



CONWAY PRIMARY SCHOOL

PHONICS POLICY

Approved by:
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Aims and Objectives

At Conway, teaching our children to read, understand what they have read and develop a love of reading is central to our curriculum. We understand the importance of high quality, systematic phonics teaching to teach young children to begin to read quickly once they start school.

As a school we teach RWi Phonics.

The RWI scheme advocates that lessons should be delivered using the 5 Ps:

- **Pace** – good pace is essential to the lesson
- **Praise/Positive Teaching** – children learn more effectively in a positive climate
- **Purpose** – every part of the lesson has a specific purpose
- **Participation** - a strong feature of RWI lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner)
- **Passion** – this is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!

Roles and Responsibilities

A member of SLT oversees target setting and tracking with the RWi Coordinator and reports to the Head teacher on a regular basis.

The RWI Manager/ co-ordinator:

- oversees the assessment of all Nursery, Reception & KS1 & Year 3 and 4 pupils (still requiring phonics interventions) and designates pupils to the correct groups.
- Tracks children's progress and analyses data.
- assigns leaders to groups
- 'drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work
- where necessary models lessons
- attends up-date meetings with SLT when they occur and reports back to the RWI group leaders
- speaks with the overseeing member of SLT regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to SLT about the quality of the implementation of RWI and the impact on standards
- Organise 1- 1 tutoring groups for children not making progress
- checking attendance of pupils and ensuring children catch up

Reading group leaders

- made up of teachers and TAs that teach and have responsibility for a number of homogenously grouped children.

Planning

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines.

- A weekly planning overview is completed by each reading leader, setting the expected learning for this week
- Teachers need to photocopy/ print out from online resources Speed sound lessons and annotate.
- Plans should be kept in phonics and reading planning folder.

The format for planning ditties or storybook lessons is available for all staff on the school shared drive.

To this format, 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.

Organisation of Teaching and Learning

RWI in the Foundation Stage

When children join the Nursery they follow Letters and Sounds Phase 1, listening for and distinguishing sounds in the environment.

Speed sounds are introduced when children are ready using RWI for Nursery.

- The teaching of Set 1 Speed Sounds
- Use of 'Fred Talk' daily with the children with the expectation that the children will begin to encode the words.
- Segmenting and blending of words using RWI Sound blending books

Reception

RWI is fully implemented in Reception. The classes are split into homogenous groups following an initial assessment 2 weeks after they join. During those first 2 weeks, set 1 speed sounds are taught to all children as a whole class.

The daily lessons start at 30 mins and build up to 45 mins by the end of Reception.

As the children progress through the scheme, lessons will include

- Daily Speed Sound Lesson and word time
- Ditty/ Storybook
- Get writing
- Handwriting

RWI in 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 frequently during the year and the groups are reorganised accordingly. This means children from both year groups may be taught in one group.

The lessons last for 45 mins and take place every day.

As the children progress through the scheme, lessons will include

- Daily Speed Sound Lesson and word time
- Storybook (including green and red words/ speedy words)
- Handwriting
- Write about (Get writing)

It is our expectation that children progress onto RWi comprehension and RWi spelling when they join Y2. Children are grouped by ability.

Assessment and Recording

Children are assessed throughout every lesson. Teacher set clear expectations to help check whether or not children are keeping up with the scheme.

The teacher assesses how children:

- recognise and read the sounds taught
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Each group leader is requested to keep a register to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

The RWI manager will inform staff when to carry out assessments in order to regroup the children but this usually takes place every 6 – 8 weeks. This assessment follows the assessment laid out in the Phonics handbook.

1-1 and small group tutoring

When the assessments and regrouping have taken place the RWI manager will also identify the children who need 1-1/ small group tutoring to support their progress.

Support staff deliver these sessions according to the 1-1 tutoring handbook.

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, the one to one tutoring kit, Phonics handbook, writing handbook, speed sounds lesson plans book, ditty book, computer software. All resources are kept in the intervention cupboard by SLT and should be returned here once finished with.

Staff should inform the RWI manager if they require any additional resources not available in the in the intervention cupboard.

Progression through RWi

As a school we continue to build on the strong basis built in RWi phonics to allow children to make good progress with their spelling and comprehension.

	<u>RWI</u> <u>Nursery</u>	<u>RWI</u> <u>Phonics</u>	<u>RWI</u> <u>tutoring</u>	<u>RWI</u> <u>comprehension</u>	<u>RWI Get</u> <u>Spelling!</u>	<u>RWI Fresh</u> <u>Start</u>	<u>RWI</u> <u>Comprehension</u> <u>Plus</u>
<u>Nursery</u>							
<u>Rec</u>							

<u>Year 1</u>							
<u>Year 2</u>							
<u>Year 3</u>							
<u>Year 4</u>							
<u>Year 5</u>							
<u>Year 6</u>							

	Core teaching		Intervention
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How do we know if the children are on track to read by the end of Key Stage 1?

