



# MABLETHORPE PRIMARY ACADEMY

*'Be inspired'*

## Mablethorpe Primary Academy Read Write Inc Phonics Policy in Practice

*"Once I learn to read, I can read to learn."*

### **Vision**

Children first learn to decode and make sense of the written word, before building confidence and a love of texts and a greater understanding.

### **Our Aims**

To teach children to:

- decode texts effortlessly so all their resources can be used to comprehend what they read
- spell effortlessly so that all their resources can be directed towards composing their writing

### **Organisation of the curriculum.**

#### **Early years**

In Nursery children participate in regular on going activities from Phase 1 of 'Letters and Sounds' to develop their awareness of general sound discrimination and rhythm and rhyme. From the Summer term onwards, children begin to learn the set one sounds as set out in the Read, Write Inc. programme. Phonics sessions take place on a daily basis for ten minutes.

#### **Reception**

R.W.I. is fully implemented in the Reception area but the classes are not split into groups until the initial sounds have been taught.

#### **Key Stage 1**

In these year groups, pupils work within ability groups that are defined by their performance on RWI phonic assessments. Pupils are re-assessed every term and the groups are reorganised accordingly. This means children from both year groups may be taught in one group.

#### **Planning**

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. Each group leader has their format for planning ditties or

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storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

## **Progression**

RWI phonics - for children in Nursery, Reception and Key stage 1. Some children in years 3 and 4 may also need to access the RWI phonics programme.

Fresh Start - for children in years 5 and 6 who still need some phonics catch up. Same principles as RWI phonics but using an older appealing range of texts.

## **Monitoring**

The R.W.I. manager

- Tests all KS.1 children
- 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups
- where necessary models lessons
- speaks with the Principle regarding groupings, teaching spaces and other pertinent matters

## **Assessment and Recording**

Children are assessed throughout every lesson.

Every time partner work is used the teacher assesses the progress of her children.

The teacher assesses how children

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Formal assessment is carried out periodically by the R.W.I. manager using the R.W.I. phonic checks. This allows for achieving homogeneity within each group and indicates, the correct access point for new entrants.

Recording may take the form of dictation (hold a sentence), correcting sentences (edit a sentence) and completing a piece of writing linked to a series of pictures (story strip).

## **Resources.**

Resources are listed in the RWI handbook and include simple and complex speed sounds charts, small and large phonic flash cards, magnetic letters, fiction and non-fiction graded reading books, green and red word flash cards, phonics wall friezes, Fred the Frog toys.

## **Equal Opportunities and SEN.**

We aim to offer equal opportunities to all children, giving them all access to the

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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 R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group.

## **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

## **Review**

The RWI policy is reviewed on a regular basis as part of our ongoing curriculum monitoring programme unless national initiatives deem it necessary to review it earlier. The Academy Council will work alongside the Co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.

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