**Cambois Primary School**

**Phonics Policy**

This policy is intended to ensure that there is a consistent and progressive approach to the teaching of phonics throughout the school to meet the requirements of the National Curriculum.

**Curriculum Statement**

At Cambois Primary, 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. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children’s self-esteem, confidence and future life chances.

Therefore, to achieve this we have adopted the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation.

Moreover, the programme highlights aspects in the 2014 National Curriculum for English that are applicable to the early stages of the teaching of reading, including;

● read easily, fluently and with good understanding

● develop the habit of reading widely and often, for both pleasure and information

● write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

**Intent**

We strive to teach children to read effectively and quickly using the Read Write Inc.

Phonics programme (RWI) to decode and then read from Early Years up to Year 2

to:

* decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
* respond speedily with correct sound to graphemes (letters or groups of letters) for all common 40+ phonemes
* read accurately by blending sounds in unfamiliar words that contain the Grapheme Phoneme Correspondences (GPCs) that they have been taught
* read common exception words on sight, noting unusual correspondences between spelling and sound
* read words containing taught GPS and -s, -es, -ing, ed, -er and -est endings
* read words of more than one syllable that contain taught GPCs
* read words with contractions and understand that the apostrophe represents the omitted letter(s)
* understand what they read
* accurately read aloud books with fluency and expression, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
* reread books to build up their fluency, accuracy and expression and hence develop confidence and enjoyment of reading
* spell effortlessly, and with confidence, by segmenting the sounds in words
* form each letter correctly, using RWI letter formation rhymes to encourage correct entry and exit points, orientation and letter size.
* read most high-frequency regular words quickly and accurately, without overt sounding and blending; only needing to sound out unfamiliar words
* spell words containing each of the 40+ phonemes by segmenting the sounds in words
* spell common exception words correctly
* add prefixes and suffixes to previously taught words
* make phonetically plausible attempts to spell words correctly
* select the correct GPC for words that contain sounds that have more than one GPC – e.g. ay, ai, a-e etc.

**Implementation**

The RWI programme is delivered to

* Pupils in EYFS to Year 2 who are learning to read and write
* Any pupils in Years 3 and 4 who need to catch up rapidly
* Struggling readers in Years 5 and 6 follow RWI Fresh Start.

1. At Cambois Primary, these skills are embedded within daily 1 hour RWI lessons where pupils are taught within small homogenous groups, across year groups, which reflect their performance in RWI phonics assessments.

We group pupils according to their progress in reading rather than writing. This is because it is known that a pupil's progress in writing will develop behind progress in reading, especially for those whose motor skills are less well developed.

2. Teachers teach RWI using a detailed, proven step-by-step teaching scheme; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.

3. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read ‘tricky words’; so they experience early reading success and gain confidence that they are readers. Alongside this, teachers regularly read a wide range of stories, poetry and non-fiction to pupils.

4. RWI teachers have all the RWI resources needed to teach RWI and they follow detailed lesson plans. This ensures the consistency of the teaching of reading, in every RWI lesson, irrespective of the RWI reading teacher.

5. Teachers attend regular weekly in-house CPD sessions, where they have the opportunity to learn about pedagogical changes, new RWI resources and to observe and practise specific parts of the teaching process.

6. Regular assessment ensures that pupils are taught in homogeneous groups which match their phonic knowledge and reading level. Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their reading level. Those pupils making slower progress are usually taught in smaller groups and generally receive additional small group or one-to-one intervention before, during and after school.

7. We assess all pupils from Reception to Year 2 using RWI Online Assessment materials. We use this data to assign them to their correct RWI Group and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points.

8. We track the phonic progress that pupils make from Reception to Year 2 and, at the end of Year 1; we evaluate pupils’ acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC). This ensures that we are able to maintain high standards in the teaching of the early stages of reading in EYFS (using the Reading statements in the EYFS Profile), in Year 1 (using the PSC materials) and in Year 2.

