



**IGNITE INNOVATE INSPIRE**

## **Policy for Phonics using Read Write Inc September 2024**

*‘The more you read, the more things you will know.  
The more you know, the more places you will go.’*

*Dr Seuss*

### **Curriculum Vision: Why we teach Phonics?**

At Monkhouse, we believe all children will be ambitious, courageous, reflective and kind so that they fulfil their unique potential and become active members of the wider global community. We understand and live by the skill of reading being instrumental in our children achievements and all round well-being, so the teaching of early phonics and reading is at the heart of our curriculum.

### **What we teach in Phonics - Read Write Inc**

At Monkhouse, we provide a broad, balanced and progressive phonics curriculum which is integrated into other areas of the curriculum where appropriate using the Read Write Inc scheme. We aim to ignite a passion for learning and exploring through engaging phonics sessions. We hope to inspire children, helping to create enthusiastic learners and to develop positive attitudes to reading and writing throughout life, as well as aiming to provide them with the skills and confidence to innovate their knowledge of phonics to add meaning to their learning.

### **How we teach Phonics**

We use Read Write Inc, a daily synthetic and systematic programme, to teach phonics in an interactive and engaging way. The expectation is that all children will become fluent readers and have secure word building and recognition skills by the end of Key Stage 1. Children will also be taught high frequency words that do not conform to regular phonics patterns. Every child will have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children without some support. Children, who are ready, will begin to develop their phonic knowledge towards the Summer term of their nursery year.

As part of our phonics programme, each child will take home a weekly RWInc home reader which will be within their phonic decoding capabilities. This further develops consistency in phonics and reading with children accessing comparable texts linked to the text they are reading in school. Parents are encouraged to listen to their children reading these books a few times across the week, to support fluency and familiarity with the text, and ask questions on the text to support their understanding. These will be changed weekly by the RWInc group leader. Where children are not accessing whole texts, they will receive a RWInc blending book which encourages them to blend cvc words initially. This would usually be across some of EYFS i.e. Summer term Nursery and into Autumn term Reception year. By establishing consistent practice, there is clear progression

and continuity in the teaching and learning of phonics across school from the earliest stage and we aim to support this consistent practice at home.

High quality phonic teaching prepares the children with all the skills needed for the phonics screening check in Year 1. As children move through the school, these skills are built upon during basic skills and literacy sessions which include fields of white, RICs, spelling tests and vocabulary development.

### **EYFS**

During their Nursery year, educators will prepare children for their phonic journey through the introduction of early phonic activities. They will be given opportunities both guided and self led with a focus on things such as clapping syllables, listening to and exploring rhyme and alliteration. Drawing on the Development Matters guidance, Nursery children should be enjoying and showing an awareness of rhyme and alliteration. Educators will support children beginning to identify initial sounds and when ready, scaffold their learning to allow them to segment and blend simple CVC words. Adults will sustain children's early phonic interest through opportunities to access continuous provision activities across the day both in Nursery and Reception. To ensure consistency across each phase, The RWInc phonics programme of study will be used where appropriate in Nursery so one robust teaching strategy for the teaching of early reading is consistent for our children.

### **Assessment and Monitoring**

Phonics is taught in differentiated, smaller groups addressing the needs of all children. To ensure this is the case, assessments are carried out every half term by the RWInc leader and children are grouped according to the progress measured at this phonics check-point. Masterclass sessions are held, which include those children falling below the expected levels, to ensure children progress and gain confidence with phonics for reading. These are also completed for our children working in the bottom 20% of readers in Reception and KS1. At the end of each term, the subject leader provides feedback to the SLT through a subject leader report. This includes analysis of data and detailed actions for the coming term based on the analysis. Where necessary, staff support and CPD is delivered on the outcomes of this monitoring. Regular learning walks and professional discussions between the RWInc leader and phonics group leaders are part of the monitoring to ensure our teaching is meeting the needs of our children within a given cohort. After assessments, professional discussions are paramount in ensuring that each individual child's needs are catered for, with flexibility in children moving groups if this is felt to be the best course of action for supporting a given child.

