



Phonics and Early Reading at Knighton Mead: Policy 2023-2024
Reviewed: November 2023

INTENT:

Our aim at Knighton Mead Primary Academy is to ensure that all children leave us as life-long readers. To enable this to happen, we work on two core areas of reading: word reading and decoding, and language comprehension (see the 2006 Rose Report on the simple view of reading). Our school follows the Read, Write, Inc scheme for our phonics teaching, which is a systematic, synthetic phonics approach that enables the children to make good progress when learning how to read. Storybook sessions and whole class reading is used to develop children's comprehension and so that they are equipped with the skills to be a 'good reader'.

When using RWI the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- Learn to read words using Fred Talk.
- Learn to read words by blending the sounds together.
- Read lively stories featuring words they have learnt to sound out.
- Show that they understand the stories by answering 'Find It' and 'Prove it' discussion questions.
- Learn to read effortlessly so that they can put all their energy into understanding what they read.

When using RWI to write the children will:

- Learn to write the letters/letter groups which represent the 44 sounds (graphemes).
- Learn to write words by saying the sounds in Fred Talk.
- Learn to write simple and then increasingly complex sentences.
- Compose a range of texts using discussion prompts.
- Compose stories based on picture strips.
- Spell effortlessly so that they can put their energy into working out what they want to write.

IMPLEMENTATION:

Phonics in Nursery:

Children in the nursery begin with fine motor and communication activities to build up the pre-skills for reading and writing. They then begin the RWI nursery phonics programme which begins with a focus on listening and attention, language and vocabulary development and hearing sounds. Once the children are secure in these areas, they move on to learning to recognise and write the set one sounds from RWI. Children are provided with a reading for pleasure book that they pick from our mini classroom library, they are encouraged to share this book at home with their adult.

Phonics in Reception:

The majority of the children in Reception will work through set 1 and 2 of the RWI scheme. Some children may also complete set 3. Phonics is a core element of the teaching of reading in EYFS and is therefore taught daily. Children are provided with a reading book that is compatible with the phonics sounds they have learnt as well as, a reading for pleasure book that they pick from our mini classroom library. They are encouraged to read these books both in school and at home with their adult.

Phonics in KS1:

By the end of year 1, it is expected that the vast majority of pupils will be secure in all three sets of sounds from RWI and will have worked their way through the progression of RWI books. As in the early years, children will take a book home that is compatible to the sounds they have learnt, a book they have been learning in their phonics group and a reading for pleasure book too. Phonics groups will also incorporate sounds that are not covered by the scheme as well as 'real and alien' words as is required for the end of year 1 phonics screening check. Once children have completed the scheme, teachers recap the sounds before moving on to spelling rules and application of sounds activities as directed by the English policy and guidance. When appropriate, children are assessed through star tests so that they can begin to access Accelerated Reader.

Phonics in KS2:

Children in KS2 that still require phonics or are identified as needing further support are taught in a small focused groups Tuesday-Friday. This is a fast-paced session that works through the sounds they require and follows the Fresh Start Phonics programme. It is expected that children in KS2 cover 2-3 sounds a week. To ensure that children make the maximum progress in these groups, they are carefully and regularly assessed by the reading teachers and half termly by the Phonics and Early Reading Leader. Children in phonics intervention groups also take home an appropriate, phonetically decodable text home with them each day.

Red Word Challenge:

'Red Words' often cannot be blended and need to be learned by sight. We use the phrase 'If it's red - it's hard for Fred' to remind the children. We have created a challenge to support children in learning to read and write these words from memory.

These Red words come in the order of stories the children read in their phonics sessions. Each challenge has a few words at a time to learn. Staff check children's ability to read and write these words at random on a weekly basis. When children complete a challenge card, they receive a certificate in our Friday whole school celebration assembly and have a new challenge card to learn sent home in their Red Word Challenge books.

Organisation and planning:

Children are grouped by ability to ensure that they are being taught the appropriate sounds and skills. Regular assessments, by both the phonics teacher and the Phonics and Early Reading leader, ensures that these groupings remain accurate. All members of staff at Knighton Mead Primary Academy are RWI trained and all have been provided with the RWI handbook and resources needed to support with planning. Please see the RWI / Fresh Start handbooks for further information regarding planning.

Assessment, Recording and Reporting:

Assessment is carried out in line with the school's Assessment Policy. Children are assessed on entering school and are formally assessed at the end of each key stage. RWI assessments and Fresh Start assessments are used each half term to monitor progress and ensure groups are set to meet the children's needs and remain accurate. In addition, children complete a phonics screening check at the end of year one. This data is moderated by the Phonics and Early Reading lead to set groupings, create intervention timetables and through RWI progress and development meetings.

Inclusion:

At Knighton Mead Primary Academy we strive to put inclusion at the front of everything that we do. However, if we recognise any children that are not ready to start the RWI programme due to significant SEND needs we ensure appropriate provision is put in place. The Phonics and Early Reading leader works closely with the SENCO at each half termly assessment point to discuss the data and progress to ensure all children have the right opportunity and support for their individual needs.

Staff Development :

A range of CPD models are used including whole staff/phase meetings, peer to peer coaching and individual development. Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or on the 'Ruth Miskin Portal' or 'Oxford Owl' website. During RWI and Fresh Start monitoring walks, the Phonics and Early Reading leader ensures training needs are identified and time is given to coach and support them with phonics teaching.

Monitoring and Evaluation

Phonics is monitored by the Phonics and Early Reading Leader, Senior Leadership Team and teachers. The focus for any monitoring activities is linked to the school development plan. Evaluation of the impact of teaching and learning then informs priorities.

Monitoring activities will include:

- Pupil voice (interview.)
- Learning Walks.
- Formal observations.
- Analysis of data.
- Monitoring and support from RWI and Fresh Start consultant.
- RWI and Fresh Start assessments.

INTENDED IMPACT:

Children leave Knighton Mead Primary Academy as happy, confident learners who have developed a love of reading and writing with the key skills and knowledge necessary for the next stage of their learning. They have high aspirations and are confident in the art of speaking and listening, able to successfully use discussion to communicate and further their learning.