Fazakerley

Primary School

Formosa Drive, Liverpool, L10 7LD

**Phonics Policy**

**Subject Leader: J Sweeting**

**Date: January 2024**

**Review Date: September 2024**

**Our School Mission Statement**

In order to achieve success at Fazakerley Primary School, we believe that *everyone* in our community is of equal *worth* and should be given the opportunity to develop their full potential intellectually, emotionally, socially, physically and professionally. We promote in our whole school community, an understanding and respect for everyone’s well-being and mental health, valuing and supporting each other as an integral part of our school life.

**Rationale**

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, pupils, parents, carers, governors and other agencies have a clear understanding. This policy is the formal statement of intent for Phonics. It reflects the essential part that Phonics plays in the education of our pupils. It is important that a positive attitude towards Phonics is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of current National Curriculum requirements.

**Introduction**

‘English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.’ (**NC July 2014)**

At Fazakerley Primary School, reading is promoted as an intrinsic part of teaching and learning; it forms a pivotal part of our curriculum. We believe every pupil should be given the tools to develop into an enthusiastic, confident reader as learning to read and reading for pleasure transforms pupil’s lives. The teaching of phonics, for younger pupil’s in particular, is invaluable in providing pupils with the skills which enable them to access reading and writing and to tackle unfamiliar words. We strive for our pupils to become fluent readers as they will consequently be able to comprehend what is read and acquire further vocabulary. It is therefore imperative that we provide effective phonics teaching from the earliest opportunity, which meets the needs of all of our pupils.

**Aims:**

To teach children to:

• Apply the skill of blending phonemes in order to read words.

• Segment words into their constituent phonemes in order to spell words.

• Learn that blending and segmenting words are reversible processes.

• 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 be used to comprehend what they read.

• Spell effortlessly so that all their resources are directed towards composing their writing.

**Subject Delivery**

At Fazakerley Primary, we teach Phonics daily through Read Write Inc Speed Sounds lesson which is then followed by the storybook lesson.

This is based on the 5 Ps.

**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 teachers put into the lesson that bring the teaching and learning to life!

**Participation** - A strong feature of R.W.I lessons is partner work and the partners ‘teaching’ each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

**Planning** – Children across Reception are arranged into homogenous groups and are taught by a reading teacher who has been specifically trained by a RWI trainer. Planning for RWInc is completed with support from the handbooks taking into account the individual needs for each group. The planning identifies the phonics, ditties or story books and activities for the session targeted at the current attainment of the children. Lessons follow set routines, ensuring consistency across groups

**Delivery of Phonics**

• Initial sounds are to be taught in a specific order.

• Sounds taught should be ‘pure’ ie ‘b’, not ‘buh’ as this is central to phonic teaching and ability to recognise sounds in words.

• Blends are to be declustered. E.g. bl is two specific sounds.

• Set 2 sounds are to be taught after Set 1 (initial sounds)

• Letter names are to be introduced with Set 3.

**Planning**

Pupils work within ability groups which are defined by their performance on RWI phonic assessments. Pupils are re-tested each half term or whenever a reading teacher feels a child is secure in their group and ready to move on and the groups are reorganised accordingly. Planning is minimized as the planning is integrated into the teacher’s handbooks and follows set routines. Teachers and LSA’s will be responsible for planning for their RWI groups, with the support of the RWI manager as required.

**R.W.I across the school**

**Foundation Stage:** Within the Nursery setting, we look at the importance of speaking and listening with a focus on oral blending and segmenting through Fred Games. We find this beneficial to the pupils in our setting as it is fundamentally important to be able to orally blend and segment before moving on to letter recognition and blending and segmenting with letters. RWI is fully implemented in Reception where the class will be split into groups after a baseline assessment is completed. Reception baseline assessment is completed in ‘Week 2’ the children are then split into 4 RWI groups for 20 minute sessions. Lessons will take place daily. Within this time a 10 minute speed sounds session will occur with follow up handwriting and Fred Talk games. Groups will follow the planning from the appropriate RWI book colour groups.

From Autumn 2, Reception children are then grouped homogenously across EYFS and KS1 and lower KS2.

Every child is assessed by the Reading Leader and they are then grouped appropriately according to their RWI colour.