### **Participation - Community, School, Local, regional, national and global**

At Monkhouse we recognise the importance of community links to both the pupils, parents and the wider community. Parents are invited into school to observe and engage with Read Write Inc sessions, allowing them to gain a deeper understanding of what is taught and why phonics is so important to their reading. This also allows them to gain an insight into the phonetically decodable RWInc home readers and develop an understanding of how to get the most from each book at home. Each opportunity to engage with children in their phonics learning sessions is followed by a parents' reading session and an opportunity to develop a greater understanding of what reading looks like as a whole in their child's year group.

Our aims are to teach children to:

- Read fluently by using a range of reading strategies.

- Ensure the teaching of phonics is daily, synthetic and systematic (Rose report 2006).
- Encourage children to apply their phonic skills in all curriculum areas.
- Enable children to start learning phonic knowledge and skills during Reception, with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage 1.
- Ensure that the children are taught high frequency words that do not conform to regular phonic patterns ('Tricky red words').
- Ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- Help the children to apply the skill of blending phonemes in order to read words and help the children to segment words in order to spell words.
- Establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- Ensure home reading books are closely matched to each child's increasing phonic knowledge to support understanding and progress.
- Differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenges at a level at which they can experience success.
- Prepare children for the phonics screening check (Yr 1).

Our approaches:

- Daily systematic, synthetic phonics beginning in Reception and ending when the child is a fluent reader (following part of the RWI programme).
- Differentiated groups addressing the needs of all children.
- Opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.
- 1:1 RWInc tutoring to support those children who find the complexity of decoding a challenge.
- Use of consistent assessment and monitoring of teaching and progress.

## Appendix - RWInc

### Phonics delivery and teaching sequence from EYFS to Year 2

#### Speed sound set 1

- m a s d t

See speed sounds set one sheet one for examples of planning or refer to 'Speed Sounds Lesson Plans book'. Following the delivery of week one if the children are ready, progress to blending.

- **Blending and segmenting/formation of letters**

m a s d t

Read words **at, mad, sad, dad, sat, mat.**

Constant review of all letters taught so far. Children progress to blending (word time one RWI suggested delivery). Children are given the opportunity to orally blend sounds to make words. At this stage some groups may be ready to represent their sounding in writing whereas others will rely on the use of magnetic letters to make up the words.

- i n p g o

See speed sounds set one sheet one for examples of planning or refer to 'Speed Sounds Lesson Plans book'.

- **Blending and segmenting/formation of letters**

m a s d t i n p g o

Real words **in, on, it, and, an, pin, pig, got, dog, sit, tip, pan, gap, dig, top.**

Nonsense : **ip, op, sop, gip, pog.**

Review previous green words read.

See RWI suggested delivery word time two. All sounds taught so far used in blending and segmenting activities.

- c k u b

See speed sounds set one sheet one for examples of planning or refer to 'Speed Sounds Lesson Plans book'.

- Blending and segmenting/formation of letters (one week)

m a s d t i n p g o c k u b

Real words: **bed, met, get, bin, cat, cot, can, kit, mud, up, cup, bad.**

Nonsense words: **tog, bon, pim, bup.**

See RWI suggested delivery word time three. All sounds taught so far used in blending and segmenting activities.

- f e l h sh

See speed sounds set one sheet one for examples of planning or refer to 'Speed Sounds Lesson Plans book'.

- Blending and segmenting/formation of letters

m a s d t i n p g o c k u b  
f e l h sh

Real words: **fan, fun, fat, lip, log, let, had, hit, hen, ship, shop, fish, sack.**

Nonsense words: **gof, shup, hib, fot, gock.**

See RWI suggested delivery word time four. All sounds taught so far used in blending and segmenting activities.

- r j v y w

See speed sounds set one sheet one for examples of planning or refer to 'Speed Sounds Lesson Plans book'.

- Blending and segmenting/formation of letters

m a s d t i n p g o c k u b  
f e l h sh r j v y w

Real words: **red, run, rat, jog, jet, jam, vet, yap, yes, yum, web, win, wish, wet, sock.**

Nonsense words: **yosh, vib, hesh, shib, rof.**

See RWI suggested delivery word time five. All sounds taught so far used in blending and segmenting activities.