9. Pupils in KS2 that are still acquiring word reading skills, continue to be part of the RWI program.

Our aim is for pupils to complete the phonics programme as quickly as possible during Year 2. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

**Impact**

By focusing on the teaching of reading in EYFS and KS1, using a synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children’s love of reading and to help them to acquire knowledge and to build on what they already know. The impact of high-quality synthetic phonics teaching, coupled with rigorous monitoring and assessment procedures ensures progression and attainment of pupils reading at Cambois Primary School.

**Teaching and Learning**

**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.

**Early Years Foundation Stage**

**Nursery**

During the Autumn and Spring term, children in foundation one 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 know all initial letter sounds in set 1.

**Reception**

Children in reception are taught daily phonics lessons. In the first six weeks of reception, the initial sounds (Set 1 Speed Sounds) are taught in class groups. After this period, children are individually assessed and grouped 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 groups, depending on their stage not age. They have daily RWI lessons lasting an hour. This lesson starts with a 20 minute 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). The learning in the remaining part of the session includes spelling, grammar, and ‘hold a sentence’ writing activities.

Children are assessed at least half termly 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 the end of the Spring 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 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.

**Assessment and Monitoring**

The programme’s ‘cycle of instruction’ means that, after direct instruction and guided practice, the pupils teach their partner. In this way, they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. ‘Partner teaching’ is a key assessment tool. We teach pupils 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. Assessment is a critical element of our programme. The teachers’ assess: pupils’ phonic knowledge - the speed at which pupils are able to read the text - their understanding of the stories they read. We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils’ progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

**Formative assessment:** Daily formative assessment opportunities are built into every RWI lesson. Choral response group work, partner work, the small class size allows teachers to evaluate pupils’ phonic knowledge and hence modify the pace and focus of their lessons. Formative assessment opportunities provide teachers with knowledge of which children are making slow, steady or speedy progress and hence they can liaise with the Reading Leader to provide additional support (for children making slower progress) or an immediate assessment (for pupils making speedy progress) to allow such pupils to change group.

**Summative assessment:** All pupils are assessed every 4-6 weeks, or more frequently for those making speedier progress, using RWI online Assessment materials. The assessment is conducted by the Reading Leader and the materials assess a pupils’ sound to grapheme correspondence, ability to apply phonic knowledge to decode regular words and to read common exception words. Pupils reading fluency is also evaluated. Pupils’ progress is tracked, to record their phonic knowledge and decoding skills, and this information is used to reorganise groups, RWI Storybook level and the focus of the phonics input of the lesson. Summative assessment is used to update RWI tracking sheets, which monitors pupils’ progress over time, and also to update assessment grids on RWI portal. Assessment information, from both the formative and summative assessment progresses, is used to provide inform teaching and interventions as well as to update class teachers, parents, school data and used within EHCP Reviews/SEND targets.

**Cultural Capital**

The range of texts and topics that are presented in the RWI books encourage pupils at Cambois to experience the ‘awe and wonder’ of the world by developing their curiosity, tapping into their potential, widening their horizons and building the essential knowledge so that they could aspire and achieve bright futures as educated citizens from whatever their starting points or backgrounds.

**Expectations**

* Teachers follow RWI lesson plans and ensure that the lessons are taught at a good pace to ensure that all children are engaged and involved in the lesson.
* Children are praised for their contribution to lessons, reading and effort so that a very positive and respectful teaching environment is maintained.
* Every part of the lesson is explicitly referred to so that the teachers, and the children, know the purpose of the task.
* Use of effective partner work, turn-taking and children taking on the ‘teacher role’, means that children have an active role in all parts of the lesson.
* Teachers demonstrate their enthusiasm and passion in the program and this has a very positive impact on the teaching and learning environment.
* Exercise books are used to record spelling and ‘hold a sentence’ activities.
* Spelling should be numbered and written in columns. Each word should be written on every other line. Children should ‘tick or fix’ every spelling they have written.

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