MABLETHORPE PRIMARY ACADEMY

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Phonics Intent

Introduction

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. This policy should be read in conjunction with our Reading Policy.

Intent

We teach systematic synthetic phonics through the Read Write Inc. programme because we recognise that secure decoding is the essential foundation upon which successful reading is built. Through high-quality phonics teaching, children develop the knowledge and skills needed to decode unfamiliar words, read common exception words, spell accurately and access increasingly complex texts with confidence.

Our phonics curriculum is designed to ensure that all pupils, regardless of their starting point, background or additional needs, make strong progress in learning to read. We provide early identification, targeted support and timely intervention so that children keep up rather than catch up.

Alongside the teaching of phonics, we develop children's language comprehension through rich talk, stories, rhymes, poetry and high-quality texts. We place a strong emphasis on vocabulary development, oracy and reading fluency, enabling pupils to develop accuracy, automaticity, expression and prosody as they progress from learning to read to reading to learn.

Through consistent teaching, rigorous assessment, strong home-school partnerships and a culture that celebrates reading, we aim for every child to leave Mablethorpe Primary Academy as a fluent, enthusiastic and successful reader, fully prepared to access the wider curriculum and achieve their potential.

We aim for all pupils to:

- Decode letter-sound correspondences quickly, accurately and effortlessly.
- Read common exception words automatically.
- Develop reading fluency through accuracy, automaticity, pace, expression and prosody.
- Understand and discuss what they read.
- Develop a rich vocabulary through stories, discussion and exposure to high-quality texts.
- Spell accurately by applying their phonic knowledge.



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- Develop confidence and enjoyment in reading.
- Successfully transition from learning to read to reading independently for meaning, knowledge and pleasure.

Implementation The RWI programme is delivered to:

• Pupils in EYFS to Year 2 who are learning to read.

• Any pupils in Years 2, 3 and 4 who need to catch up rapidly.

• Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start.

Pupils are taught 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.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because writing skills can develop more slowly than reading skills.

In Reception, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics are used to help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is

consolidated daily. Pupils have frequent practice in reading high frequency words with irregular words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, teachers regularly read a wide range of stories, poetry and non-fiction to pupils.

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

The RWI approach is taught considering the 5 Ps:
Praise – Children learn quickly in a positive climate, teachers encourage and give praise throughout the session.
Pace – No time is wasted, children are engaged quickly and purposely straight away.



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Purpose – Every part of the lesson has a specific purpose, the teacher will set the purpose at the start of the session so that the children know what they are working towards.
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 and choral responses.

Early Years Foundation Stage F1

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 F1. 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 F1 being able to orally blend and know all initial letter sounds in set 1.

F2 Children in F2 are taught daily phonics lessons. In the first four weeks of F2, the initial sounds (Set 1 Speed Sounds) are taught in class groups. After period, children are individually assessed and grouped homogeneously 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 F2 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 homogeneous groups, depending on their stage not age. They have a daily RWI lessons lasting for 40 minutes. This lesson starts with a 10minute 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).

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 end of the Autumn 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 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.

Reading Fluency

Once pupils become secure in decoding, teaching focuses on developing fluency through repeated reading, partner reading, echo reading and teacher modelling. Pupils develop accuracy, automaticity, pace, expression and prosody, enabling them to read with increasing confidence and understanding.

Vocabulary and Language Development

Alongside phonics teaching, children are exposed to a rich language curriculum through stories, poems, rhymes and discussion. Explicit vocabulary teaching supports children's understanding of texts and builds foundations for future reading comprehension.

Oracy



Pupils are encouraged to articulate their thinking, discuss texts and practise new vocabulary through structured partner talk and oral rehearsal.

Equal Opportunities and SEN.

We aim to offer equal opportunities to all children, giving them all access to the RWI curriculum ensuring the work is at a level suitable to their ability. Every effort is made to ensure that gender, race, age and class stereotypes are not reinforced through the resources and information presented to the children in the areas they study.

SEN

SEN pupils are fully involved in Read Write Inc. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. Some pupils with SEND may require additional repetition, pre-teaching, overlearning or bespoke intervention. Adaptations are made whilst maintaining fidelity to the Read Write Inc. programme. Progress is carefully monitored to ensure pupils make sustained progress towards becoming fluent readers.

Able Pupils

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children.

Assessment and Monitoring

We assess all pupils following Read Write Inc. Phonics at least half termly and the Reading Leader rearranges groups accordingly. Regular assessments ensure that children receive targeted teaching quickly according to their needs. Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support.

Monitoring and Quality Assurance

The Reading Leader regularly monitors the quality of phonics teaching through:

- Lesson observations
- Learning walks
- Coaching sessions
- Assessment analysis
- Group progress tracking



- Pupil voice activities

Findings inform future training and school improvement priorities.

Parents/Carers

We endeavour to involve parents/carers in supporting phonics and reading at home through workshops, information sessions, and online resources. Through the rigorous assessment of pupils through this scheme, we ensure that pupils select appropriate books to take home for reading.

Shared Vision

A key element of the Read Write Inc Programme is consistent whole-school practise. This is underpinned by continued professional development. The school ensures that all teachers and teaching assistants are trained in this approach to teach reading. All staff receive regular Development Days throughout the school year supported by a consultant from the Ruth Miskin training team; attend regular phonic CPD sessions where an element of the RWI programme is discussed, taught and practised in a supportive way; receive in lesson coaching for the teaching of the RWI programme from the Reading Leader and have access to training videos and additional support materials via the Ruth Miskin school portal. The Reading Leader ensures that the RWI phonics programme is taught with consistency and fidelity.

Impact

The impact of our phonics curriculum is measured through ongoing assessment, statutory outcomes and pupils' ability to read with increasing confidence and fluency.

We expect pupils to:

- **Develop secure phonic knowledge and decoding skills.**
- **Read accurately and automatically.**
- **Meet or exceed national expectations in the Year 1 Phonics Screening Check.**
- **Develop reading fluency through increasing accuracy, automaticity and prosody.**
- **Access age-related texts confidently.**
- **Develop positive attitudes towards reading.**
- **Become fluent readers who are able to access the wider curriculum successfully.**

