



POLICY

Phonics Policy

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Review 2027

Assunnah Primary School

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Policy Ethos Statement



“Read in the name of thy Lord who created”.

“Read in the name of thy Lord who created”. The first words of the Holy Quran descended from the heavens to the Prophet Muhammed (PBUH). The very foundation of the religion of Islam was one word; read. ... Just as we place importance on physical health, reading is an essential workout for your brain ‘

So, we believe teaching phonics explicitly and implicitly is one of many steps to develop reading.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

Introduction

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children’s reading development.

Aims and Objectives To teach children to:

- Apply the skills of blending phonemes to read words.
- Learn that blending and segmenting words is a reversible process.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.

- Decode texts effortlessly so all their resources can then be used to comprehend what they are reading.
- Spell effortlessly so that all their resources can then be directed towards composing their writing.

Teaching of Read Write Inc will:

- be pitched at the correct level for each child, ensuring every child is sufficiently challenged while able to make clear progress.
- excite and stimulate children through active learning in which they enjoy achieving and progressing
- uses phonics, reading and writing skills together to connect and support each of these aspects
- encourages consistency of teaching and learning across the school in this area
- accelerates children's literacy learning leading to improvements in attainment, both in relation to the Phonics Screening Check in Year 1 and throughout the school.

Outcomes

By THE END OF Key Stage 1, the vast majority of our pupils can read aloud age-appropriate texts accurately and with sufficient speed. This means that we can then focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject across the curriculum.

Teaching and Learning Style

Read Write Inc is based on 5 P's

Praise: Children learn quickly in a positive climate.

Pace: Good pace is essential to the lesson.

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 the teachers put into the lesson that brings the teaching and learning to life.

Participation: A strong feature of Read Write Inc lessons is partner work and the partners 'teaching' others.

Planning

Planning for Read Write Inc is completed with support from handbooks, considering the individual needs of each group. This planning identifies the phonics, ditties or storybooks and activities for the sessions targeted at the current attainment of the children. Lessons follow set routines and timings, ensuring consistency across the groups. Support staff are responsible for planning and delivering the lessons for their Read Write Inc groups, with support from teachers and the Read Write Inc leader as required. Support staff are given preparation time for their planning.

Assessment

Children are assessed throughout every lesson. This is done through teacher observations and the written work completed by the children.

The teacher will assess how children:

- recognise and say the sounds.
- Read the green and red words lists (green words can be segmented and then blended, red words cannot be sounded out)
 - Decode the ditty or story
 - Comprehend the story

Formal assessment is completed once per half term by the Read Write Inc Leader or the Phase Leader. This checks the individual children's ability to recognise and say each sound and blend and say real and nonsense (alien words). This is done on a 1:1 basis. This assessment is then used to place children in groups with other children at a similar stage to them. Read Write Inc promotes that children are placed in groups by their stage, not age.

Although the assessments take place at the end of each half term, the child can be assessed earlier than that if higher attainment is being shown. Read Write Inc grouping at Cold Harbour changes regularly and is completely based on the needs of our children.

Provision

Provision varies between year groups and phases.

Early Years Foundation Stage (EYFS)

We emphasise the alphabetic code (the relationship between sounds in speech and letters which are code for the sound). The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky' words. This is so that, early in, they experience success and gain confidence that they **are** readers. Re-reading and discussing these books with the teacher support their increasingly fluent decoding.

Read Write Inc is fully implemented in Foundation but the classes will not be split into groups until the initial sounds have been taught. Once the sounds have been taught, assessments will take place to determine groupings. In the EYFS, children receive a daily 20-minute Read Write Inc session. The sessions take place at 9.30-9.50. They are led either by the class teacher or by a trained member of support staff. Groups will normally be smaller than full class sizes but can range between 5- children. Children are regularly assessed by the Read Write Inc leader and placed in their groups accordingly.

Key Stage 1

Phonics sessions take place from 9.30-10:50. Children are streamed into attainment groups to make sure teaching and learning is at the correct level for their current achievement. Some groups will contain a mix of Year 1, and 2 children, and later in the academic year, can be joined by Foundation children too. Groups are led by class teachers and trained member of our support staff. KS1 children are assessed at least once per half-term by the Phase Leader or Read Write Inc Leader. Teachers use Read Write Inc reading books during these sessions which vary in colour, dependant on their attainment group.

Spelling for Key Stage 1

Spelling lists are sent home on a weekly basis dependant on the children's phonic attainment group. The spellings will be words in line with their current learning. They will either be words from their reading books, green or red word lists or the next words on our high frequency word lists for Reception, Year 1 and Year 2.

Key Stage 2

Children identified as being below national average for phonics and reading will receive additional support through targeted Read Write Inc sessions. These will take place on a regular basis and delivered by a trained member of our support staff. The sessions will include phonics teaching and reading using Read Write Inc books.

SEND Children

SEND pupils are fully involved in Read Write Inc lessons as children work in groups with other who are at their level. Teaching is geared to the speed of progress in each individual group. Additional 1:1 tuition may take place outside of our designated Phonics time, but their will be identified by teachers in conjunction with the Read Write Inc Leader.

Additional Support

The Read Write Inc Leader identifies children who are below expected attainment for the age. These children will receive additional 1:1 or small group phonics teaching from support staff in class, timings at the teacher's discretion. Children significantly below expected attainment are regularly assessed to support progression.

Monitoring and Review

The Read Write Inc Leader and Phase Leader:

- assesses all children on the programme and designates pupils to the correct groups.
- ‘drops in’ on Read Write Inc groups to give advice and informally check that pupils are in the correct groups.
- Where necessary will model lessons.
- speaks with the Senior Leadership regarding grouping, teaching spaces and other pertinent matters.
- tracks children throughout the year to ensure progression through groups and to identify children who require additional support.

