

Phonics Policy

Aims and objectives

An explicit, synthetic and systematic approach to the teaching of Phonics is important to ensure that children are successful, fluent readers and writers by the end of Key Stage One. At Clover Leys, we believe this is achievable through a combination of discrete phonics teaching lessons combined with regular, daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our children to read, write and spell and research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read (EEF, 2018).

Teaching Approach

Read Write Inc. Phonics is used by over a quarter of the UK's primary schools. It is a comprehensive literacy programme, weaving decoding, comprehension, writing and spelling together seamlessly. Ruth Miskin developed the programme during her time as a headteacher in Tower Hamlets. She believes that in order for a school to be successful, every headteacher needs to adopt a consistent whole-school approach to teaching reading, writing and spelling. Fidelity to the teaching programme, rigorous assessment, tracking and one-to-one tutoring ensure that schools guarantee progress for every child. For information and tutorials to read go to: <http://www.ruthmiskin.com>. At Clover Leys Academy we follow the RWI programme and can differentiate and group so that pupils are working in the appropriate learning group.



Read Write Inc.

Set 1 Sounds

Group a

The children may know a few single letter sounds. Lessons include teaching single letter sounds and assisting children to blend (using magnetic letters) in order to read CVC words. The children practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter. After they have learnt the first few sounds they are taught to use 'Fred Fingers' to help them record simple words

Group b

The children know most single letter sounds and now need to learn to blend orally. Lessons also focus on teaching gaps in single letter sounds.

Group c

The children know most single letter sounds and are able to blend orally.

The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends'.

Ditty Books

The children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the Special Friends sh ch th qu ng nk qu

In addition the children learn to read the sounds and words needed to read a simple Ditty sheet each day.



Red Group

The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Lessons involve reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing Special Friends and words that contain 4+ sounds. The children are now reading the Red Ditty Books.

In Reception the lesson follows the format for the previous Ditty Group because the lesson is shorter. In Key Stage 1 groups the lesson will also include 'Speedy Green Words', 'Questions to Talk About' and a second read of the Ditty.

Green Group

The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay ee igh ow oo or ar air ir ou oy)

The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily. They will answer questions about the story and practise building sentences orally. They read the story three times with the focus on building intonation and fluency.

Purple Group

The children are able to read most words speedily. Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate.



Pink Group

The children are able to read ay ee igh ow oo speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group.

Orange Group

The children are able to read ar or air ir ou oy speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk)

Lessons continue to review Set 1 and 2 sounds. Set 3 sounds are now taught, the focus is on reading at this stage. (ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious . The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group.

Yellow Group

The children are able to read alien words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk) The Speed Sound Lesson reviews Set 1, 2 and 3 Sounds and now includes writing words containing Set 3 Sounds. The Story Book Lesson extends to five days.

Blue Group

The children are able to read a-e ea i-e o-e u-e oi speedily and alien words containing other Set 3 Sounds. They can read a text at 70+ words per minute. The Speed Sound Lesson reviews Set 2 and 3 Sounds. The Story Book Lesson follows the format and activities detailed for the Yellow Group.



Grey Group

The children are able to read ai oa ew oi ire ear er aw ow ure are ur speedily and alien words containing these and other Set 3 Sounds. They can read a text at 80+ words per minute

The Story Book Lesson follows the format and activities detailed for the Yellow Group.

Progression

Books	Year Group Expectations
Red Ditty 1-10	EYFS Autumn
Green 1-10	EYFS Spring
Purple 1-10	EYFS Summer
Pink 1-10	EYFS /Year One Autumn
Orange 1-12	Year One Spring
Yellow 1-10	Year One Spring
Blue 1-10	Year One Summer
Grey 1-13	Year One Summer

Groupings

We set the children according to their ability to recognise the sounds letters make and whether they can blend and segment the sounds into words. The children are assessed at least once every half term and are moved to a group that most suits their needs. The groups are taught by highly qualified teachers and teaching assistants.



Naturally, some children will join their year group from different schools and at different starting points. In order to ensure that the teaching of Phonics is matched to the child's current level of skill, the Set Sounds and Reading Assessment sheet (pg. 70 of Reading Leader Handbook) will be made within the first week of the child joining our school. This will identify the correct Phonics group that the child will need to attend. We currently have a range of phonic groups in school, that focus on a selection of the RWI books together with several individual intervention sessions for children who have additional needs or who require interventions to address gaps in learning.

Planning

Each member of staff has a folder with copies of the RWI planning from the handbook and the resources (including Oxford Owl) needed to successfully deliver the sessions. All staff are expected to resource their own lessons and ensure that resources are ready for the start of each lesson.

