

BROOMWOOD PRIMARY SCHOOL

Phonics Policy

Philosophy

At Broomwood Primary School we believe that fostering the love of reading is the key to all learning and so children are exposed to books on a daily basis. We want all pupils at Broomwood Primary School to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing. We use a consistent and structured approach to support a smooth transition as children progress and gain skills, involving parents and giving teachers the flexibility, but security, to plan to the needs of their cohort.

Intent

- To create an inclusive, inspired and challenging curriculum, which develops children's knowledge of phonics. This enables them to become successful readers who develop a life-long love of reading.
- To ensure children are given the best opportunity to achieve expected progress, or more, in reading.

Aims

The national curriculum aims for English are for children to:

- read easily, fluently and with a good understanding
- develop the habit of reading widely and often, both for 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
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain their understanding and ideas clearly
- be competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

To achieve these aims, at Broomwood Primary School we will aim to:

- ensure a consistent approach in the teaching of phonics.
- ensure that children have regular, direct phonics teaching, from Reception to Year 2.
- ensure that children are given opportunities to use and apply their phonics learning when reading and writing.
- ensure that all children use phonics, as their first approach, when reading and writing.
- ensure that all children entering KS2 are secure at decoding age appropriate texts.

Implementation - The RWI Scheme

The Read Write Inc. scheme is used to teach phonics and guided reading within Broomwood Primary School. Phonics is taught across the school. Early phonics starts in pre-school but the formal teaching of phoneme grapheme correspondences using RWI starts in Reception (as outlined in the EYFS policy).

Phonics lessons are taught following the RWI lesson plans, using the RWI sound cards, pictures and phrases. As a school, we have created actions to go with each sound and picture card as this makes the teaching and learning of each sound multi-sensory. This is an approach we feel is more suited to our children. The actions for each sound card are taught consistently across the school.

When sounds are taught, we ensure that:

- sounds are taught in a specific order
- sounds taught are 'pure' ie 'b' is taught and not 'buh'.
- blends are declustered. eg bl is two specific sounds.
- children are taught that the number of graphemes in a word always corresponds to the number of phonemes.

20 Minute phonic/spelling sessions

Year 1

- RWI phonics is taught for 20 minutes each day using the RWI lesson plans.
- These lessons are taught by a teacher or the phonics specialist, in mixed ability groups.
- During the Summer term, until the Phonics Screening Check, children will be streamed and taught in ability groups. This allows teachers to address any gaps in learning prior to the Phonics Screening Check.
- Children who do not pass this check will receive intervention immediately.
- Additional resources, including Phonics Play, maybe used for review, recap and consolidation.

Year 2

- Children learn the spelling patterns for their year group but recap on the RWI sounds at the beginning of each session.
- Spelling patterns are taught in mixed ability groups.
- On days 1 and 2 of spelling, all children participate within the lesson as this is when the new spelling rule is taught (see spelling policy).
- On days 3-5 of spelling, children with significant gaps in their phonic knowledge will continue to have phonic teaching during this time.
- All children that did not pass the Phonics Screening Check in Year 1 will receive weekly intervention.

Year 3

- Children that did not pass the Phonics Screening Check in Year 2 have daily phonics lessons taught by the phonics specialist. Sounds are taught alongside the Year 3 spelling rules in a small targeted group.

Guided reading sessions

We use the RWI approach for our guided reading sessions because it uses many elements of the Reciprocal Reading Approach that is used in KS2.

Using the RWI approach, children are assessed using the RWI assessment and then are grouped according to their phonic ability. Teachers then teach to the highest ability within their group. Groups are reviewed termly, using the RWI assessment, but are fluid. This allows some movement of children between the groups, depending on the children's needs and ability.

We feel this approach works because staff can deliver first quality teaching to the group as a whole, 4 days a week, rather than focusing on one group each day.

The groups will work through the RWI books, up to the end of the grey level, at their phonic level. After this point, or when the children are working beyond the expected level, children will work through elements of the RWI comprehension scheme.

Groups will complete a range of activities in a timetable to suit the class/level of the children. An example timetable could be:

Day	Children working on story books 1-4	Children working on story books 5-7
1	Book Bag Book given out Phonics and vocabulary reading session	Book Bag Book given out Phonics and vocabulary reading session
2	Book prep, introduction and Vocabulary check	Book prep, introduction and Vocabulary check
3	First read	First read
4	Second read and questions to talk about	Second read and questions to talk about
5	Third read with expression Speed words	Third read with expression Speed words
6	Follow up task	Questions to read and answer
7		Follow up task/additional activity to develop a range of assessment focuses.

