitored and compared with vulnerable group data.

ROLE OF THE PHONICS SUBJECT LEADER

It is the role of the Phonics and English Leader to:

- Collate assessment information and assigns leaders to groups.
- Ensure all RWI lessons are effective.
- Ensure teachers are given the necessary training and CPD to deliver the phonics programme effectively.
- Undertake regular training sessions with staff and, where appropriate, model lessons.
- Ensure resources are available to staff.

APPENDIX A - SIGNALS TO KEEP THE PACE

Team Stop

The team stop signal helps us to stop children in a calm manner so they are ready for the next part in their learning. It is used to gain their attention and pupils should learn to respond in under 5 seconds. It replaces other techniques such as clapping, clicking, singing rhymes, shouting and shushing.

We use the signal to gain attention by holding one hand in the air with a flat palm. Children respond by putting their hand up in the same way.

Turn to your partner (TTYP)

Partner work should be used consistently in all lessons. We use this signal to indicate children should talk to their partners. The teacher holds their hands pointing forward as if they are two open gates. They then close the gates as soon as they have finished asking the question they would like the children to discuss.





My Turn, your turn (MTYT)

Use this silent signal when you want the children to repeat something after you. It is vital that the children listen during the 'my turn' section and only repeat when it is their turn. For my turn, the teacher uses two hands to point to themselves. When it is pupils turn, they then point using flat hands to the pupils.

1, 2, 3

This signal is a silent signal and children are shown 1, 2 and then 3 fingers. It is used to support pupils with transitions around the room. For example:

- Hold up 1 finger: Children stand.
- Hold up 2 fingers: Children walk and stand behind their chairs.
- Hold up 3 fingers: Children sit and down and prepare to work.

Handwriting

Use this silent signal to signal children should be sat in the correct handwriting position.



Handwriting Position

1. Feet flat on the floor
2. Bottom at the back of the chair
3. Body one fist from the table
4. Shoulders down and relaxed
5. Back leaning forward slightly
6. Left/right hand holding the page
7. Left/right hand holding a pencil in a tripod grip

APPENDIX B- PARTCIPATION

Read Write Inc. promotes children working together, teaching each other, practicing together and talking together. To ensure this is successful the following needs to be in place:

Partnerships

Children practice with a partner throughout every lesson. Children be carefully paired- assertive children should be paired so they can 'battle it out', quiet children should be paired so that someone has to talk. Boys and girls should also be mixed. New partnerships should be organised every four to six weeks.

It is vital that children pay attention to their partner; this is supported and encouraged through positive praise.

No hands up

Read Write Inc. strongly discourages any form of 'hands up' as this means only a few children respond and some pupils become disengaged. As an alternative, attention is gained throughout the lesson by using three techniques: choral work, partner practice and partner talk.

Choral work: My turn, your turn (MTYT)

Read Write Inc. uses choral work when we want children to copy what we have just said,

Partner Practice

This is used in the partner practice word activities and the 1st, 2nd and 3rd read of the text. Children are asked to recall what we have just taught by teaching their partners. Teachers can then use this time to assess if pupils have understood and are able to apply their understanding. The teacher should move around the group rather than sit with one pair. Always talk to the partner who is teaching and don't intervene/teach the partner who is reading. When pupils first start with Read Write Inc. this process will need to be modelled. Pupils can also be given numbered cards to ensure they know who is partner 1 and 2.

Routines for Partner Practice

The teaching partner:

- Places one story book between them;
- Points accurately to each sound/word with a lolly stick;
- Prompts their partner to correct an error and sound out new words, using Fred Talk.

Partner Talk

Children pay attention because they know they will be expected to answer every question with their partner and they could be called upon to share their response with the rest of the group. Partner talk is used during: Story introduction, Think about the story, Questions to Read and Answer, Build a Sentence and, where used, Write About. As with partner practice, teachers should listen in to pupils' discussions.

Routines for Partner Talk

1. Ask the question.
2. Use the silent TTYP signal.
3. Listen as children prepare an answer with their partner.
4. Use the silent stop signal.
5. Select Feedback methods (see below).