As separate provision is made from writing, staff follow the ACPA structure for RWI

Speed Sounds Set 1

-Daily Speed Sounds Lesson

Sound Blending Books (start when children have learnt speed sounds set 1 and can blend the set 1 Green Word cards independently)

Daily Speed Sounds Lesson
Sound Blending Books

Red Ditty Level (daily lesson)

Daily Speed Sounds Lesson
Story Green Words
Speedy Green Words
Red Word Cards
Partner Practice – ditty speed sounds, story green words, red words, speedy green words



Ditty Introduction
First Read – children
Read Aloud – teacher
Jump-in
Second Read – children
Questions to Talk About

Three Day Timetable for teaching green, purple, pink & orange level books

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed sounds from story book	Speedy green words	Speedy green words
Story Green Words	Red word cards	Red word cards
Speedy Green Words	Partner practice – speedy green words and red words	Third read
Red Word Cards	Jump in	Think about the story
Partner practise – speed sounds, story green words and red words	Second read – children	Questions to talk about
Story introduction	Hold a sentence 1	Hold a sentence 2
First read – children		Build a sentence - orally
Read aloud - teacher		Linked text

Four Day Timetable for teaching yellow, blue and grey level books

Day 1	Day 2	Day 3	Day 4
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed sounds from the storybook	Speedy Green Words	Partner practice – speedy green words and red words	Spell Check
Story Green Words	Red Word Cards	Jump-in	Think about the story
Speedy Green Words	Partner practice – speedy green words and red words	Second Read – children	Third Read – Children
Red Word Cards	Story introduction	Fred Fingers – spelling green words	Questions to Talk About
Partner Practice – story speed sounds, story green words and red words	First Read – children	Hold a sentence 1	Questions to Read and Answer
Red-Rhythms – spelling red words	Read Aloud – teacher	Hold a sentence 2	Linked Text

Timetabling

Discrete phonics sessions throughout EYFS and KS1 will be timetabled and taught daily from EYFS through to Year 2. The expectation is that phonics is taught for a minimum of 20



minutes, progressing to up to 40 minutes once the children are completing both Speed Sounds and the accompanying phonics book specific to the sound that has been taught. For those children who are unable to successfully pass the Y1 Phonics Screening Check, additional lessons will continue until they are able to successfully do so.

Assessment and Tracking

At the end of each half term, the RWI Individual Assessments are completed and the tracker sheet for each year group is updated. Any children who have not made at least expected progress are identified and further interventions are put into place. These include 1:1 tutoring sessions with the class teacher. The sessions are for 15 minutes daily until the child has closed the gap in knowledge. Pupil Premium children are highlighted on the tracker to ensure that they make progress in line with non-pupil premium children. Once complete all data is shared with the relevant members of staff as appropriate.

Children in EYFS are assessed every half term. They are assessed in the following areas;

1. Fine Motor
2. Visual Memory
3. Auditory Attention
4. Sequential Auditory Memory
5. Auditory Memory- Understanding
6. Auditory Blending

Once they have completed Phase 1, the RWI individual assessment sheets are used. In Year 1, children complete a previous year's phonics screening check every half term. A gap analysis is then completed to identify any gaps in learning, so further interventions can be completed if required. For those children who did not pass the screening check in KS1, they will also complete a phonics screening check each half term and their scores are



recorded on the relevant year groups tracking grid. Children remain in the phonics programme until they can pass the screening check.

For pupils requiring further interventions in phonics, the RWI Fresh Start programme is used. Pupils who can orally blend and segment are assessed using the Fresh Start Assessment Tracker, so that their starting point can be ascertained. Half termly assessments are then completed to monitor progress and identify gaps in learning.

National Phonics Screening Test

During the Summer Term, all children in Year One will be screened using National Assessment materials and the data will be submitted to the Local Authority. Children are expected to gain 32 marks out of 40, however if they do not pass the screening test, they will be retested when they are in Year Two and receive ongoing Phonics support during this year. Children who do not pass at the end of Year 2 will receive targeted phonic intervention work until they have addressed gaps in learning (if not due to a specific learning issue, meaning phonics isn't an appropriate intervention)

Reading Books

Year group	Phonetically Decodable Book	Book to Share
EYFS	<ul style="list-style-type: none">• 1 book related to what they are currently learning in RWI• 1 book to review and practise previously learnt sounds.	<ul style="list-style-type: none">• High Quality Picture Book



Yr 1	<ul style="list-style-type: none">• 1 book related to what they are currently learning in RWI• 1 book to review and practise previously learnt sounds.	<ul style="list-style-type: none">• Oxford Reading Tree Book
Yr 2 still on RWI	<ul style="list-style-type: none">• 1 book related to what they are currently learning in RWI• 1 book to review and practise previously learnt sounds.	<ul style="list-style-type: none">• Oxford Reading Tree Book
Yr 3+ (not passed phonics check)	<ul style="list-style-type: none">• 1 book related to what they are currently learning in RWI	<ul style="list-style-type: none">• Yr 3+ (not passed phonics check)

Y2 and beyond-

The books are aimed at a high interest level whilst coverage is maintained for the phonics phases.

