A proud member of

Phonics Policy

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Approved by:	(CoG)	Date:
	(EHT)	Date:

The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

At Moorcroft Wood Academy, early reading is taught using synthetic phonics as the main approach to reading. Pupils are systematically taught the phoneme (sounds), how to blend the sounds all through the word for reading, and how to segment the sounds in order to write words. Children are taught to use their phonic skills and knowledge as their first approach to reading, but are also taught how to read high frequency words which do not completely follow the phonics rules.

At Moorcroft Wood we follow the 'Read Write Inc.' phonics scheme. Prior to this, we use the 'Ultimate Guide to Phonological Awareness' in Pre-School and Nursery. In Nursery the children are taught in 3 small adult-led groups. In Reception, phonics is taught in adult-led group RWI lessons. This policy should be read in conjunction with the 'Read Write Inc' handbook.

AIMS

To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
To ensure the teaching of phonics is lively, interactive and investigative.
To enable children to use phonic awareness across the curriculum.
To ensure that children know the 44 phonemes within the English language.
To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
To provide children with strategies to identify and decode 'tricky words.'

ONE-TO-ONE TUTORING

"One-to-one tutoring catches children before they fall behind so all children learn to read the first time they are taught. It prevents the need for any later intervention. One-to-one tutoring should be introduced as soon as a child cannot make good progress in the 'lowest' attaining group. Children making progress in this group may not need tutoring. Vulnerable children should receive tutoring as soon as they start the programme". Read Write Inc. Phonics Handbook

HOME LINKS

Pre-school

- Word of the week to extend vocabulary- this is on the website on the Preschool class page.
- 1000 Stories – borrow a daily book scheme to enjoy at home with a parent/ carer.

Nursery

- Word of the week to extend vocabulary- this is on the website on the Nursery class page.
- 1000 stories borrow a daily book scheme to enjoy at home with a parent/ carer.
- Photocopiable RWI speed sounds sheets are sent home as they learn new letter sounds.
- Picture cards to discuss and answer a range of questions- these are given out weekly.

Reception

- Word of the week to extend vocabulary- this is on the website on the Nursery class page.
- 1000 stories-borrow a daily book scheme to enjoy at home with a parent/ carer.
- Photocopiable RWI speed sounds sheets are sent home as they learn new letter sounds.
- Paper ditty sheets are sent home at the appropriate time.
- Pupils in Reception start taking home a picture book so that they can re-tell the story out loud and recall details and vocabulary.
- Once ready for books with words they will be given a book that closely matches their word reading ability.
- Additionally, pupils also take home books that they have already read in the Read Write Inc. Phonics lesson.

KS1

- Photocopiable RWI speed sounds sheets are sent home as they learn new letter sounds.
- Paper ditty sheets are sent home at the appropriate time.

- Pupils in KS1 start taking home the book they have studied in RWI that week as extra practise.
- Children take a home a phonetically plausible reading book which links to their reading ability – RWI linked book bag book..

PARENT MEETING

In the Autumn Term, the RWI leader holds a meeting for parents which explains the Phonics Screening to them and suggests how they can help at home. The parents are shown methods for working with their child and time is them given to practise this with advice from the RWI leader. The RWI leader is available for questions and free resources are handed to parents to take home.

1000 STORIES

To develop a love for reading we have a 'borrow a book service' where every day a child can choose a book to enjoy at home. These books have key vocabulary stickers with the definition to discuss with the child to extend their knowledge of new words.

Ultimate Guide to Phonological Awareness

In Pre-school and Nursery the children are taught from the ultimate guide to phonological awareness, alongside introducing the RWI sounds in a practical, fun way. The aim of phase 1 phonics is to foster children's speaking and listening skills as preparation for learning to read with phonics. Parents can play a vital role in helping their children develop these skills, by encouraging their children to listen carefully and talk extensively about what they hear, see and do. The activities are arranged under the following five aspects.

Stage 1: Speech Detection
Stage 2: Syllable Awareness
Stage 3: Onset and Rime
Stage 4: Rhyme Detection
Stage 5: Initial Sounds

Read Write Inc.

The programme is for:

• Pupils in Nursery to Year 2 who are learning to read and write

In Read Write Inc. Phonics pupils:

• 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
• Acquire good handwriting

ASSESSMENTS

Children will move through the books at their own pace. They are assessed every 6 weeks to match them to the correct level and to identify any child who needs intervention.
from each assessment, a sound analysis is completed in order to identify any gaps in learning and interventions are in place so children are able to keep up.