Book Bag Book – The home reading book is handed out on day 1 of the timetable. Both the Book Bag Book and class reading book have the same sound focus.

Phonics activity– Recap of the RWI sounds taught so far. There is then an activity to reinforce the sounds that are covered in the story. The children work in partners to quickly read the sounds at the front of the book.

Vocab activity - In this activity the children practice their Fred talk reading words that they will meet in the book.
ch i p n i ght m oo n

The teacher also uses my turn your turn to develop instant recognition of Red words.
does all said

Book preparation and prediction - The teacher introduces the story in a way that engages the children. Children will be given the opportunity to predict the story.

Vocabulary check - The teacher ensures and teaches the understanding of any vocabulary that the children maybe unfamiliar with.

First read - In this activity the children take turns to read the story. The teaching partner points to the words, whilst the reading partner reads the text - the partners then swap at the bottom of each page.

Second read - The children re-read the story. The teacher then reads the story to the children to model reading with fluency.

Questions to talk about - Children will use the text to verbally answer the questions with their partner. The children will find and prove the answers to each question.

Third read - This begins with a greater depth discussion between the children and teacher. Focus is on vocabulary meaning, synonyms and punctuation within a chosen number of pages rather than the whole book. The children then re-read the text with expression and fluency following the discussion.

Questions to read and answer - Children will use the text to answer the questions. Some children will write the answer down.

Speed sounds - Children will read the speed sounds in and out of order.

Activity based on the book - A follow up activity chosen by the class teacher based on the book. This activity is to develop inference and comprehension skills.

The RWI comprehension group will work through the range of blueprint lessons from the RWI handbook. An example timetable could be:

Day	1	2	3	4	5	6	7	8
Activity	Speed sounds The big question Vocabulary check Read text 1	Teacher read text 1 Hold a sentence Spell green words Spell suffixes Vocab check Re-read text 1	Quick check Questions to talk about	Questions to write about Spell red words Red rhythms Hold a sentence	Read text 2 Teacher read text 2 Think about vocabulary Think about grammar	Spell check Vocabulary catch Mind pictures Build a picture	Think about grammar Spell test Composition	Punctuation proofread Spelling proofread Review big question

Children in this comprehension group will receive a home reading book based on the Accelerated Reading approach used in KS2.

To nurture a love for reading, all children will also receive a home shared reading book that will be based on their general reading ability. This will be changed weekly when read.

From the Spring Term, Year 2 will have one additional reading lesson a week with a focus on reading comprehension skills.

In KS2:

- All KS2 children will be taught reading within their class (see KS2 reading policy).
- Additional reading intervention is taught using RWI, on a 1:1 basis where possible, to Year 3 and 4 children who are below the expected standard in reading for their year group.
- Additional reading intervention is taught through RWI Fresh Start for identified Year 5 and 6 children working below the expected standard for their year group. These children are identified by the SENCO.

Assessments

RWI assessment

All KS1 children will complete a RWI assessment in Autumn 2, Spring 2 and Summer 2. These scores are entered onto the custom section in Target Tracker by the class teacher. These scores (raw score and letter achieved) are then analysed by the subject lead.

The scores are then used to group children into one of the five guided reading groups. Teachers professional judgement is also used should a child need to move between groups. Children who are not achieving the expected standard will be placed into an intervention group.

The expected progress boundaries have been set using research into the tracking of the progress of pupils that made the expected standard at the end of the year.

RWI Assessment - Year 1 Termly Expectations

	A	B	C	D	E	F	G	H	I	J
Autumn 2					EXP					
Spring 2							EXP			
Summer 2									EXP	

RWI Assessment - Year 2 Termly Expectations

	A	B	C	D	E	F	G	H	I	J
Autumn 2									EXP	
Spring 2										EXP
Summer 2										EXP

Phonics Screen Check Assessments

Year 1 children, and the Year 2 children who did not pass the Phonics Screening Check, complete a practice phonics test in Autumn 1, Spring 1 and Summer 1. This is tracked by the subject lead, using the custom section of Target Tracker. Where possible, children who are not achieving the expected progress will be placed into an intervention group.

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-40
Autumn 1			EXP					
Spring 1						EXP		
Summer 1								EXP

PIRA tests are also used to track children's overall reading ability and these are reported onto Target Tracker (See reading policy). We use these scores to assign children's additional shared home reading book.

Intervention

Both RWI assessments and Phonic Screening practice tests are used to identify children not making the expected standard. Where possible, all children below the expected standard will receive weekly intervention. Due to Covid catch up, the focus of these groups may change regularly.