- th z ch q x ng nk

Teach diagraphs as special friends. After teaching 'ch' review 'ch' and 'th' together the following day. In week two revisit all of the diagraphs challenging children to write/read captions containing a mixture of all new diagraphs plus 'sh'.

- Blending and segmenting/formation of letters

m a s d t i n p g o c k u b  
f e l h sh r j v y w  
th z ch q x ng nk

See RWI suggested delivery word time six and seven. All sounds taught so far used in blending and segmenting activities.

Real words: **thin, thick, this, zap, zip, chin, chop, chat, quiz, quit, fox, box, fix, six, sing, bang, thing, wing.**

Nonsense words: **chonk, vink, bing, quof, shep.**

Practice reading the following words quickly. Words with 3, 4, and 5 sounds in.

3 sounds: **bell, well, mess, thing, think, wink.**

4 sounds: **blob, blip, brat, drop, drip, clip, from, frog, flag, flop, grin, gran, pram, prop, slip, slid, skip, trip, best, test, bend, jump, send, dress.**

4 sounds nonsense: **brop, snom, slonk, frid, crell, stap.**

5 sounds nonsense: **scrip, strack, fronp**

5 sounds: **kitten, kitchen, comic, seven, given, robin, lemon, ribbon, button, jacket, pocket, packet, ticket, rocket, puppet, bucket, carrot, rabbit, cannot.**

*Phonics Bug Pase 3 set 8, all nine books in this set focus on the application of 'ch', 'sh', 'th' and 'ng'*

- **ay ee igh ow**

*See speed sounds set2, single sounds lessons structure example. Children are now encouraged and required to read and write throughout the session therefore a full week of blending no longer follows. Four sounds are introduced throughout the week leaving a day for re cap and application (spelling test).*

- **oo oo (book) ar or air**

*See speed sounds set2, single sounds lessons structure example*

*oo and oo (book) can be taught together in the same session. The way in which they are taught will depend on teachers/children pronunciation of words.*

- **ir ou oy**

*See speed sounds set2, single sounds lessons structure example. Use the remaining days in this week to recap all speed sounds set two. Bug club books/online to be used to reinforce reading. Children to be challenged to write captions using all sounds known. See letters and sounds for examples of useful captions.*

- **Ee/ea oy/oi**

*Speed sounds set three planning, comparing sounds. Recap 'ee' on day one and children to read and example of 'ee' words. Progress to introducing new 'ea' following speed sounds set two planning structure. There may not be sufficient time for written work this would carry on to day two with again a quick recap of 'ee' and introduction of 'ea' with written work to follow. Repeat structure with 'oy' and 'oi'*

- **Ee/ea oy/oi**

*At this point the children may need more time to work on choosing the correct sound where there are two ways of writing it. If necessary spend one week recapping all previous sounds, or any sounds the children are not so confident and providing challenges allowing the children to choose the correct ee/ea, oy,oi. This could involve reading captions as a class and finding and correcting errors or working on a similar activity in phonics books. Children could also be challenged to write captions in phonics books challenging them to choose the correct written form of the sounds which can be used for assessment.*

- **ay/a-e igh/i-e**

*To be taught in same way as above.*

- **ow/o-e oo/u-e**

*To be taught in same way as above.*

- **or/aw air/are**

*To be taught in same way as above.*

- **ir/ur ir/ur/er**

*Ensure children can confidently apply 'ir' before introducing 'ur' then teach as above comparing the two. Spend day two on activities challenging the children to choose the correct 'ir', 'ur'. When children are confident progress to introducing the third 'er' sound. Continue to recap all three throughout the week.*

- **ou/ow ay/a-e/ai**

*Follow previous structures.*

- **ow/o-e/oa oo/u-e/ew**

Follow previous structures.

- **ire ear ure**

To be taught in same way as new single sounds.

- **tion**
- **cious/tious**

To be taught in same way as new single sounds.