Overview of what is taught at each stage of the programme

Recap set 1 sounds	*Week 1 & 2: Phonic assessment on a 1:1 basis* *Week 3 onwards:* Start RWI programme 20 minutes in small groups
Begin the RWI scheme	• Teach RWI sounds with picture cards • Letter formation • Name writing
RWI Scheme ✓ Magnetic boards ✓ Read Paper Ditties/ Red books	*Week 1: Start RWI programme 45 minute session in small groups* • Teach set 1 RWI sounds with picture cards • Teach additional special friends ll, zz, ss, ck • Practise letter formation • Oral blending and FRED talk • Magnetic boards to make words • Read word time words 1:1 & 1:2 • Introduce and read red words **Once children know the Speed Sounds Set 1 at speed and can blend, they apply their phonic knowledge to Ditties.** • Read Paper ditties/ red ditties
RWI Scheme ✓ Word time ✓ Read green books	• Teach RWI sounds • Practise letter formation • Read red words • Read word time words 1:3 & 1:4 • Write word time words • Read Green RWI books • Set 2 Sounds are taught (ay, ee, igh, ow, oo, oo, or, ar, air, ir, ou and oy)
RWI Scheme ✓ Word time ✓ Read purple books	• Teach RWI sounds; focus upon double graphemes • Read word time words 1:5 & 1:6 • Write a simple sentence • Spell Red words • Read purple RWI books • Teach set 2 RWI sounds • Children learn to read nonsense words linked to the sound focus of the day • The children continue to learn the Set 2 sounds and are taught to spell Red words and Green words linked to the focus sound for that lesson
RWI Scheme ✓ Read pink books	• Write sentences with punctuation (full stop & capital letter) • Read word time words 1:7 • Read pink RWI books • Teach set 2 RWI sounds • The children are able to read the ay, ee, igh, ow, oo and oo sounds speedily  Daily spelling test • Children learn to read nonsense words linked to the sound focus of the day
RWI Scheme ✓ Read orange books	• Write sentences with punctuation (full stop & capital letter) • Read Orange RWI books • Set 3 sounds are now taught, (ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion and tious/cious, e) • Daily spelling test • Children learn to read nonsense words linked to the sound focus of the day

RWI Scheme ✓ Read yellow books	• Read yellow RWI books • Write sentences with punctuation (full stops, capital letters, question marks) • Grammar and vocabulary activities and an additional proofread with the focus on grammar. • Grammar focuses: verbs, apostrophe, past tense (suffixes and adjectives) prefix –un, plurals using suffixes, joining words and clauses, compound words, adjectives, nouns, past tense statements. • Set 3 sounds continue to be taught • Children are also introduced to the additional sounds (ue, au, ie, ph, kn, wh, wr and ce). • Daily spelling test
	□ Children learn to read nonsense words linked to the sound focus of the day
RWI Scheme ✓ Read blue books	• Read blue RWI books • Write sentences with punctuation (full stops, capital letters, question marks, exclamation marks) • Grammar and vocabulary activities and an additional proofread with the focus on grammar. • Grammar focuses: noun phrases, verbs, adjectives, adverbs, past and present tense, commas in lists, apostrophe (omission), compound words • Set 3 sounds continue to be taught along with additional sounds □ Daily spelling test • Children learn to read nonsense words linked to the sound focus of the day
RWI Scheme ✓ Read grey books	• Read grey RWI books • Write sentences with punctuation (full stops, capital letters, question marks, exclamation marks) • Grammar and vocabulary activities and an additional proofread grammar focus. • Grammar focuses: : co-ordination (or, and, but), progressive in past tense, commands, nouns, apostrophe (possessive), progressive in past and present tense, adverbs, suffixes (ful less), subordination (when if that because), adjectives, verbs, commands and statements, noun phrases • Children are able to read all sounds taught at speed • Daily spelling test • Children learn to read nonsense words linked to the sound focus of the day

Roles and Responsibilities

Executive Head Teacher:

The Head Teacher is responsible for:

- Ensuring fair access to a broad and balanced curriculum as stated within *National Curriculum in England: Key Stage 1 to 4* (2014)
- Delegating budgetary responsibility to the identified Subject Leaders.
- Identifying key school development actions, in conjunction with Senior Staff, and ensuring that this information is shared with all pertinent staff.
- Strategic budgetary planning based on information from Subject Leaders.
- Monitoring the quality of teaching and learning within reading and phonics (alongside the Head of School, Senior members of staff and the Subject Leader)

Subject Leader:

The Phonics Subject Leader is responsible for:

- Ensuring that teaching staff have access to the resources needed to implement the teaching of reading and phonics, in line with the National Curriculum (2014).
- Monitoring the teaching and learning of reading and phonics throughout the school and identifying any areas for development.
- Ensuring that all staff are informed of any developments or changes to statutory requirements in reading and phonics.
- Ensuring that support requirements are effectively communicated to the Executive Head Teacher, Head of School and the wider Senior Leadership Team or other stakeholders as needed.

Teaching Staff:

The teaching staff are responsible for:

- Ensuring that all objectives for their Year group from the English curriculum, in particular reading and early reading are covered in the lessons taught (in line with the National Curriculum 2014)
- Adapting lessons as appropriate, so that all children in their class have the opportunity to develop both their skills and knowledge.
- Making formative assessments of children's understanding within lessons and providing verbal feedback as needed.
- Providing written feedback on children's work and addressing misconceptions through the use of identified support systems, or 'enhanced provision' such as close the gap teaching strategies or interventions, where appropriate.

Monitoring and Review

This policy will be reviewed by the Subject Leader on an annual basis, or in line with any pertinent legislative changes within an annual cycle as needed.

Linked Policies

- Assessment Policy
- Foundation Stage Policy
- Reading Policy