Classroom environment

The sets of RWI sounds, images and sound charts are used throughout the school and should be available in classrooms. They can be in lightbulb books or on hanging displays. This is checked during environment walks.

Parent/ Carer Links

At Broomwood Primary School we believe strongly that partnerships with families are key to supporting a child through their development. Reading and phonics is an area that many parents are keen to develop early on with their child. To support parental understanding of our teaching of phonics and how to encourage skills at home we:

- Hold reading and phonics workshop. Parents/carers are invited to share activities to support and model the teaching of early reading/phonics.
- Hold meet the teacher meetings- class teachers explain the approach to the teaching of reading and phonics.
- Hold parent meetings twice a year to share progress (however parents can request a meeting in between if they wish).
- Send a R.W.I. book to match the sounds they are learning in class.
- Send home an additional shared reading book based on their general reading ability.

Impact

- The result of the phonics teaching at our school will be that children will have a secure knowledge of phonics, enabling them to become confident readers, making expected progress or more, with a life-long love of reading.
- Children will be able to apply their phonic knowledge to confidently spell many words either correctly or phonetically using the sounds they have learnt. They will know spelling alternatives for different sounds and be able to apply these consistently.

Accountability

Role of Class Teacher

- To plan individual lessons on a weekly basis for themselves using the R.W.I. lesson structure and plans.
- To adapt planning to suit the needs of the class/group/individual
- To provide resources to support independent learning

- To carry out half termly tests and input data onto Target Tracker
- To click statements on Target Tracker (within the 'reading' and 'writing' strands)
- To use the phonics statements to help assign a step in 'reading' and 'writing', each half term, using test data, performance in class and statements to inform judgements
- To carry out gap analysis to identify next steps of learning
- To support the subject lead to create effective intervention groups
- To respond to feedback from lesson observations, book scrutinies and learning walks
- Provide their class with their Book Bag Book/Accelerated reader book and an additional shared reader.

Role of Subject Lead

- To write and review the policy on an annual basis
- To write an action plan and review it each year
- To produce a scheme of work/overview showing what needs to be covered when, for each year group
- To order appropriate resources
- To provide support and guidance for staff in relation to the teaching and assessment of the subject
- To create sections onto Target Tracker for KS1 staff to put assessment data into
- To analyse the data and report to SMT
- To use the data to create intervention groups
- To ensure teaching assistants have resources for intervention
- To ensure that there is curriculum coverage and appropriate pitch and progression across the school
- To monitor teaching and learning
- To ensure strong subject knowledge for staff teaching phonics, providing training where needed
- To meet with the link governor and keep them up to date with standards in the subject
- To write an annual report, for governors, on achievements and standards within the subject
- To demonstrate good/outstanding teaching in your subject in order to lead by example

Role of SLT

- To monitor whole school data on a half termly basis and discuss with the SLT
- To identify areas of need across the school and make suggestions with regards to intervention and support programmes for staff
- To provide materials/advice for intervention groups
- To hold staff accountable for performance data during performance management and pupil progress meetings
- To track the progress of pupil premium children, identifying any gaps in learning and finding ways to address it
- To monitor teaching and learning termly - planning scrutiny, learning walk, discussion with children
- Support subject leads through performance management targets and by giving them opportunities to discuss any issues and give advice
- Lead by example in all areas of the curriculum

Role of Governors

- Meet with co-ordinators to gain a thorough knowledge of the subject; standards, strengths and areas for development
- To have a good understanding of the policy
- To hold subject leads to account by asking challenging questions
- To be involved in some monitoring of teaching and learning each year
- To hold SLT to account in the governors a meetings
- Approve all relevant policies
- Have an understanding about progress and standards across the school

E safety statement

E-safety is the 'Safe and responsible use of technology'. Children will learn about the benefits and risks of using technology. They will be taught what internet use is acceptable and what is not. They will learn how to use the internet safely, and what to do if they see something that upsets them. This is important as the internet is an essential elements in 21st century life for education, business and social.

Broomwood Primary School is keen to ensure that children always use technology safely and that all children are aware of how to do this. This is taught through lessons, assemblies and E-safety days. Infringements relating to E-safety are taken very seriously, and are always investigated (see Computing Policy).

Equality statement

The School welcomes and values disabled people taking an active part of school life. Broomwood Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to comply with the Equalities Act 2010.

Broomwood Primary School recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions. The implementation of this policy will be overseen by the Headteacher and it will be agreed annually.

Approved:

Reviewed:

Approved by Governing Body

Date