



The Federation of Golden Flatts and Lynnfield Primary Schools

Policy for Phonics

What is our Vision for Phonics?

Our vision for phonics is that all children at Lynnfield and Golden Flatts Primary School learn to read quickly and accurately –widely and often. Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do.

How do we teach phonics?

Our pupils learn to read and write effectively and quickly using the *Read Write Inc.* Phonics programme. The programme is designed for children aged 4-7. However, we begin the programme in reception and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

What are the aims of Read Write inc?

We have high expectations for our children to meet the expected standard in the Phonic Screening Check, and help *all* children to be accurate and fluent readers by the time they enter Key Stage 2.

By the end of programme children will be able to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words

Five key principles underpin the teaching in all *Read Write Inc.* sessions:

Purpose – know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about

Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning

Praise – ensure children are praised for effort and learning, not ability

Pace – teach at an effective pace and devote every moment to teaching and learning

Passion – be passionate about teaching so children can be engaged emotionally.

Foundation stage

In nursery early phonics is taught through Phase 1 Letters and Sounds. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. It concentrates highly on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in set 1 when entering reception.

In reception we emphasise the simple alphabetic code (see appendix A). The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help children to grasp this quickly and learning is consolidated daily. Pupils have frequent

practice in reading high frequency words with irregular spellings – common exception words. Once children can write simple words, we teach them to ‘hold’ a sentence in their heads and then write it with correct spelling and punctuation.

Key stage one

Years one and two follow the same format as Reception but children will work on complex sounds (see appendix B) and read books appropriate to their reading level. Daily sessions of RWI phonics last for one hour and once children become fluent speedy readers they will move on to English text based lessons.

How do we assess and track children’s progress?

For children to make the best possible progress, they will read Storybooks closely matched to their reading level, every day. Children are grouped by their word reading and fluency – not by their progress in comprehension or writing, or by their age. Every half-term, we assess all children in YR to Y4 who have not yet met end of Key Stage 1 National Curriculum expectations for reading. The Reading Leader carries out all the assessments to ensure children are placed in the correct group. We track each child’s individual progress on an Assessment Tracker. We use this to identify children who need more support through daily one-to-one tutoring.

How are our slower readers supported?

We identify those children who are at risk of falling behind their peers immediately. We make sure children ‘keep up not catch up’ from Reception. The slowest progress readers in both KS1 and KS2 receive daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. Children practise reading sounds speedily, learn to blend sounds into words and read a Storybook that is matched to the sounds they know and the quantity they can read.

How can parents/carers help at home?

We hold parent/carer meetings at the beginning of the school year to give practical advice about how they can help. Reading at home consists of 2 dimensions : *Read Write Inc.* ‘phonics’ Storybook for children to read to parents, and ‘Read to me’ books for parents to read to children.

Read Write Inc. ‘phonics’ Storybook

The children take home a *Read Write Inc.* ‘phonics’ Storybook to read to their parents/carers either every few days or once a week, depending on their stage in the programme. Children will have already read the ‘phonics’ storybook two or three times in the reading lessons so they should be able to read it confidently. We encourage parents not to say ‘this is too easy!’ There is guidance in the storybooks to support parents/carers too.

‘Read to me’ books

We encourage parents/carers to read picture book with their child expressively and, once they know the story, encourage their child to join in. We explain to parents how to talk about the pictures – to think about how the characters might be feeling and thinking. We explain that it’s a great way for their child to learn new vocabulary – that even very early storybooks contain vocabulary that we don’t often use in conversations- scurry, delight, scamper. The picture book is likely to be beyond their child’s decoding ability, so it is read for enjoyment.

Appendix A

Simple Speed Sounds

Consonant sounds - strictly

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds - loosely

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds - loosely

Vowel sounds - strictly

a	e	i	o	u	ay	ee	igh	ow
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Vowel sounds - strictly

oo	oo	ar	or	air	ir	ou	oy
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Appendix B

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							