**Key Stage 1**: Key Stage 1 are also arranged into homogenous RWI groups from September. The Reading Leader assesses pupils every half term and the groups are reorganised accordingly. Children who ‘come off’ the programme in Year 2 will then follow our English curriculum. (Please see English Policy)

**Lower Key Stage 2:** Children who are still on Read Write Inc in Year 3 and Year 4 join appropriate groups in EYFS and Key Stage 1.

**Upper Key Stage 2:** For those children in Year 5 and 6 who still require phonic support, they are taught Phonics using the RWI Fresh Start Programme.

**‘Keep up – not catch up’**

In order to support any child who is not at the expected level and in keep with RWI’s moto, ‘keep up –not catch up’ the Reading Leader meets with the assessment lead every half term. ‘Priority 20’ children receive 1:1 RWI tuition from trained members of staff. Children who are just below their expected standard are provided with small group RWI support for example; speeding up word reading groups. 1:1 tutors also make use of the RWI virtual classroom to support children who need extra tuiton.

**Time Allocation**

**Daily Phonic Sessions:**

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| --- | --- | --- |
| **EYFS** | **KS1** | **KS2** |
| **Nursery** twice daily- am and pm session for 10 mins  **Reception** From Autumn 2- daily RWI phonic session (30 minutes)  10:35am-11:05am  **Autumn 1**  (20 minute- Fred Talk and RWI Speed sounds lesson) | **Year 1 & Year 2** have a daily RWI session 10:35am-11:05am | **Year 3 & Year 4** have a daily RWI session 10:35am-11:05am |

**Resources**

It is the responsibility of the Phonics Subject Leader to purchase, store and maintain new Phonics resources. All staff members will be involved in identifying the needs for new resources and will inform the Phonics Subject Leader of any areas in which resources could be improved.

**Environment – Displays, Working Walls and Help Desks**

The learning environment is key to supporting our children’s learning and a Phonic working wall is a key part of this. In Reception, Year 1 and Year 2 there is a Phonic Working Wall which is a public display of the learning process of the current sound being taught. Teachers use this display to support their RWI teaching inputs and pupils are encouraged to utilise this display in each lesson as a supportive resource in their work. Within the English area of all classrooms, they have a help desk area within the classroom which includes various items to support their learning in phonics and English i.e. dictionaries, thesauri, prompt mats. Again, pupils are encouraged to access this independently within lessons. (Please see Environment Policy for more details)

**Equal Opportunities**

* All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced English curriculum. We have high expectations of all our pupils.
* Attainment of boys and girls as well as the achievement of other groups (e.g. SEND, EAL, Pupil Premium) is carefully monitored.
* Teachers plan careful differentiation and provide resources that enable pupils to access their year group objectives at some level wherever possible.
* Suitable resources and learning environments will be made available to enable pupils to access the learning required.

**Special Needs**

SEN pupils are fully involved in RWI lessons as all pupils work in ability groups usually and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified if required. We believe that quality first teaching is essential in identifying and catering for the specific needs of all of our pupils. Teachers monitor the progress of our pupils very carefully and if it is deemed that a child is not making expected progress, then the teacher identifies this to the Reading Leader and SENDCo and additional support is then planned.

**EAL**

We are aware that pupils with English as an additional language may have specific challenges and may require tailored support in order to access the curriculum.

**Monitoring**

Monitoring is undertaken in various ways:

* The Reading Leader monitors RWI lessons through weekly coaching/ training sessions.
* The Reading Leader has RWI development days in which the Reading Leader/SLT observes phonic lessons with the RWI trainer.
* Monitoring pupils’ work in all subject books and on Seesaw app.
* Learning Walks – usually with a specific focus of interest. This includes evaluating the quality of the learning environment and use of RWI phonics display.
* Staff, parent/carer and pupil voice.

**Phonic Screening Check**

The Phonics Screening Check is a compulsory assessment that all children in year 1 must take. It is used to assess pupils phonic decoding skills. To pass a student must correctly read around 32/40 words correctly.