The book series available are as follows:

RWI book bands

<u>RWI Phase</u>	<u>Book band colour</u> <u>Project PX -</u>
	PX – 0 Phase 2
	PX – 1 Phase 2 + 3
	PX – 2 Phase 3
	PX – 3 Phase 3 + 4
	PX – 4 Phase 4 + 5
	PX – 5 Phase 5
	PX - 6 Phase 5 + 6



	PX – 7 Phase 5 + 6
	PX – 8 Phase 6
	PX – 9 Phase 6
	PX - 10 Year 2 Reading
	Year 2 Reading
	Year 2 Reading

Band	Project X	Dandelion	RWI	READ RECOVERY	ARE	NC	Reading Age	Phonics Phase (approx)
Lilac	0	Units 1 – 10 s a t i m n o p			FS1		Below 4.2	Phase 2
Pink	1	b c g h d e f v k l r u		1/2			4.3 – 4.8	Phase 2/3
Red	2	j w z x y ff ll ss zz		3/4/5			4.9 – 5.2	Phase 3
Yellow	3	Units 11 – 20 sh qu + xz sk wd	Green	6/7/8	FS2	W	5.3 – 5.7	Phase 3/4
Blue	4	th ed ck ing ng le	Purple	9/10/11		1C	5.8 – 5.11	Phase 4/5
Green	5		Pink	12/13/14		1B	5.12 – 6.3	Phase 5
Orange	6		Orange	15/16	Yr1	1A	6.4 – 6.7	Phase 5/6
Turquoise	7		Yellow	17/18		2C	6.8 – 6.10	Phase 5/6
Purple	8		Blue	19/20		2B	6.11 – 7.1	Phase 6
Gold	9		Grey	21/22		2A+	7.2 – 7.3	Phase 6
White	10				Yr2	3C	7.4 – 7.7	

Classroom environment

Within the infant classroom it is recommended that a RWI Speed Sounds Frieze is clearly displayed, as this refers to the letter sounds learnt during Phonics lessons. Staff add sounds to the frieze as they are taught. A 'Speed Sound' chart should be visible on working walls and on tables in order to support independence with reading and writing. This will either be a simple



An alphabet strip with correct handwriting formation should also be accessible.

Vocabulary

Staff are expected to use the following vocabulary in RWI lessons

Fred talk	Saying the sounds in a word CH-A-T
Fred in your head	Saying the sounds in your head
Fred fingers	Hold up the number of sounds in a word and squeeze the fingers as you spell the word out
Special Friends	Two friends who go together to make one sound (digraph or trigraph) Split digraphs are explained by saying that two special friends have been split up because they are too chatty but that they are still friends.
Red Words	Tricky words with low frequency grapheme
Nonsense Words or Alien Words	Made up words used to assess sound words.

Behaviour Management

Normal classroom rules apply during RWI. The most important technique in all lessons, including RWI, is to make the lessons exciting for the children. The following techniques are used to help with routines and make the lessons exciting

1,2,3 transitions	<u>Carpet to table</u> 1 – children stand 2 – children walk and stand behind chair 3 – children sit down and prepare to work
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	<p><u>Table to carpet</u></p> <p>1 – stand behind chair</p> <p>2 – walk to carpet</p> <p>3 – sit down in correct carpet space</p>
Team stop signal	<p>Hold raised hand in the air until everyone has stopped and is looking at you</p> <p>Don't talk when using this technique</p>
Cheers	<p>Give yourself a "hip, hip, hooray"</p> <p>Give yourself a "yeehaw"</p> <p>"Super speedy sounds"</p> <p>Double high-five with partner</p>
Alien bleepers and "what a load of nonsense"	<p>Children put on Alien bleepers at start of nonsense words and when they finish, we all say, "what a load of nonsense"</p>
Magnet Eyes	<p>Children closely watch the teacher</p>
No hands up	<p>Choose partners to answer rather than having hands up which encourages disengagement</p>
TTYP	<p>Turn to your partner used with correct signal</p>
MTYT	<p>My turn your turn.</p> <p>My turn gesture to yourself</p> <p>Your turn point to the children</p>

Resources

Effective phonics lessons make every second count, and this means that equipment needs to be pre-prepared before the lesson begins. All children completing the RWI programme, must have access to a copy of the RWI book being used within the lesson, magnetic letters and boards (EYFS and those who are working on Set 1 sounds) a phonics writing book and sharp pencil ready in their place so that no time is wasted handing out equipment and a



prearranged seating plan should be established as this facilitates support for those children who are struggling.

Expectations

- All staff keep their RWI planning folders up to date.
- All lessons must be taught using the RWI planning and follow the outlined structure for each session.
- All staff model sounds correctly, using only pure sounds.
- All staff model handwriting in line with academy policy.
- Lessons and Interventions must start promptly and completed as timetabled.
- All staff must be prepared for the lesson prior to it starting.
- All children being taught in RWI must have access to the resources they require during every lesson.
- Assessments are completed half termly and used to inform new groups.
- All staff must use the correct vocabulary and behaviour management techniques appropriate to the RWI scheme.

COVID Amendments to Phonics lessons

It is important that children begin to access phonics lessons as soon as possible within the first week. Unfortunately, due to bubble restrictions, phonics will not be able to happen as it did previously. Instead it will need to be taught within the classroom with both the teacher and TA taking a group. The groups will need to be chosen using a 'best fit' approach, so that the children can be organised into two groups for the Speed Sounds lessons: both adults teach one group for a 'best-fit' lesson.