	RWI Phonics			
By the end of Reception we expect children at Conway to be able to	First four week	<ul style="list-style-type: none"> • Be taught all set 1 sounds and begin blending • Be reading sound blending books 		
	By end of Autumn 2	<ul style="list-style-type: none"> • Be able to recognise and recall many set 1 sounds • Be able to independently read red ditty books 		
	By the end of Spring term	<ul style="list-style-type: none"> • Be taught set 2 sounds • Be able to independently read green storybooks 		
	By end of Summer term	<ul style="list-style-type: none"> • Recognise set 2 sounds • Be able to independently read purple storybooks 		
By the end of Year 1 we expect children at Conway to be able to	By the end of Autumn 1	<ul style="list-style-type: none"> • Taught set 3 sounds • Be able to independently read Pink storybooks 		
	By the end of Autumn 2	<ul style="list-style-type: none"> • Recognise and blend with some set 3 sounds • Be able to independently read orange storybooks 		
	By the end of Spring 1	<ul style="list-style-type: none"> • Recognise and blend with most set 3 sounds • Be able to independently read yellow storybooks 		
	By the end of Spring 2	<ul style="list-style-type: none"> • Recognise and blend with all set 3 sounds • Be able to independently read blue storybooks 		
	By the end of Summer 1	<ul style="list-style-type: none"> • Confidently read with all set 1,2 and 3 sounds • Be able to independently read grey storybooks 		
	By the end of Summer 2			
By the end of Year 2 we expect children at Conway to be able to	Exit RWi phonics and progressed to RWi comprehension and RWi spelling		By the end of Autumn 1	Independently reading at a turquoise book band
			By the end of Autumn 2	Independently reading at a

			purple book band
		By the end of Spring 1	Independently reading at a gold book band
		By the end of Spring 2	Independently reading at white book band
		By the end of Summer term	Independently reading at Lime book band

Guided Reading and RWi Phonics

Children are taught guided reading a minimum of 3 times a week.

Whilst children are in the RWi phonics scheme, they are taught guided reading in their morning phonics groups.

Where the reading leader for a group is an LSA, the group is overseen by a link teacher.

Home reading at Conway

We recognise that giving children opportunities to practice what they are learning in their phonics and reading lesson at home is key. Whilst children are in the RWi Phonics scheme, reading books at their phonic level are sent home along with a picture book of their choice.

When they move on from RWi phonics they take home a banded book, linked to their reading book band.

	<u>What will be set?</u>	<u>How often will the books be changed?</u>	<u>Parent link</u>
<u>Nursery</u>	<ul style="list-style-type: none"> A picture book of choice 	At least twice a week	Reading record
<u>Reception</u>	<ul style="list-style-type: none"> RWi book bag book at current RWi level Picture book of choice from the KS1 library or class book corner A previous RWi book at current level (black and white copy) 	<p><u>Struggling readers</u> At least twice a week</p> <p><u>Expected readers</u> At least twice a week</p>	Reading record
<u>Year 1</u>	<ul style="list-style-type: none"> RWi book bag book at current RWi level 		

	<ul style="list-style-type: none"> • Picture book of choice from the KS1 library or class book corner • A previous RWi book at current level (black and white copy) 		
<u>Year 2</u>	<ul style="list-style-type: none"> • Book banded book at current reading level • Picture book of choice from the KS1 library or class book corner • Oxford Reading book at current reading level 		
<u>Year 3 and Year 4</u>	<ul style="list-style-type: none"> • Book of choice from home reader box (Children reading below Yr 3 expectation as Yr 2) 	<p><u>Struggling readers</u> Every Tuesday and Friday</p> <p>Expected readers (it is expected that in Ks2 children read a minimum of 1 chapter book every week) Every Monday</p>	Reading record Individual home reading journals

The RWi Learning Environment

Each classroom where children are taught RWi Phonics must have the following;

- An ordinary flipchart/ whiteboard for writing activities
- The simple or complex sound chart displayed where children can see it
- A large pocket chart to display
 - The title of the storybook, plus a few artefacts/pictures specific to it.
 - Story green words (just the ones for the story)
 - Red words for the story
 - Speedy green words- the words that have been taught recently
 - Previously taught read words that need further practice

Each classroom where children are taught RWi Comprehension and/or Spelling must have the following;

- The simple or complex sound charts on display where the children can see it
- A large pocket chart to display
 - Words related to the unit being taught
 - The title of the unit, plus a few artefacts/pictures specific to it.