The 40 words in the check are split into sections progressing from simple word structures to trickier words with five or six letters. The often confusing thing about the screening check is that 20/40 of the words are ‘nonsense words’, alien words that have no meaning. This really tests a child’s phonic decoding skills to check they have the appropriate standard.

The check is administered by a child’s teacher or an adult who knows the child well during the designated phonics screening week. It will be a one to one check and pupils will be given some practice words first including nonsense words. The words are the same all across the country. Schools are sent the screening check through the post in a sealed box and teachers are not allowed to open the test until the start of that week. Tests must be signed in and out by staff. If a pupil does not pass the phonic screening check in Year 1 the pupil must continue to retake the test each year until they pass.

**Assessment**

Children are informally assessed throughout every lesson. If the Reading Teacher feels that a child is secure and confident to move to the next RWI group they will inform the Reading Leader who will then assess the child and the child will be moved to the next group immediately.

Formal assessment is carried out every half term by the Reading Leader using the RWI assessments. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants. The Reading Leader will then upload the data onto the RWI portal and assign staff to groups.

See ‘Assessment Policy’ for our timetable of assessment throughout the year, which indicates that assessment records are updated bi-annually using a variety of methods.

**Role of Subject Leader**

The RWI Reading Leader ensures all pupils are assessed and designates pupils to the correct groups, assigns leaders to groups , ‘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 and attends up-date meetings when they occur and reports back to the Leadership Team. The Reading Leader speaks with the Head teacher and SLT regarding groupings, teaching spaces and other pertinent matters and is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards.

The Phonic Subject Leader is responsible for co-ordinating RWI Phonics throughout the school. This includes:

* devising an Action Plan at the beginning of each academic year based on the needs of

the pupils, staff and whole school. To action, monitor and evaluate the progress of this

throughout the year including writing an impact report at the end of the academic year.

* Ensuring continuity and progression from year group to year group.
* Providing all members of staff with guidelines and planning frameworks to show how aims are to be achieved and how the variety of all aspects of RWI Phonics are to be taught.
* Advising on in-service training to staff where appropriate.
* To provide, where necessary, in-house training and weekly training practice sessions for staff.
* Advising and supporting colleagues in the implementation and assessment of RWI Phonics throughout the school.
* Assisting with requisition and maintenance of resources required for the teaching of Phonics. Again this will be within the confines of the school budget.
* Complete monitoring of phonics each half term or whenever a Reading Leader requires an assessment.
* Carry out staff & pupil voice interviews.
* Classroom Observations and Learning Walks.
* Attend Subject Leader Briefings led by the local authority and RWI training days.
* Write termly reports for governors outlining the current picture of Phonics within school.

**Role of Class Teacher**

* To ensure progression in the acquisition of Phonics skills in line with this policy, our school Phonics Vision and the National Curriculum for English
* To develop and update skills, knowledge and understanding of Phonics
* To identify CPD needs in Phonics and take advantage of training opportunities, sharing these with the Reading Leader.
* To use RWI planning effectively for Phonics, liaising with subject leader when necessary.
* To inform parents of pupils’ progress, achievements and attainment.

**Website Information**

It is the responsibility of the Phonics Subject Leader to keep up to date with the statutory requirements of Phonics and to ensure that all information is provided to the website manager for upload onto the school’s website.

**Governors**

At Fazakerley School we have an identified governor for English who is invited to meet with the English and Phonics Subject Leader each term. This governor reports these discussions back to the curriculum committee.

**Parents**

Parents are informed on a child’s phonics progress each half term. When the Reading Leader assesses each child, they are provided with a personalised ‘RWI report card’ which states which group the child is in next half term, sounds they child needs to learn and signposts parents to links for the RWI virtual classroom on Dojo.

Phonics progress is discussed during attendance meetings with our attendance lead and with class teachers during parent’s evenings.

Parents have the opportunity to attend reading meetings, workshops and meetings about the Phonic Screening Check throughout the year.

Parents are important influences on pupils’ attitude and attainment. We actively encourage and involve them in school life through:

* Home reading
* Homework – Spelling practice
* Parent Workshop mornings
* Stay & Play sessions
* Information-giving sessions
* Parental meetings
* Newsletters
* Parents’ Evenings
* Annual written reports

Signed: J Sweeting Date: January 2024