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Feedback methods

- Choose Two- For responses requiring explanations and reasons, select 2 partners who have answers you can build on. This should be chosen without pupils raising their hands.
- Choral response- When there is only one correct answer- use the 'Your turn' part of MTYT signal.
- Paraphrase- Use this method to paraphrase some of the children's responses during Partner Talk when you are moving the discussion on or supporting a child who may not yet be confident to speak in front of the whole group.
- Popcorn- For one words answers with multiple responses. Ask the children to call out their answers when no-one else is- it should sound like popcorn cooking.
- Word Wave- For one words answers with multiple responses. Ask children to call out their answers as you move your hand around the group.

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APPENDIX C- WEEKLY OVERVIEW

Red Ditty Level

The activities in bold comprise a 30 minute Ditty lesson.

Red Ditty Book for Reading	Get Writing! Red Ditty Book
Daily Speed Sounds Lesson and Word Time	Complete a Sentence *(optional)* and **Hold a Sentence**
Story Green Words	
Speedy Green Words	Storytime
Red Word Cards	Handwriting
Partner Practice – Ditty Speed Sounds, Story Green Words, Red Words, Speedy Green Words	
Ditty Introduction	
First Read – Children	
Read Aloud – Teacher	
Second Read – Children	
Questions to Talk About	

Green, Purple, Pink and Orange Level

These books follow a 3 day timetable and each session should last 1 hour; the allocation of time is as follows-

- Daily Speed Sounds→ 10 minutes
- Handwriting → 5 minutes
- Write About → 20-30 minutes
- All other sections → Variable depending on pupils' need

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Word Cards	Think about the story
Story Green Word Cards	Red Word Cards	Third Read- Children
Speedy Green Word Cards	Partner Practice Speedy Green Words & Red Words	Questions to talk about
Red Word Cards	Second Read- Children	Proofread
Partner Practice Speed Sounds, Story Green Words & Red Words	Hold a sentence 2	Write About
Story Introduction	Build a sentence-orally	
First Read- Children	Handwriting	
Read Aloud- Teacher		
Hold a sentence 1		
Handwriting		

Yellow, Blue and Grey Books

As we do not use the 'Get Writing' section of the texts for these stages, these books follow a 3 day timetable and each session should last 45 minutes; the allocation of time is as follows-

- Daily Speed Sounds→ 10 minutes
- Handwriting → 5 minutes
- All other sections → Variable depending on pupils' need

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Word Cards	Partner Practice Speedy Green Words & Red Words
Story Green Word Cards	Red Word Cards	Third Read & Voice choice
Speedy Green Word Cards	Partner Practice Speedy Green Words & Red Words	Questions to talk about
Red Word Cards	Second Read- Children	Questions to read and answer
Partner Practice Speed Sounds, Story Green Words & Red Words	Fred Fingers- Spelling Green Words	Build a sentence
Story Introduction	Red Rhythms- Spelling Red Words	Handwriting
First Read- Children	Hold a sentence	
Read Aloud- Teacher	Handwriting	
Red Rhythms- Spelling Red Words		
Handwriting		

APPENDIX D- EXPECTATION OF PROGRESS

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.

2. Read familiar words speedily – that is, words they have been taught.

3. Read texts - including the words they have been taught – fluently.

Please note: these are the expectations for the lowest 20% of children.

	YR Children can…	Y1 Children can…	Y2 Children can…
End of Autumn 1	Read single letter Set 1 Sounds *(First 16 sounds)*	Read Purple Storybooks Read Set 2 Sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn	Read all Set 1 Single letter sounds Blend sounds into words orally	Read Pink Story Books Read 1st 9 Set 3 Sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words Read Short Ditty Stories Read Set 1 Special Friends	Read Orange Storybooks Read 17 Set 3 Sounds	Read Grey storybooks with increasing fluency and comprehension
End of Spring	Read Red Storybooks Read 4 double consonants	Read Yellow Storybooks Read all Set 3 Sounds & additional graphemes	
End of Summer 1	Read Green Storybooks	Read Yellow Storybooks	
End of Summer	Read Green or Purple Storybooks Read 1st 6 Set 2 Sounds	Read Blue Storybooks	